

WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Program-wide
Prepared by Donna Witek, Information Literacy Coordinator

fill out a “Golden Ticket” slip documenting their meeting with the librarian which is handed in to the course instructor for extra credit.

For **revised instructional materials** for this module including the homework assignment email, Knowledge Check Quiz questions and answers, shared lesson plan, revised 5 Ws handout, and sample “Golden Ticket” slips, see attached.

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

Note: These SLOs were heavily revised since Spring 2018 since the module moved from two information literacy sessions to just one. There are also more than three SLOs listed here, which is a detail we will examine in future iterations of this shared lesson.

As a result of **both** the online Information Literacy Module content + quiz and the 50-75 minute workshop with a faculty librarianvp Tw 332

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SLO4:

Result: This change did not appear to affect the success of our engagement with the multiple INTD 112 sections offered and made our involvement more sustainable in terms of time and staffing.

We will retain this change into the future.

- The Library Assignment was redesigned to serve as a “knowledge check” quiz measuring understanding of information shared in content modules we created and made available via D2L.

Result: This change made grading/assessing student understanding of the online content a lot clearer and easier for the librarians. It also allowed us to design the in-class library research workshop to be focused entirely on applying their learning to real research tasks.

We will retain this change into the future.

- The “Evaluating Sources with the Five Ws” handout was revised to make the questions students can ask of sources for each W clearer and easier to apply.

Result: These minor changes to the handout were reflected in the corresponding Knowledge Check Quiz - Question 8. Student performance on this question and observation of their applying the Five Ws during the in-class library research workshop provide evidence that our continued improvements to this handout are having a positive effect on their understanding of source evaluation.

We will retain these changes into the future.

- The Information Literacy Coordinator issued timely reminders to course instructors to send student learning data to the Library for assessment, including collection of final exam scores on Library questions and (if applicable) completed “Golden Ticket” slips.

Result: All INTD 112 course instructors in Fall 2018 (n=3) successfully submitted to the Information Literacy Coordinator the requested assessment data, including final exam scores on Library questions and any “Golden Ticket” slips turned in by students for extra credit. Thus, these reminders to the course instructors were successful at improving the rate at which assessment data was forwarded to the Information Literacy Coordinator.

We will retain this change into the future.

With the above in mind, what follows is a formal assessment of the information literacy module as a whole for Fall 2018:

ASSESSMENT OF FALL 2018 INFORMATION LITERACY MODULE:

Information Literacy Knowledge Check Quiz

74 students completed the Knowledge Check Quiz out of 75 students enrolled. Librarians assigned to each section graded their quiz submissions through D2L.

Mean Score: 97.56 / 100
Mean Grade: 97.56%

Median Score: 98.66 / 100
Median Grade: 98.66%

The highest grade was 100% (n = 9 students) and the lowest grade was 90.83% (n = 1 student).

74 students out of the 74 who submitted assignments scored 85% or higher.

Based on this assessment, it is clear that every student in this course who engaged the online Information Literacy Module content successfully demonstrated their learning of that content through the Knowledge Check Quiz.

Comparison to Spring 2018:

The number of students this data represents is higher than in Spring 2018 – up from 53 students in Spring 2018 to 74 students in Fall 2018. This is because more sections of the course ran in Fall 2018 than in Spring 2018.

In Fall 2018 the highest score was slightly higher than in Spring 2018 – 100% in Fall 2018 versus 97.73% in Spring 2018.

However, in Fall 2018 the lowest score was significantly higher than in Spring 2018 – 90.83% in Fall 2018 versus 71.59% in Spring 2018.

These two findings taken together indicate that the quality of the assessment tool – the Knowledge Check Quiz – has been improved for clarity both in terms of what content aligns with which quiz questions (so students can reinforce their own learning as they take the quiz – linking back to the content modules within the quiz itself likely played a role in this reinforcement) as well as the clarity of the questions themselves (what they are asking of students). Utilizing a variety of question types in D2L provided us with the ability to assess students' understanding in different ways which benefits the learner by providing multiple avenues to demonstrate what they know.

Golden Tickets

Because the “Golden Ticket” research consultations are now optional and incentivized with extra credit, our ability to track these meetings relies on course faculty sending submitted “Golden Ticket” slips to the Information Literacy Coordinator at the end of the semester via campus mail.

In Fall 2018, the Information Literacy Coordinator received completed “Golden Ticket” slips from all three course faculty for a total of **13 students**. This represents **17.33% of students enrolled** who took advantage of the optional “Golden Ticket” research consultation with a librarian.

