

**WML Information Literacy Instruction Assessment 2022-23
Classroom Activity Report – Individual**

Faculty Librarian: Ian O’Hara

Semester: Spring 2023

Course Number and Name: NURS 293: Principles of Research and Evidence-Based Practice (EP)

Course Instructor (Last Name): Carpenter

Date(s) of Information Literacy Instruction: 3/1/2023

Time(s) of Information Literacy Instruction: 2:30-3:45pm

Location: MGH 202

Number of Students Registered in Course: 21

Summary of research assignment or task

This course introduces the basics of quantitative research. The specific research assignments for this course involve locating quantitative research articles on a specific topic and writing a summary and critique of each.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO 1: As a result of this information literacy instruction, students will be able to effectively develop a literature search strategy for a specific research topic.

SLO 2: As a result of this information literacy instruction, students will be able to distinguish whether an encountered article is qualitative, quantitative, or mixed methods research, and critique the efficacy of a given research article.

SLO 3: As a result of this information literacy instruction, students will be able to implement advanced research techniques such as citation chasing to gather research literature.

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

This information literacy instruction plan employs multiple active learning sections in which I can circulate throughout the classroom and assess student work through observation. I also plan

to confer with the course instructor in order to determine how my instruction may have influenced the success of students in the course previously, and if there is any constructive feedback or specific content that should be included in future iterations to ensure student success.

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?

This instruction as initially planned and implemented was successful for this particular course. Moving forward, I would like to add more time for the students to work on their literature searching. There is a lot of content to cover in this class and in order to adequately move through that content while allowing students to engage in active learning, there was less time for the students to begin their literature searching at the end of class with me still in the room than I initially anticipated. This would allow me more time to informally assess how the students have begun to implement the research techniques and processes discussed in class while they also make progress on their course work.

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.

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