WML Information Literacy (IL) Instruction Assessment 2020-2021

INTD 112: EP Foundations Report

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Academic Year: 2020-2021

Fall 2020

> **Course Instructors:** DeSantis (1 section), Germeroth (2 sections), Mikesell (1 section)
>
> **Dates of IL Instruction:** Week of September 28th-October 2nd, 4 sections total
>
> **Times of IL Instruction:** Various times, 3 50-minute sessions, 1 75-minute session
>
> **Locations:** Online synchronous Zoom meetings
>
> **Number of Students Registered in Course:** 60 students total

Spring 2021

> **Course Instructors:** DeSantis (1 Gonzaga section), Fisher (1 non-Gonzaga section), Germeroth (1 Gonzaga section, 1 non-Gonzaga section), Mikesell (3 Gonzaga sections), Smulowitz (1 non-Gonzaga section), Snee (1 Gonzaga section)
>
> **Dates of IL Instruction:** Week of March 14th-19th
>
> **Times of IL Instruction:** Various times, 3 50-minute sessions, 1 75-minute session (new instruction model outlined below)
>
> **Locations:** Online synchronous Zoom meetings

• Students have the option to participate in a "Golden Ticket" research consultation with a librarian in

In Spring 2021, the R&I Librarians followed a new model to offer instruction sessions, due to an increase in number of sections being offered at the same time. Instruction sessions were still held synchronously over Zoom, but sections taught at the same time were grouped together (i.e. all courses taught MWF 9:00-9:50 were taught in one Zoom room by one R&I Librarian). This was successful in offering instruction sessions without overtaxing the R&I Librarians, who taught a total of 4 IL sessions instead of the 9 that would have been taught under the previous model (each librarian teaching each section). This was more easily accomplished than if we had been in a physical classroom setting, as the students just used a different Zoom link for the IL instruction sessions. This also meant that the Gonzaga and non-Gonzaga sections followed the same schedule; previously they were split to accommodate scheduling the instruction sections since it was too difficult to schedule them all during the same week with the R&I Librarians' availabilities.

Each R&I Librarian was responsible for deploying the IL Module in their assigned D2L courses, but the instruction sessions were scheduled and hosted based on Librarian availability.

x **Revision of the 5 Ws Worksheet**

Due to the noted lower scores on the 5 Ws for the WHAT and WHERE questions, the Research & Instruction Librarians agreed to rewrite the 5 Ws worksheet for the Fall 2020 semester. The Research & Instruction Librarian for Student Success drafted the revision and shared it with the R&I Librarians for feedback. The revision for the WHAT section changed from discussing the publication type and intended audience to focusing on the objective of the article and its arguments (the question remained: "WHAT is the purpose of the source?"). The WHERE section was adjusted to focus on the source publication, with the new question: "WHERE was the source published?" (the former question was "WHERE does the information in the source come from?"). The 5 Ws question on the final exam was adjusted to reflect the new focus of these two Ws.

There was an improvement in the Fall 2020 scores o

they oversaw in the D2L Information Literacy Module and offered to schedule consultations with the students. After the scheduled virtual consultations took place, the librarians then reported the completed consultation to the course instructors. Librarians also reported the total number of Golden Ticket consultations to the Information Literacy Coordinator at the end of the semester.

In the Fall 2020 semester, 10 Golden Ticket consultations took place. Given there were 60 students enrolled in the course, this represents 16.66% of the students enrolled. In the Spring 2021 semester, 14 Golden Ticket consultations took place. Given there were 111 students enrolled in the course, this represents 12.61% of the students enrolled. These numbers are up from Fall 2019 (9.33%) and Spring 2020 (6.06%). Direct comparison is not possible, however, since in Fall 2019 not all of the instructors reported data on consultations and in Spring 2020 the COVID-19 pandemic led l ns

c. WHERE was the source published?	
d. WHEN was the source published?	
e. WHY is the source useful to you?	

*One instructor did not update the WHERE answer, which 4 students picked

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
a. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
b. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
c. Improve the credibility of your work, especially if you cited authoritative sources.	
d. All of the above	54/54 students

In Spring 2020, all exams were conducted online through D2L, and so the Research & Instruction Librarian for Student Success was able to retrieve the data from the course pages.

Q1: Which of the following is the most direct place to find scholarly journal articles?	Number of students who got correct answer
b. Library Catalog	
c. Credo Reference	
d. Library Databases	97/102 students
e. Library Research Guide	

Q2: If you add terms to your search and separate them with AND, you will get fewer, more focused results.	Number of students who got correct answer
b. True	86/102 students
c. False	

Q3: When searching a database, what filter would you use to limit your results so that you get the most recently published information?	Number of students who got correct answer
b. Relevance	
c. Date	95/102 students
d. Subject Population	

Q4: Which of the Five W's of Source Evaluation asks you to find and weigh the credentials of the author(s) of the source?	Number of students who got correct answer
b. WHO created the source?	90/102 students
c. WHAT is the purpose of the source?	
d. WHERE was the source published?	
e. WHEN was the source published?	
f. WHY is the source useful to you?	

