WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

Faculty Librarian: Kelly Banyas

Semester: Fall 2019

Course Number and Name: COUN 509: Professional Issues for Counselors (2 sections)

Course Instructor (Last Name): Bordonada and Wilkerson

Date(s) of Information Literacy Instruction: 9/4/2019

Time(s) of Information Literacy Instruction: 4:30-5:30pm

Summary of research assignment or task

The students participate in a "mini-conference" in November, where they present a poster they created with their group to discuss a population or current issue within the Counseling field that needs more advocacy. They also must provide an annotated bibliography, which includes 15 resources minimum with 7 of those resources from an American Counseling Association journal, and handout/brochure referencing their scholarly literature.

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 and utilize journals from the Counseling field, specifically American Counseling Association journals, within the Library's collection.

SLO 2: As a result of this information literacy instruction, students will be able to navigate and search within a variety of databases and identify appropriate Counseling resources.

SLO 3: As a result of this information literacy instruction, students will practice citation management skills, particularly by using the platform Zotero.

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

Many students reached out to me to discuss this project and their research, through scheduling formal consultations or coming to the Research Services desk. I also attended the "mini-conference," asking students about their research, the sources they found, and how they

synthesized these as a group. The posters and brochures looked well-researched, with multiple citations from a variety of counseling journals. Students mentioned utilizing the Research Guide created for the course, specifically the links and resources pertaining to the discipline. Many students also discussed using Zotero to manage their citations individually and as a group, which assisted them in completing this 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?

I think this was a successful session; many students recognized me at the "mini-conference" and talked openly about their research and their process identifying resources. I will be sure to continue to demonstrate Zotero, as many students mentioned it as one of the things that helped them the most in completing this project, especially the group folders feature. In my meetings throughout the semester with students I was also able to walk through more specific examples of searching in the journals, which can be trickier than searching in the databases depending on the platform. I may want to spend more time going over this in class in future sessions. I also went a little over the hour I had initially planned due to questions, and so may want to try to schedule more time in the future (if possible).

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information008 Ouu i0.0