

WML Information Literacy (IL) Instruction Assessment 2019-2020

INTD 112: Eloquentia Perfecta

- Students have the option to participate in a “Golden Ticket” research consultation with a librarian in support of their Informative Speech projects. In Fall 2019, this was completed by visiting the Research Services desk and working with the librarian on duty. If they participate in this opportunity, students then fill out a “Golden Ticket” slip signed by the librarian, which is handed in to the course instructor for extra credit. In Spring 2020, due to COVID-19, Golden Ticket consultations were completed online through scheduling consultations with the teaching Librarian. The Librarians, after completing the consultation over the Library’s chat service, phone, or Zoom, then send an email to the course instructor confirming the consultation took place.

For current instructional materials for this module including the homework assignment email to students, Knowledge Check Quiz questions and answers, shared lesson plan, 5 Ws handout, sample “Golden Ticket” slips, and updated Golden Ticket scheduling email (in response to COVID-19 restrictions), see attached.

Classroom Student Learning Outcomes (SLOs)

As a result of both the online Information Literacy Module content + qu10.9(c)-1.7(o.b(i)6.3(ne)-1.7)-44.6(on n25(4)125

x **Create an online research guide for the in-class library research workshop**

An online research guide containing the links to the articles for the 5 Ws activity and the 5 Ws handout was created and utilized in the Fall 2019 and Spring 2020 sections. The librarians previously noted that article links in D2L would have to be updated before the start of the semester when the module is copi

Mean Score (total): 96.39

Median Score (total): 97.67

Mean Score (Gonzaga): 96.88

Median Score (Gonzaga): 97.08

Mean Score (non-Gonzaga): 95.46

Median Score (non-Gonzaga): 98

In all sections, the highest grade was 100 (n = 20 students)

getting more accurate data. We did not get a record of the consultation as we do with the slips, but these have not been analyzed in previous semesters.

Final Exam

The Library has five questions on the final exam in INTD 112 that we use to assess content knowledge related to the research process. The questions for Fall 2019 and Spring 2020 were retained from Spring 2019.

For Fall 2019, three of the four course faculty shared their student scores with the Research & Instruction

In Spring 2019, due to COVID-19 moving all instruction/exams online, the five questions from the librarians were included as either part of or an entire quiz through D2L. This allowed the Research &

answering correctly, and further in Spring 2020, with 75.95% (60/79) answering correctly. Students in the Spring 2020 sections who answered incorrectly often picked the same wrong answer.

Question #2 may also be a candidate for revision, as students do moderately well answering it, but it is noteworthy that the rate of correct answers has risen; in Fall 2018, 78.34% (58/74) of students answered correctly, and, in Spring 2019, 84.06% (58/69) of students answered correctly. This increase continued in Fall 2019, with 86.21% (50/58) answering correctly and, in Spring 2020, with 87.34% (69/79) answering correctly. This increase could indicate that the librarians are better integrating this specific researching concept into their lessons and interactions with students.

Librarian feedback

A meeting was held with all librarians who taught INTD 112 over AY 19-20 in July 2020 to discuss the modular content and in-class lesson plan. Observations from the collective feedback received include the following:

- x Many librarians noted the 5 Ws activity as being the most impactful part of the session.

- Individual search time was sometimes less useful for students, as not all faculty members had assigned topics at that point in the semester.

- x The flipped classroom model of having the students complete an assignment (the module and quiz) before w [(a)-1.7(1)2(o)2(t)6(z)9.h(be)0.9(J)-ae7.66 Tc -0.00p8(m)8.3(em).8(at)-2.6(3.9(u)I)9-2.6(01 .8(i)-

sections, which are most often misidentified in quizzes. In Fall 2019, 42 out of 69 students correctly answered the WHAT question, and 45 out of 69 correctly answered the WHERE question; the other 5 Ws questions all had 60+ students answering correctly. In Spring 2020, 50 out of 90 students correctly answered the WHAT question, and 61 out of 90 correctly answered the WHERE question; the other 5 Ws questions all had 69+ students answering correctly.

