

WML Information Literacy Instruction Assessment 2018-19  
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

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ation Literacy Instruction: 3/29/2019

ation Literacy Instruction: 9:00-9:50am

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nts Registered in Course8

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Summary of research assignment or task

Students have to complete literature review, which requires them to use five peer reviewed research articles and will be used later in the semester to inform a persuasive presentation on an injustice in the United States.

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 locate library resources, whether through an individual journal or a database.

SLO 2: As a result of this information literacy instruction, students will be able to identify and understand the distinguishing characteristics of peer reviewed research articles.

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

I created a research guide for this course, with linked recommended databases as well as titles of journals in which peer reviewed research can be located. I can check the usage statistics to see if this resource seems to be accessed by the students as they work on their 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?

After the course, Dr. Allison seemed interested in possibly having multiple sessions for future offerings of this course. This would be extremely useful, as I was very limited by ~~the 50~~ class session and would like to have time to incorporate active learning and for students to workshop their own topic.

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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.

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

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