WML Information Literacy Instruction Assessment 2022-23
Classroom Activity Report – Individual

Faculty Librarian: Sheli Pratt-McHugh

Semester: Spring 2023

Course Number and Name: WRTG 106: College Writing II (EP)

Course Instructor (Last Name): Mahady

Date(s) of Information Literacy Instruction: 4/14/2023

Time(s) of Information Literacy Instruction: 2:00-2:50pm

Location: HYL 204

Number of Students Registered in Course: 12

Summary of research assignment or task

Students needed to find 3 major sources for their argumentative essay.

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

SLO 1: Understand the research process in relation to the assignment.

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

I could ask the instructor for any observations on the students' research for their final assignment and if she noticed an improvement in their sources.

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?

This was my first time providing instruction to this instructor's WRTG 106 course and she asked that I come to the classroom in Hyland, which was a computer lab. I would have preferred they come to the Library and I would recommend that in the future if she asks us back. I think I might have focused more on source evaluation than searching skills. They were a very quiet class which made it a challenge for them to engage. I think a group activity might have suited them better, or even a lab session where they were searching and I was helping them individually so they didn't feel pressured to speak in front of the whole group.

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

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.