

**WML Information Literacy Instruction Assessment 2021-22**  
**Classroom Activity Report – Individual**

**Faculty Librarian:** Ian O’Hara

**Semester:** Spring 2022

**Course Number and Name:** PT 772: Scientific Inquiry II for Physical Therapy

**Course Instructor (Last Name):** Hakim

**Date(s) of Information Literacy Instruction:** 2/7/2022

**Time(s) of Information Literacy Instruction:** 3:00-3:50pm

**Location:** ELH 604

**Number of Students Registered in Course:** 36

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**Summary of research assignment or task**

This course is essentially a continuation of PT 771, in which the students work in groups to complete a systematic review of the literature relevant to a given topic they have chosen in the Physical Therapy field. I previously instructed this same group of students the semester prior in the aforementioned course PT 771 in which I delivered a foundational lecture detailing the research process in their discipline in the context of a systematic review.

Prior to instructing the students in PT 772 I conferred with Dr. Hakim in order to address any specific issues that the students have been experiencing as they move through the research process they began in PT 771. I typically meet with numerous student groups after instructing the students in PT 771 and take note of any generalized issues amongst those groups in order to address them in PT 772.

This instruction is more open and is more of a workshop setting in which students can ask any questions related to the process of their systematic review and I can answer them to the entire group. I also allow the students a significant amount of group work time in this instruction, throughout which I circulate through the room to each group and answer specific questions as they arise.

**Classroom Student Learning Outcomes (SLOs) – at least one, no more than three**

SLO 1: As a result of this information literacy instruction, students will be able to utilize MeSH (Medical Subject Headings) in their own queries where necessary and appropriate.

SLO 2: As a result of this information literacy instruction, students will be able to effectively use Zotero as a tool for group research work in order to organize, deduplicate, and track results of multiple group members conducting research across multiple databases in the context of a systematic review.

SLO 3: As a result of this information literacy instruction, students will be able to refactor their search strategies based upon Medical Subject Headings and database features such as filters in order to enhance the accuracy and specificity of database literature searches.

### **How will you know how students are doing as they work toward meeting these outcomes?**

The systematic review assignment the students are tasked with is quite involved. I encourage the students in the instruction session to reach out with me for research consultations following the class period. I typically meet with multiple groups in this context throughout the process of completing their multiple semester systematic review. This affords me the opportunity to answer specific granular questions from each group regarding multiple areas of the research process in the context of their assignment. The combination of research consultations with multiple groups, and the questions posed in both the PT 771 and PT 772 information literacy instruction sessions give me a clear understanding of how the multiple student groups are progressing throughout the multi-semester project. I am also invited to attend the PT department's "research day" each academic year in which each student group presents the results of their systematic review project.

### **Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?**

Having now worked with students in the PT program across several semesters, I have adjusted the design of my IL instruction in both PT 771 and PT 772 based upon student questions and feedback in my research consultations with their project groups. I have reoriented the instruction on how best to utilize Zotero in a group research context to be more active and hands-on in the classroom and this seems to have improved their understanding and comfort level of how to use a citation management tool in this way. I've worked to improve their understanding of how to adequately develop a systematic review search strategy, but I think there is still improvement to be had in this aspect of this IL instruction.

In the future, I'd like to provide more instruction on how to develop and edit a search string in a systematic review context as the majority of questions I receive from students and student groups in these courses is related to needing to modify their search strings in order to retrieve more specific and accurate database search result sets. It is a complex process and I'd like to provide some active learning opportunities in which students can evaluate a pre-identified search string and see how making changes to that search string can contribute to wildly different search results depending on the databases they are utilizing.

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**Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports**

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.