

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

**Faculty Librarian:** Ian O’Hara

**Semester:** Fall 2019

**Time(s) of Information Literacy Instruction:** 2:30-4:45pm

**Location:** WML 306

**Number of Students Registered in Course:** 19

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**Summary of research assignment or task**

This course is typically taken by first year Nursing majors. The students are required to complete a paper of a specified length on a pertinent issue related to the Nursing profession. There is also a requirement that each student utilize at least 5 articles from professional Nursing journals as their research, and they must follow APA formatting guidelines as well. The students are essentially expected to discover and discuss background information on their given issue, as well as discuss multiple perspectives on the issue based on t

and observe if students were applying the conceptual skills discussed during the lesson. This also allowed students the ability to ask questions if there were aspects of the lesson that perhaps they hadn't quite grasped during the instruction portion.

**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?**

Though I think this lesson seemed to be successful in accomplishing the student learning outcomes I was driving at, it may be wise in the future to schedule a second session, or multiple shorter sessions that address specific areas of the research process. This lesson contained a large amount of content and some of the topics may not have received as much attention as they perhaps should have due to time constraints.

I think the active learning activities were engaging and helped to keep the students engrossed in the lesson content. The article evaluation activity is a necessary skill presented in a way in which they are discussing and working through their thoughts related to these novel ideas regarding scholarship with their peers. The boolean search terms activity in which they are required to stand or sit based on search terms related to specific types of clothing seems to work well to solidify a generally abstract or intangible concept.

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**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.