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WML Information Literacy Instruction Assessment 2019-20
Classroom Activity Report – Individual

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Faculty Librarian: George Aulisio

Semester: Spring 2020

Course Number and Name: PHIL 401J: Philosophy, Politics, Economics

Course Instructor (Last Name): Meyer

Date(s) of Information Literacy Instruction: 4/28/2020

Time(s) of Information Literacy Instruction: 1:00-2:15pm

Location: Zoom

Number of Students Registered in Course: 39

Summary of research assignment or task

Students were required to write a significant research paper and needed appropriate sources for their research. Dr. Meyer asked for a general overview of doing research in Philosophy and guidance on which library resources to use for the assignment.

SLO 2: Students will know how to navigate some of the top resources for Philosophy research (JSTOR, PhilPapers.org, Stanford Encyclopedia of Philosophy).

SLO 3: Students will learn to citation chase the work of philosophers they are citing.

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

Dr. Meyer and I discussed the presentation and he provided positive feedback. I will follow up with him to see how the papers turned out.

Based on your experience teaching this class 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?

Because this IL session was via Zoom (a first for me), I made a PowerPoint to guide my presentation. I thought the PowerPoint helped quite a bit and will probably continue to use PowerPoint for similar types of presentations that involve a lecture component.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

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

PLO3: 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.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.