

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

**Faculty Librarian:** Ian O’Hara

**Semester:** Fall 2021

**Course Number and Name:** OT 494: Evidence Based Research (EP)

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

**Date(s) of Information Literacy Instruction:** 9/27/2021

**Time(s) of Information Literacy Instruction:** 3:00-4:15pm

**Location:** WML 306

**Number of Students Registered in Course:** 14

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**Summary of research assignment or task**

In OT 494 the students must develop a clinical research question utilizing the PICO format. They must then use this clinical research question in order to develop and document a literature search strategy tracking their specific utilization of library databases and scholarly journals within which they found relevant literature. The students must then produce a paper synthesizing relevant literature discovered while also discussing the implications of their findings on clinical practice within the field of Occupational Therapy.

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

SLO 1: As a result of this information literacy instruction, students will derive an effective database search string from a clinical research question in PICO format.

SLO 2: As a result of this information literacy instruction, students will generate an effective database search strategy for literature searching based on a clinical research question pertinent to their field.

SLO 3: As a result of this information literacy instruction, students will learn to effectively document and audit their research process.

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

This lesson was formulated in an active way in which students work in small groups or pairs in order to work through the research process based on an instructor provided clinical research

question. Each grouping of students derives their own database search string, database search strategy, and documents the results of their searches independently and then the instructor leads large group discussions at each phase of the process in order capture student progress and thought process in relation to each step of the research process that they will need to complete in order to be successful in completion of their research assignment for this course.

Throughout the class session, students are given ample time to work in each of these phases of the research process and the instructor can circulate throughout the room and monitor progress and understanding of key concepts. This assessment continued through the large group discussion as this was student centered with the instructor asking the students specific questions