

WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report – Program-wide
Prepared by Donna Witek, Information Literacy Coordinator

Faculty Librarians:

Ge

As a result of this guest information literacy instruction and the assignment associated with it, students will develop good habits in time-management related to the research process by conducting their scientific literature searches early enough to request articles via Inter-Library Loan if needed.

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

Evidence of all three learning outcomes will be found in the students' timely and successful submission of the Science Literacy Assignment #2 to their course instructors.

Based on your experience teaching this session and any assessment of student work you were able to do, what way you change next time to improve how you teach it? E.87 6 E.87 6 E.8ch c(7 -1.15

The plan will be to share the video with the faculty coordinator of the general biology labs and with the support of CTLE to embed this video in the learning management course shells for all of the labs. Students will be assigned to watch the video and then complete the research tasks for the assignment. The Library will supplement this online video instruction with Research Services both in person at the Research Services desk and online through our Ask a Librarian chat service.

WML Information Literacy Program Student Learning Outcomes this information literacy instruction supports

SLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

SLO3: 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.

SLO6: Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

Information Literacy Instruction Planning Template

Course: BIOL 141L Fall 2017 Include here any background information provided by the course instructor in order to remember to teach students how to use.

For background/context see **Science Literacy Module BIOL 141L F17** (attached)

For assignment see **Science Literacy Assignment No 2 BIOL 141L F17** (attached)

Science Literacy Assignment #2 is **DUE 1 WEEK AFTER** science article in the popular press in which a primary study is being cited.

a. **PLUG:** NY Times Group Pass and NY Times website—Science category

Task 2: They will track down the **primary research article** that is cited in the secondary popular press science article. [**NOTE:** MAY REQUIRE USING INTER-LIBRARY LOAN]they will **use the Journal S**

Information Literacy Instruction Planning Template

Course: BIOL 141L Fall 2017

Date/Time of IL Session: Week of Aug 28, 2017

Task 3: They will **do a topical search in the Library's databases** on the science topic addressed in the previous two articles and **find another primary research article** related to the first two.

- e. Databases by Subject Biology Databases to demonstrate: **ProQuest Biology Journals** and **Science Direct**

Space for individual IL Librarian background notes:

Student Learning Outcomes for the IL Session (at least one, no more than three)

These are statements that you write for yourself that describe what students will be able to do, practice, know, understand, or value, as a direct result of your teaching. You can begin each statement with "As a result of this IL session, students will..." and then complete the statement with the outcome you are aiming for. Think of outcomes as your aspirations for your students: What do you hope they will learn through your teaching?

1. As a result of this IL session [and the assignment associated with it], students will understand the differences between primary research articles and secondary articles on science-related topics.
2. As a result of this IL session [and the assignment associated with it], students will practice finding both secondary articles on science topics in the popular press as well as primary research articles on science topics using the Journal Search as well as the Biology Databases provided by the Library.
3. As a result of this IL session [and the assignment associated with it], students will develop good habits in time-management related to the research process by conducting their scientific literature searches early enough to request articles via Inter-Library Loan if needed.

sC4-17.C4-h icie 6.6((h i)() c)120 T62(l)-6.6(l).32 510T10.241Q44 17W n BT /TT131 Tf -0.77.26 T

Information Literacy Instruction Planning Template

Course: BIOL 141L Fall 2017

Date/Time of IL Session: Week of Aug 28, 2017

BIOL 141L – Notes for IL Session – Fall 2017

For your Scientific Literacy Assignment #2, you need to find a **secondary science article in the popular press** in which a **primary research study** is being cited, then locate the primary research article in which that study has been published.

Background (adapted from “Science Literacy Module” course document—give verbal credit that we’ve adapted this for our presentations in the Bio labs):

The main way that scientists communicate the findings of their work

Plug that if we do not have it full-text, ILL will be needed