Q5: Proper citation and attribution help you to:	Number of students who got correct answer
b. Give credit to the author whose works or ideas you are using and avoid charges of plagiarism.	
c. Enable others to locate the resources you cited so that they can draw their own conclusions about your argument.	
d. Improve the credibility of your work, especially if you cited authoritative sources.	
e. All of the above	95/102 students

We had revised the 5 Ws to redefine WHAT and WHERE, since students had previously answered the Knowledge Check question about them incorrectly and often switched the two. While there was a slight issue with one of the exams, where the correct WHERE answer was not updated, the average for Question #4 did go up in Fall 2020 from the three previous semesters: 88.9% of students answered correctly. In Spring 2019, 86.86% (60/69) of the students answered correctly, 84.48% (49/58) of the students answered correctly in Fall 2019, and 75.95% (60/79) answered correctly in Spring 2020.

In Spring 2020, the number was about the same as Fall 2020, with 88.2% of students (90/102) answering correctly. While this score is a little lower than Question #1 (95.1%), Question #3 (93.1%), and Question

exercise with the whole class. The R&I Librarians who did utilize breakout rooms did notice this took a large amount of time, as there were some minor technical issues in one class and a considerable amount of time was needed to go between and check in on the students in each breakout room. Since the 5 Ws exercise took more time, the database review and demonstration were cut short in the lesson, though this content is covered through the Information Literacy Module.

Some misunderstandings led to issues with the new model of scheduling used in Spring 2021 to accommodate the large number of sections. Ultimately these were resolved satisfactorily, but the R&I Librarian for Student Success will investigate new ways of disseminating information about scheduling for the Fall 2021 semester, such as Microsoft Teams, discussed below.

The Research & Instruction Librarian for Student Success has called a meeting in July 2021 in order to discuss this past year and any changes we want to keep or would like to make in preparation for the Fall 2021 semester.

Planned changes for AY 2021-2022

x **Microsoft Teams**

Due to the many changes in how we offered instruction over the last year, there were some miscommunications and misunderstandings between librarians and instructors. There were also misunderstandings between librarians regarding the new scheduling model for Spring 2021. The University of Scranton is currently piloting Microsoft Teams, and the Library has access to this service, which allows for a shared calendar, assigned tasks, and a conversation channel (which keeps a history of the conversation).

The R&I Librarian for Student Success will contact Library Systems to get a channel and file folder set up for the INTD 112 courses for Fall 2021. This will allow all communication

Gonzaga sections are merged with Gonzaga sections. The workarounds were successful, but do require more time and consideration from the librarians.

X   **Continue to engage Gonzaga students**

The focus of the online IL sessions on the 5 Ws exercise helped to provide new content for the Gonzaga students, who previously received IL instruction in their EDUC 113 course in Fall 2020 by the R&I Librarian for Student Success. We will continue to provide database information through the D2L module while looking for ways to make the IL sessions useful and unique.

While the quiz scores between the Gonzaga and non-Gonzaga sections are close, a preliminary glance at differences between the 8.9(erdWsy)2(e)11.2(tl20ka.3(l)2 R)442 Tc -0.01e17ii.

Spring 2021 email to students- (full version)

Subject: INTD 112 Information Literacy Module - Due 3/7

Quiz – Information Literacy Knowledge Check: Fall 2020 and Spring 2021

Correct answers are indicated

Spring 2021 INTD 112 Information Literacy Lesson Plan

As a result of both the online Information Literacy Module content + quiz and the 75-minute workshop with a faculty librarian, students will:

- · Execute a search strategy in the databases that includes brainstorming search terms, analyzing results, and revising the search as needed using relevant database features.
- · Apply the Five Ws Framework for Source Evaluation to a variety of source types and scenarios.
- · Practice habits that support appropriate attribution of sources in their research.

Outline of Library Research Workshop (Detailed)

This outline assumes a 50-minute class session; for the 75-minute class sessions, expand activities (e.g., the Workshop Lab Session) as you see fit.

Approximate time frames are given for each section and subsection of the outline, but these are just a guide; as long as you are able to get through the activities and material by the end of your class period, you are good.

(2 mins total) Introduction	
2 mins	Introduce yourself and give a quick overview of how the workshop will be conducted
	Note to Librarian: Ways to get help will be covered at end of class when you announce the Ticket consultations so no need to include that here.

(15 mins total) Five Ws of Source Evaluation Exercise
Needed: --You will need to have enabled Breakout Rooms in your Zoom account   --More information on managing/using Breakout Rooms   ---INTD Research Guide: https://guides.library.scranton.edu/INTD112

5 mins   Give the students 5 minutes to read through the articles, use their computers to look up

(18 mins total) Workshop Lab Session (if time allows)	
18 mins	Prompt students to use the database search features (limitors, etc.) and the Five Ws Frame for Source Evaluation in order to search for useful articles about their topics.

Their Goal: By the end of class, they should select one possible article from database searching and email it to themselves through the database.

Wrap up this lab session with at least 10 minutes remaining |

(10 mins total) Searching Recap, Assessment Survey, and Golden Tickets	
Needed:--Golden Ticket announcement --URL for First Year Library Instruction Survey (optional)	
5 mins	Searching Recap (if time allows) Reconvene the class to share out some of the database features and searching techniques students found especially useful during the workshop lab session.

Ask students about both ProQuest Central and Academic Search Elite. Fill in gaps around what they choose to share out, highlighting for everyone the "cite" tools in both databases, how to email an article to yourself, and other valuable limiters and search features. |

5 mins	Assessment Survey (optional) and Golden Ticket slips (do these two things in whatever order you like)

Evaluating Sources with the Five Ws

Often finding information is less of a problem than figuring out whether that information will be appropriate for your projec   t.

Fall 2020 and Spring 2021 Golden Ticket instructions email to students