

**WML Information Literacy Instruction Assessment 2018-19
Classroom Activity Report – Individual**

Faculty Librarian: Donna Witek

Semester: Fall 2018

Course Number and Name:

SLO2: As a result of this information literacy workshop, students will identify the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

SLO3: As a result of this information literacy workshop, students will practice using our Library's resources to access sources discovered through the Portal, and be able to identify when this is necessary.

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

SLO1: Successful completion of my worksheet exercise (basic knowledge = Q2, Q3, Q4; advanced knowledge = Q5, Q6)

SLO2: Evidence found within their responses to the worksheet exercise, specifically responses to Q1

SLO3: Successful access to 2-7 sources for their completed assignments, specifically successful completion of the Jesuit Values Presentation and the Further Reading lists posted to Desire2Learn, including their grades on these assignment components

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?

Sources of assessment data:

Total number of worksheets received across both course sections = **30**

14 out of 14 students in the 1:00 pm course section submitted worksheets at the end of my workshop with them

16 out of 17 students in the 2:30 pm course section submitted worksheets at the end of my workshop with them

In addition, in Fall 2018 Dr. Grettano added me as a Guest Instructor to the Desire2Learn course pages for both sections. This access enabled me to see **student scores** for the Jesuit Values Presentations, which serve as a proxy for how well students accomplished the information literacy tasks required of them to complete the assignment, as well as their uploaded **presentation materials** and **Further Reading lists**.

Assessment data for Classroom SLO1 consisted of the following:

The second, third, and fourth questions of the worksheet exercise asked students to do some **basic exploration** of their Jesuit value topics within the Portal search tool.

In the 1:00 pm course section, **14 out of 14 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

In the 2:30 pm course section, **15 out of 16 students** successfully completed the exploratory tasks in the second, third, and fourth questions of the worksheet exercise, demonstrating their use of the Portal to accomplish **basic exploration** of their Jesuit value topics.

Across the available worksheets for both sections this represents a **96.7% success rate** at demonstrating **basic exploration** of their Jesuit value topic using the Portal.

The fifth and sixth questions of the worksheet exercise asked students to demonstrate **more advanced exploration** of their Jesuit value topics within the Portal search tool—going beyond simple observation to connecting their observations with the wider context of information about their topics.

All students except 1 across both sections, or **29 out of 30 students** for whom worksheets were submitted, demonstrated through their written responses engagement with both the fifth and sixth questions.

Fifth Question: Asks when a researcher might use both the “g2(ueebS0(g)10(-4(t)-Tc (a rg2(40(w)2(<<

Across the available worksheets for both sections these **responses to the fifth and sixth questions** taken together represent a **98.3% success rate** at demonstrating **more advanced exploration** of their Jesuit value topics within the Portal search tool.

Of note is the fact that the one student in the 2:30 pm course section that did not record anything under the sixth question also did not complete several other questions on the worksheet; this indicates a lack of motivation in this particular student to take advantage of the research workshop, which is not generalizable to the rest of the students in the course.

Assessment data for Classroom SLO2 consisted of the following:

The first question of the worksheet exercise focused specifically on students' engagement with the different formats of information available through the Portal.

In the 1:00 pm course section, **14 out of 14 students** successfully identified three content collections in the Portal.

In the 2:30 pm course section, **16 out of 16 students** successfully identified three content collections in the Portal.

Across the available worksheets for both sections this represents a **100% success rate** at demonstrating that they have considered the different formats of information available through the Portal in order to decide which types of information are best suited to their research task.

It is worth noting that several students in each section (around one to three students per section) did not provide an explanation or reason for why they were interested in exploring the three collections they named; however, since they did name three possible collections to explore I considered this a success because their noting the names of the collections will allow them to return to them in the future for further investigation. When I teach this in the future I will plan to emphasize the importance of reflecting on *why* a collection sounds useful and valuable to their research of their Jesuit value topic so this part of their analysis is not missed.

Assessment data for Classroom SLO3 consisted of the following:

Evidence that students accomplished Classroom SLO3 is found in whether they successfully accessed 2-7 sources for their completed assignments. **Student scores** for the assignment can serve as a proxy for how well they did, including whether they met the assignment requirement of finding and using appropriately 2-7 sources.

In the **1:00 pm course section**, student score data was shared for 14 students.

| | |
|---|---|
| Mean score (points).....86 / 100 points | Median score (points).....85 / 100 points |
| Mean score (percentage)....86% | Median score (percentage)...85% |

The highest score earned was 100 points / 100% (n=1 student) and the lowest score earned was 78 points / 78% (n=1 student).

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Here is the quantitative data for Q1:

In the 1:00 pm course section:

7 out of 14 answered Very Confident
6 out of 14 answered Somewhat Confident
1 out of 14 left the scale blank

In the 2:30 pm course section:

7 out of 16 answered Very Confident
8 out of 16 answered Somewhat Confident
1 out of 16 left the scale blank

The majority of students in both sections indicated at the end of the workshop that they were either **Very Confident** or **Somewhat Confident**

Name: _____

Result Values Presentation, the Jesuit value will research in order to teach to my peers.

For the J

2.

3.

2: Try a search for your value in the Basic search box. Describe two useful things about the

Q2

2.

h page. and search for your value in the "Keyword" box. How

Q3: Go to the Advanced Search

Name: _____

Q4: How might you use the "Person" search box? How about

Q5: On the Advanced Search page, when mi

inform you about your

Q6: Spend some time searching and browsing the Portal for sources that i

can't seem to research

value. Do you find any new concepts, phrases, or keywords you

that are especially

learn about your value? Do you feel in any way better on time period

sources you want to remember for the next time you _____

At the end of the workshop, please answer these questions:

on search and access to information _____

How do you think you will use your search _____