Due to time constraints, student responses to the questions on the “Golden Ticket” slips were not

Q5: What techniques can you use to capture the citation information for an article you find in a database?	Number of students who got answer correct:
a. Email the article to yourself	
b. Copy & paste the citation into a Word document	
c. Print the article from the database	
d. all of the above**	63 / 74 students

Students did very well on Q1, Q3, and Q4. This informed our decision to retain these questions in future semesters and to continue to find ways to emphasize the knowledge they are measuring in this information literacy module.

The high performance on Q4, which focused on applying the Five Ws of Source Evaluation, demonstrates that the various interventions we made to the Information Literacy Module to better teach this source evaluation framework and give students multiple opportunities to apply it were successful and will be retained into the future.

Students did moderately well on Q2 and Q5. This tells us that we need to give more attention to how we teach the database

- The lesson plan asks the librarian to cover too much material for a single class session. While the lesson outline was manageable during a 75-minute class session, it was too full for adequate coverage in a 50-minute class session.
- It was suggested that the THINK-PAIR-SHARE activity about the databases be pared down, as students seemed to be skipping ahead past this discussion activity to applying what they learned by beginning their own searches in the databases.
- The larger classes were a bit unwieldy to break into groups for group activity work.
- One librarian suggested we make the articles used during the Five Ws activity available to students electronically as well as in print, so they can pull them up on their devices; some students were doing this on their own so providing the links could be useful to all.

These findings informed the planned changes to the INTD 112 information literacy module for Spring 2019.

CLOSING THE LOOP — Planned changes for Spring 2019:

In Spring 2019 the following wider curricular details are informing the planned changes to the INTD 112 information literacy module: 1) Nine sections of INTD 112 are scheduled to run in Spring 2019 which is more sections than have ever run before; and, 2) Of these nine sections, six of them are a part of the Gonzaga Program, a first-year program designed to help students transition from high school to college who would benefit from additional skills classes and learning in a cohort for their first year at the University. Students in the Gonzaga Program often need their learning scaffolded and supported in ways that students in the general University population may not.

Based on the above sources of assessment data and the conclusions drawn from them as well as the wider curricular details described above, the following changes are planned for the INTD 112 information literacy module for Spring 2019:

- **Streamline Classroom SLOs:** We will rewrite the Student Learning Outcomes for both the online Information Literacy Module content + quiz as well as the lesson plan for the in-class library research workshop so they fit into a 50-minute class session better and also so they are easier to assess.
- **Pare down content in lesson plan:** We will simplify the lesson plan for the in-class library research workshop so it can be successfully adapted to a 50-minute class session and so student learning is prioritized over breadth of content covered. We will also add links to the articles used in the Five Ws of Source Evaluation Exercise to the D2L course page for each section of the course so students can easily pull them up on their devices during the in-class exercise.
- **Stagger Information Literacy Module dates:** Due to the high number of sections running and the differences in student make-up t8R [(u)]TJ1(c)- [(u)]TJ1(c)-(o)a

success in the first year, has created an assessment survey that all librarians are asked to deliver in 100-level information literacy class during Spring 2019. We will further revise the lesson plan outline for this INTD 112 in-class library research workshop to allot time for students to complete this assessment at the end of the class session with a librarian.

- **Replace final exam question about capturing citation information with a new question about the purpose of citation and attribution:** In light of our goal to teach and assess the “why” of research alongside and informing the “how,” we will revise Q5 on the final exam so it focuses on the purpose of citation and attribution, as opposed to the database tools researchers can use to gather citation information. We think this will improve student performance on this question while signaling that understanding the purpose of citation is more important in the long run than understanding specific (and changeable) tools you can use to gather citation information.

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.

PLO6: Students will properly distinguish between. ()T5(pe)c(h be)ctvalsheh beO2(l)3(l)JTJ 7.615 0 th Td ()T

Subject: INTD 112 Information Literacy Module

Dear Students,

My name is [Librarian Name], and I am one of the faculty Librarians here at the University of Scranton.

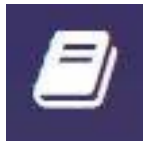
The purpose of this email is to assign to you a required part of your INTD 112: Eloquentia Perfecta Foundations course called the **Information Literacy Module**.

This module is found online in your INTD 112 course page in the campus learning management system Desire2Learn which you can access through My.Scranton.edu.

