

---

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

This guest information literacy instruction was 1 of 3 class sessions I taught to Dr. Smulowitz's COMM 330 as part of her library Information Literacy Stipend project. The research assignment was to prepare and pitch a marketing-based advertising campaign to a real client, which was The University of Scranton Communication Department. Students needed to learn which databases and websites are most relevant to their research on educational programs and the implementation of a program.

### **Student learning outcomes for the guest information literacy instruction (at least one, no more than three)**

As a result of this guest information literacy instruction students will be able to determine which databases and web-based resources are most relevant to their research for a marketing-based advertising campaign.

As a result of this guest information literacy instruction students will be able to use research analysis, strategies, and creative techniques to develop a marketing-based advertising campaign.

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

Unfortunately, I did not have access to the work produced by the students, but Dr. Smulowitz did provide me with feedback on the students' campaigns and how the information literacy instruction class sessions were evident in their research and evaluation of resources. In addition, Dr. Smulowitz and I encouraged the students to reach out to me with any research questions or

concerns they had throughout the semester as they work on their campaigns. A few questions were asked, and from those questions, I was able to observe the students' understanding of research strategies and evaluation.

**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?**

For this particular assignment, Dr. Smulowitz and I had planned for two information literacy instruction class sessions to cover all the databases and web-based resources. However, several web-based resources contained such valuable information sparking student engagement that we had to add a third class session to sufficiently cover all the planned material. Going forward, I would concentrate more on the web-based resources because most of the research students needed was quantitative and demographic data to incorporate into their campaign.

*Note: This guest information literacy instruction was part of an Information Literacy Stipend project.*

---

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

SLO1: Students will investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.

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.

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

SLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.