This rewrite will be examined and evaluated by the other librarians who teach the INTD 112 sections to determine if it should be implemented in Fall 2020. This will also require rewriting the questions regarding the 5 W's on the Knowledge Check quiz in D2L and final exam as well as replacing all links to the document in both D2L and on the research guide.

x Find new ways to engage future Gonzaga students in their INTD 112 sections:

The Research & Instruction Librarian for Student Success noted that all Gonzaga students received information literacy instruction in Fall 2019 in their EDUC 113 course and two sections also had information literacy instruction in their WRTG 105 course. Before the INTD 112 in-class sessions with librarians in Spring 2020, two sections also had information literacy instruction in their WRTG 106 course. These details, including the EDUC 113 research guide, were shared with the teaching librarians before their scheduled sessions. This led to concern from librarians that students would be getting too much repeated content on basic researching, and so the INTD 112 Gonzaga sections focused more on the 5 Ws activity, which is not utilized in EDUC and WRTG instruction, and individual searching time rather than reviewing the databases. We can continue this practice for future sessions, but also investigate any other content/activities to include in Gonzaga sections where students have had previous IL instruction.

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 their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

Spring 2020 email to students- updated from previous semesters to reflect changes to my.scranton.edu

Subject: INTD 112 Information Literacy Module - Due 3/1





Dear Students,

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, March 1st, 2020 .

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 dots icon that looks like this  in the upper right-hand corner and then click on Desire2Learn  to enter the campus learning management system.
3. Click on the square made up of smaller squares that looks like this  and select your INTD 112 course page.
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:

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, March 1st, 2020

Quiz – Information Literacy Knowledge Check: Fall 2019 and Spring 2020

Correct answers indicated

Question 8 continued on next page

Fall 2019 and Spring 2020 INTD 112 Information Literacy Lesson Plan

As a result of both the online Information Literacy Module content + quiz and the 50-75 minute workshop with a faculty librarian, students will:

- Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.
- Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.
- Practice habits that support appropriate attribution of sources in their research.

Outline of Library Research Workshop (Detailed)

This outline assumes a 50-minute class session; for the 75-minute class sessions, expand activities (e.g., the Workshop Lab Session) as you see fit.

Approximate time frames are given for each section and sub-section of the outline, but these are just a guide; as long as you are able to get through the activities and material by the end of your class period, you are good.

(2 mins total) Introduction	
2 mins	Introduce yourself and give a quick overview of how the workshop will be conducted Note to Librarian: Ways to get help will be covered at end of class when you hand out the Golden Ticket slips so no need to include that here.
(15 mins total) Five Ws of Source Evaluation Exercise	
<p>Needed HANDOUT Evaluating Sources with the Five Ws</p> <p>--Four articles in your folder (collect when finished — Note: Information on cover page is for your reference and not information to use)</p> <p>--Links to articles in D2L: "Library Research Workshop Links" content module</p>	
2 mins	<p>This exercise will have students practice applying the Five Ws Framework for Source Evaluation. Give out the handout that has the Five Ws and tell students to take out pens.</p> <p>Divide the class into groups, and give each group one of the four articles in your packet. Also show them how to access the articles digitally through D2L. Tell each group to work together to evaluate the article and answer as many of the questions on the Five Ws handout as they can, writing their answers down as they go.</p> <p>The broader question they are seeking to answer is:</p> <p>If you were doing your Informative Speech on the topic of search engine privacy, would you use it? Why or why not?</p> <p>They should be prepared to share what they record on their handouts with the class when you reconvene the class to discuss the articles together.</p>
5 mins	Give the students 5 minutes to read through the articles, use their computers to look up information about the articles (background information on authors, publication, etc.), and record what they find on their handouts. You can guide the individual groups as needed to get them going.



Evaluating Sources with the Five Ws






Evaluation is a holistic process



WHO created the source?

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a 

b 


b 



WHAT is the purpose of the source?

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Fall 2019 Golden Ticket slips

Spring 2020: Golden Ticket instructions email to students

Subject: INTD 112 Golden Ticket Extra Credit consultations

Dear Students,

If you would still like to receive extra credit in your INTD 112 course by completing a Golden Ticket research consultation with a librarian for the Informative Speech assignment, we will be
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