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this Fall 2020 run of the course was part of an Information Literacy Stipend project collaboration.

SLO 1: As a result of this information literacy instruction, students will understand the role of research in both their Major Paper assignment and in theological study more broadly.

SLO 2: As a result of this information literacy instruction, students will identify different genres of biblical and theological scholarship in order to find and use appropriate sources in their papers.

SLO 3: As a result of this information literacy instruction, students will practice searching for information about their subjects of inquiry in order to develop their understanding of the theological concepts addressed in the course.

Students will demonstrate progress toward these SLOs through the various installments of the Major Paper they will submit over the course of the rest of the semester.

Since this was an Information Literacy Stipend project collaboration, extensive assessment a gain the

2. The Librarian Lecture during Information Literacy Week made my research easier and/or better this semester.
3. The Information Literacy lecture by Professor Arp made my research easier and/or better this semester.

Given this data, I feel confident evaluating the integration of information literacy into the course, and my role as a teacher of information literacy concepts and skills, as a success. From my own notes about how my instruction went, the one thing I would target should I refresh and teach this prep again in the future will be to rigorously test all of my model searches to make sure that the tools and techniques I am aiming to teach are as clear as possible through the examples I show. This was a 50-minute class session, and given how limited the time is I need to be sure that the content and design of my lesson is as tight as possible.

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

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PLO1: 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.

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.