

**WML Information Literacy Instruction Assessment 2017-18
Classroom Activity Report**

Faculty Librarian: Donna Witek

Semester: Fall 2017

Course Number and Name: INTD 119X: Making Meaning of 9/11 (EP)

Course Instructor (Last Name): Grettano

Date(s) of ~~Class~~ Information Literacy Instruction: 2:15pm and

18 and 17

Summary of research assignment or task

This information literacy workshop supported an assignment called the Jesuit Values Presentation. This is a First-Year Seminar (FYS) course within the EP Level I curricular component of the General Education Program, and FYS courses require students to engage with the Jesuit mission of the University. This assignment tasks students with “teaching” one Jesuit value to their peers, and can be completed individually or collaboratively in groups of 2-3 students. Students were provided with a list of eighteen possible Jesuit values to research.

The assignment requires students to use two sources in the presentation itself, as well as gather a “further reading” list of five sources with summaries for their peers; these lists were to be posted to the D2L course page so their peers could access them.

One goal of the information literacy workshop was to introduce the students to the free open access search tool called the Portal to Jesuit Studies (<http://jesuitportal.bc.edu>), developed and made accessible to the public by fellow AJCU institution Boston College. The Portal is a good fit for the research required by this assignment because it is provided by the Institute for Advanced Jesuit Studies which “seeks to deepen understanding and appreciation for the history, spirituality, educational heritage, and pedagogical approaches of the Society of Jesus” and “hopes to serve as a dynamic and collaborative scholarly resource—both at Boston College and around the world—

In order to introduce this search tool to students, I developed a 2-page worksheet exercise (attached) that students completed during the workshop to guide them through exploring their value using the Portal. Students handed in their completed worksheets at the end of the workshop, and I photocopied them for my own secure assessment files before giving them to Dr. Grettano to be graded by her for course credit and returned to students.

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

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, **16 out of 18 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, **17 out of 17 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 both sections this represents a **94% 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.

In both course sections, more students completed the fifth question than did the sixth question, so I will report these separately.

Fifth Question: Asks when a researcher might use both the “Person” and “Year” search boxes in the Portal, demonstrating a connection between researching their topics and the search criteria/contexts of time and identity.

In the 1:00 pm course section, **16 out of 18 students** demonstrated engagement with the question.

In the 2:30 pm course section, **16 out of 17 students** demonstrated engagement with the question.

Across both sections this represents a **91% success rate** at engaging questions of time and identity during the search process as they relate to their research topics.

Sixth Question: Tasks students with searching and browsing the Portal for information sources that inform them about their Jesuit value topics, and prompts students to record new concepts, time periods, or people encountered during their searches that are relevant to their Jesuit value topics.

In the 1:00 pm course section, **10 out of 18 students** recorded new things they learned in the process of strategically exploring their topics in the Portal.

In the 2:30 pm course section, **13 out of 17 students** recorded new things they learned in

Q3: What questions do you still have about researching your value?

Here is the quantitative data for Q1:

In the 1:00 pm course section:

- x 1 out of 18 answered Very Confident
- x 17 out of 18 answered Somewhat Confident

In the 2:30 pm course section:

- x 6 out of 17 answered Very Confident
- x 11 out of 17 answered Somewhat Confident

All students in both sections indicated at the end of the workshop that they were either **Very Confident** or **Somewhat Confident** in their ability to search for, select, and access full-text information sources about their Jesuit value.

Analysis of responses to Q2 and Q3:

In response to Q2, there was a healthy balance between students saying the practice during the workshop helped increase their confidence, but that they needed to spend more time in the Portal to strengthen their abilities, familiarity, and comfort with the tool and the search process. From an information literacy perspective, this is positive evidence of a disposition toward research that includes intellectual humility and the understanding that research requires time and persistence.

In response to Q3, many students did not have any questions. For those that did, their questions treated on the following:

- x Filtering by language of source
- x Finding full-text of sources using the Library as well as InterLibrary Loan services
- x Broadening and narrowing searches
- x Questions about best techniques for their specific topics
- x Assignment parameters

The first three items in this list came up often enough that I plan to address them even more explicitly the next time I teach this class than I did this time.

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Time Management—I will plan the workshop time better to allow for more lab/open exploration time using the Portal.

Sixth Question of Worksheet—I will rewrite it so it can serve as a note-taking space for any bits of information students wish to follow up on in the future while researching their topics, taking a cue from how students in Fall 2017 used this question, but emphasize that using the space to record their process is required.

Access to Student Products—I will request to be added to the D2L/Brightspace course page so I can have access to students' "further reading" lists, a component of the assignment that maps directly to my Classroom SLO 3). This will give me direct evidence of the impact of my instruction in using the Portal to Jesuit Studies for this assignment.

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.

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



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