You need to complete the INTD 112 Information Literacy Module, including the online Quiz that comes at the end of it, by 11:59 pm on Sunday, September 23, 2018.

To access the module on a desktop or laptop computer (Note that you may need to "enable blocked features" of this email to see the images embedded in the instructions below.):

1. Log into My.Scranton.edu.



2. Click on the book icon that looks like this in the upper right-hand corner to enter the campus learning management system Desire2Learn.



3. Click on the square made up of smaller squares that looks like this and select your INTD 112 course page.

Content

4. Click on the word "Content" that looks like this in the toolbar of options along the top of the course page.
5. The **Information Literacy Module** is found in the list of content modules along the left-hand side of this screen and you can access it by clicking on the words **Information Literacy Module**. You may need to scroll down a little to find it. Here is what the module looks like, including the four sub-modules that are a part of it:

Information Literacy

Module

Library Databases

Citations and Attribution

Evaluating Sources

Quiz - Information

Literacy Knowledge

Check

Once you have clicked on the words **Information Literacy Module** to access the module, follow the instructions on the screen to work through the sub-modules and take the Quiz at the end of the module. The sub-modules and Quiz should take 30-60 minutes to complete.

This **Information Literacy Module** has four sections you will work through to learn about conducting research using the Library. The fourth section is a Quiz you will need to complete **by 11:59 pm on Sunday, September 23, 2018** in order to check your knowledge as a result of working through this module. The week of October 1, 2018 a Librarian will visit your class to help you practice conducting research on your Capstone topic.

If you have any questions about accessing the **Information Literacy Module**, please reach out to me at this email address (donna.witek@scranton.edu) and I will be happy to assist you.

The Librarians are looking forward to meeting you all the week of October 1st!

[Librarian Signature]

Quiz - Information Literacy Knowledge Check: Fall 2018

Correct answers are indicated.

Question 8 continued on next page.

Fall 2018: INTD 112 Library Research Workshop

Outline of Workshop (Detailed)

Name: _____

Getting in the Databases

SECTION 1:

Question: My Capstone topic is: _____

Question: What are the primary concept phrases in my topic? List them here:

Question: The database I am using during this research workshop is (circle one):

Academic Search Elite

ProQuest Central

SECTION 2:

Task: Go to the search screen for your database and type your primary concept phrases into the search boxes. These are your keywords. Type one keyword in each box. Use at least two and no more than three. Then click to search.

Question: Based on an initial skim of the results that came back, did the database interpret your keywords as you intended? Circle one:

Yes

No

If yes, what tools on the results screen can you use to narrow your results further?

If no, how can you revise your initial search terms to focus your search more?

WORKSHOP LAB SESSION:

Task: Using the tools in the databases and the Five Ws Framework for Source Evaluation, take some time to search for useful articles about your topic.

Goal: Select one possible article from your database searching and email it to yourself through the database.

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your project.

One way to decide whether a source is “good” for your project or not is to begin by asking some questions about the source.

Remember!

take them

WHO created the source?

- b What expertise does the author/organization have to write on this topic?

- b What are their credentials? How are they connected to the field they are writing about?

- b Are they affiliated with any specific organizations? Which ones? Could this impact their reliability?

WHAT is the purpose of the source?

- L What is the source saying about your topic? What points or argument is it making?

- L What type of publication is the source published in? Scholarly/academic? Newspaper? Magazine? Trade? Report? Something else?

- L Who is the intended audience for the source?

WHERE does the information in the source come from?

- à Are there references within or at the end of the source? What types of other sources are cited?

- à Is the author writing from their own experience? How can you tell?

- à Did the author interview anyone in the source? If so, who?

WHEN was the source published?

- ^ Does your topic require very recent information, or will older sources be acceptable or even preferred?

- ^ Are there any historical events connected to your topic? When was the source published in relation to those events?

- ^ If no date is provided how might this impact the reliability or



GOLDEN TICKET

Student Name: _____

Research Consultat on Date: _____

Librarian Name: _____

Librarian's Init als (signature): _____

Capstone Topic: _____

Ref ect on something new that you learned about _____ during your consultat on with the librarian. Indicate _____ new thing you learned, _____ it is helpful to know when doing research, and _____ this will change how you do research in the future:



GOLDEN TICKET

Student Name: _____

Research Consultat on Date: _____

Librarian Name: _____

Librarian's Init als (signature): _____

Capstone Topic: _____