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

Faculty Librarian: Donna Witek

Semester: Spring 2020

Course Number and Name: HIST 190: Digital History (EP)

Course Instructor (Last Name): Levy

Date(s) of Information Literacy Instruction: 2/18/2020

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: STT 411

Number of Students Registered in Course: 13

Summary of research assignment or task

This information literacy lesson directly supports an assignment called Task 3, in which students use an iterative approach to the research process to develop a historical research question based on a primary source they have previously found through digital archives, and record their search process including reflection and analysis of the steps they tried. Task 3 is one of several

SLO2: As a result of this information literacy instruction, students will apply advanced research and searching techniques in the databases including using the wildcard symbol, phrasing, and targeting metadata fields with topical terms, as well as using Zotero in the databases.

SLO3: As a result of this information literacy instruction, students will understand the role of secondary sources in the study of history.

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

SLO1: Task 3 submissions to Dr. Levy

SLO2: Task 3 submissions to Dr. Levy

SLO3: Primary Source Paper submissions to Dr. Levy

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?

Direct assessment of my classroom student learning outcomes is not easily accomplished by me, the librarian, as I am not the instructor of record for the course, and the assessment data sources come from assignment submissions to Dr. Levy after my information literacy class session has taken place.

Dr. Levy has invited me to attend students' final presentations in the course, which take the skills developed in Task 3 and the Primary Source Paper and apply them to a capstone project at the end of the course; unfortunately, scheduling constraints have made me unable to attend these final presentations as of yet. This is an avenue of direct assessment by me that I can pursue in the future when I teach this lesson.

Another option is for me to ask Dr. Levy for student scores on Task 3 and/or the Primary Source Paper, or to ask her for an overall evaluation of how she feels students did when it came to secondary source use throughout their projects in the course. I will aim to close the loop with her in this way when I teach this lesson for her again in the future.

Between Fall 2019 and Spring 2020, Dr. Levy did ask me to add the Library catalog and the licensed resource CREDO Reference to the resources I introduce to students as tools for conducting secondary source research. This made the lesson very tight in Spring 2020, and a positive improvement I made to address this was to cut the modeling of searching the Digital Public Library of America for a primary source, trusting that students' introduction to searching digital archives earlier in the semester was sufficient. However, managing the lesson so that students have more time to apply the techniques I introduce to them during my class session would strengthen this lesson in the future.

While there was not enough time for students in Spring 2020 to complete the anonymous First-Year Library Instruction survey that asks students, "After today's session, what is something that

you will change when doing research?," and the completion rate when the survey link was shared with students by Dr. Levy via email after my class had taken place was 0, I did receive 15 survey responses when I taught a very similar version of this lesson to Dr. Levy's HIST 190 class in Fall 2019. By far the most frequent response to this survey question in Fall 2019 was that students would utilize the advanced search techniques I shared with them, especially use of the wildcard

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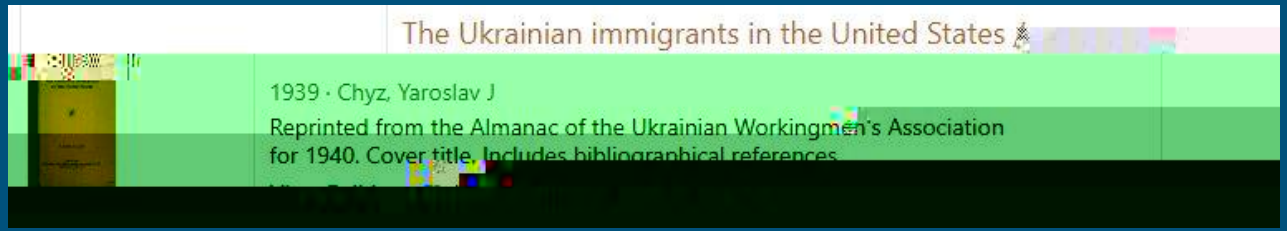

