

**Course Number and Name:** OT 501: Leadership in Occupational Therapy

**Course Instructor (Last Name):** Morgan

**Date(s) of Guest Information Literacy Instruction:** 8/31/2017

**Time(s) of Guest Information Literacy Instruction:** 5:00-5:50pm

**Location:** WML 306

**Number of Students Registered in Course:** 16

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### **Summary of research assignment or task**

The students in this course have to complete a historical literature review, gathering resources from the 1910s until present day about a certain topic relevant to OT and its development. This involves stepping outside database research and using books, indexes, and microfilm collections to find relevant articles and publications from those time periods. about and be prepared  
rch has been published (present day and historically).

eracy instruction students will be able to conduct  
d terminology and strategies to find articles that are not

### **What are you doing as they work toward meeting these outcomes?**

ment, so the students in the past have frequently come to  
ations and to learn to use the microfilm reader (showing  
mat in their research). I will monitor students and meet  
y progress and what strategies they use in finding the

A Research Guide was created for this course by my predecessor, and analytics from LibGuides could give me an understanding of what resources on it proved to be most useful.

**Based on your experience teaching this session 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?**

If possible, I would like to schedule more time with the students. I was able to explain the basics of using certain books and indexes to find articles, but was not able to give the students time to practice while I was in the room. I would like to make this more as a workshop and be present when students are first implementing the strategies I outlined in my presentation.

I found using pictures of microfilm and the microfilm readers to be very useful in explaining a technology many had not seen/used before. I also was successful in showing how indexes and tertiary sources (located at the Research Services desk) could be consulted by bringing in copies of the books and showing scanned pages to demonstrate how to look up citations.

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### **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.

SLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.