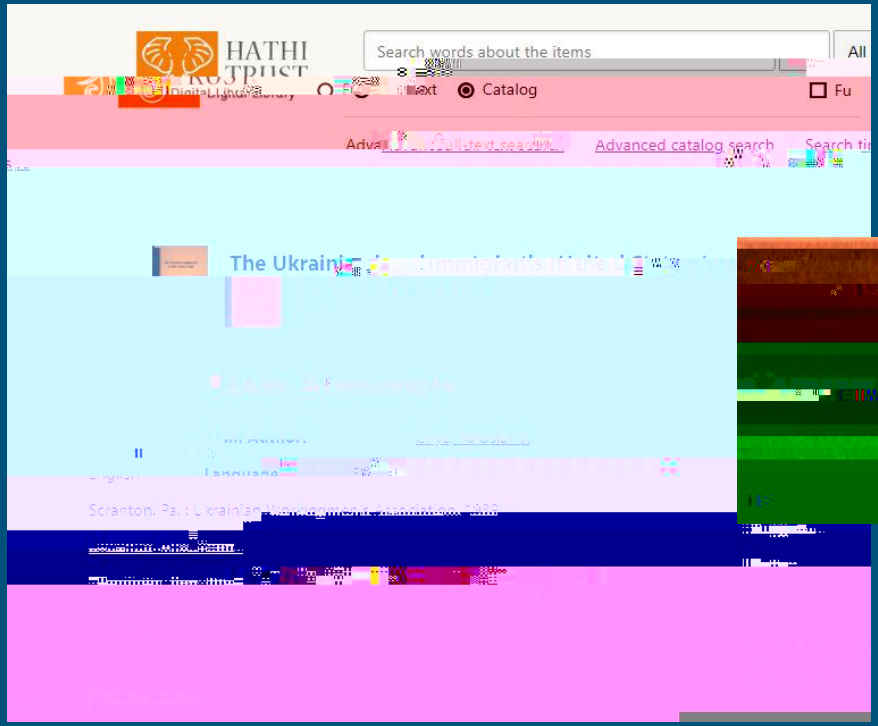

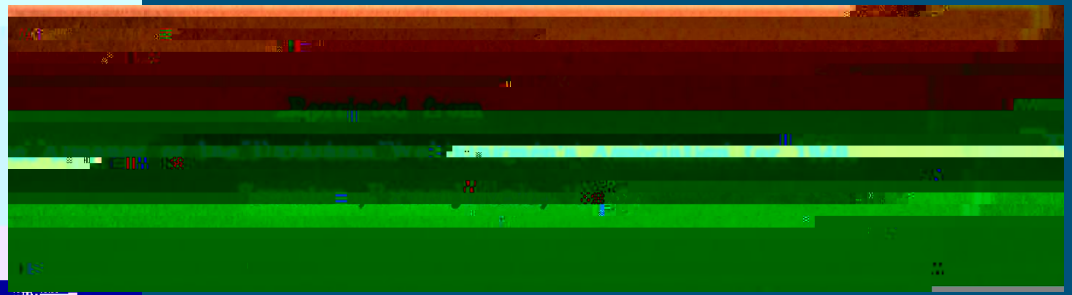

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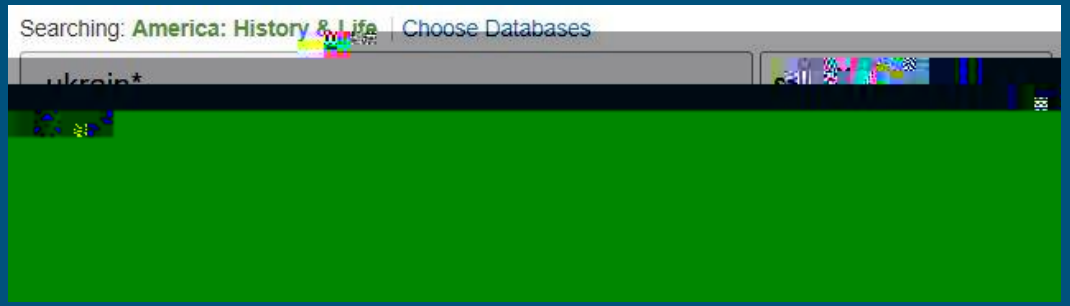

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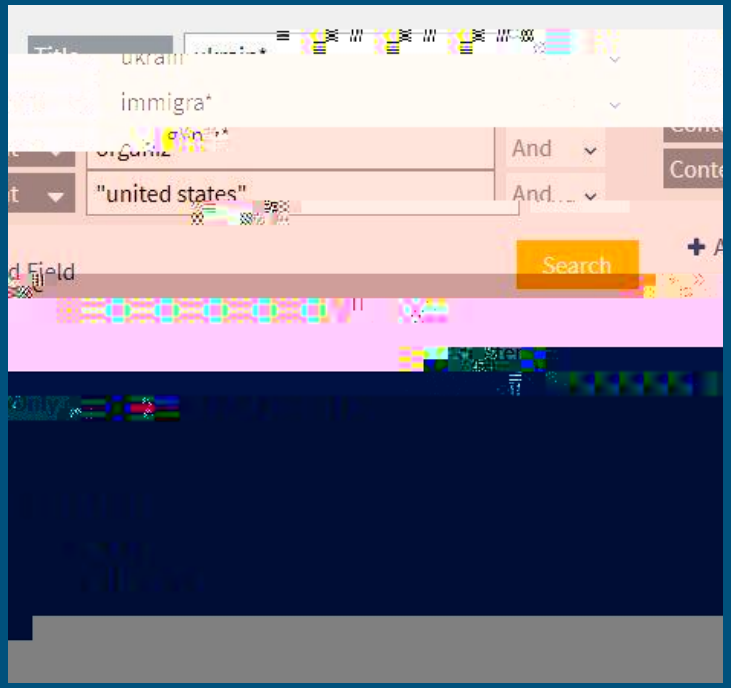

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Task 3 Guidelines

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What course are you in? = HIST 190

Who is the Librarian teaching the U