Information Literacy Instruction

English 101

Student Survey Assessments

Spring Semester, 2015

129 student-respondents from 16 (of 18) English 101 classes

ENG 101 Composition

This course "focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments." (Catalog description). Prerequisites include successful completion of a developmental English course or placement in English 101 based on the Basic Skills Assessment.

Librarian Instruction

Typically, a librarian teaches a single class period during the English 101 semester-long course. The instruction takes place in the library's computer lab (Danielson campus) or in a classroom equipped with student workstations or a laptop cart (Willimantic Center). Information literacy instruction includes one or several learning objectives, such as determining the nature and extent of the information need, accessing relevant information from a variety of sources, evaluating the credibility of sources, and source citation. In addition, depending on the course instructor's objectives, the specific research assignment and the stage of the research process, instruction sometimes included topic selection and narrowing, usually included practice in translating thesis statements or research questions into keywords and phrases for successful Internet and database searching, and always included discussion and demonstration of search strategies for Internet search engines and/or library databases. Classes relying on Internet searches typically included a focus on the criteria essential to evaluating website credibility.

In each class, emphasis is placed on the continuing availability of the librarians to assist students with their topic narrowing, research, source evaluation, and source citation. Students are encouraged to email, telephone, and visit the library for support.

Student Survey Responses

129 students completed the feedback survey and 119 reported that they had attended the class session during which the librarian provided information literacy instruction. The following table summarizes 119 students' self-assessment of:

Information Literacy Competencies	Strongly agree		Agree		Combined	
Because of the library lesson, I was better able to…	n	%	n	%	n	%
…narrow my search topic	60	50%	54	45%	114	96%
…evaluate websites	41	34%	55	46%	96	81%
…understand the difference between scholarly journals and popular magazines	46	39%	55	465	101	85%
…use keywords in research	71	60%	44	37%	115	97%
…find relevant articles in library databases	56	47%	57	48%	113	95%
…use database tools to filter (narrow) results, save articles, email, print, or download	57	48%	50	42%	107	90%
…create an MLA-formatted works-cited page	41	34%	40	34%	81	68%

As shown in the table on the preceding page, a significant majority of students felt they had improved their information literacy proficiencies because of the lesson and scaffolded practice. The self-assessment survey also posed an open-ended question, asking students to identify any one research skill they would like to improve with additional instruction and/or guided practice. Among the 100 students who responded to this question, almost one-quarter felt they needed to improve their proficiency writing MLA-formatted source citations, 12% believed they needed to improve their website evaluation skills, and another 12% would like more instruction or guided practice to develop stronger skills in locating relevant articles using library databases. The complete range of responses is shown in the table at right.

Response to Assessment

In response to students' self-assessment, the library will add new instructional approaches in the 2015-2016 academic year. Librarians will collaborate with one or two English 101 faculty members to pilot the effectiveness of scheduling a second session in the library classroom, during which students will receive more hands-on scaffolding as they conduct keyword searches using library databases. In addition, the website-evaluation instruction will be revised and a more interactive approach will be piloted in another English 101 or English 096 classroom. Because of the limitations of single-session information literacy instruction, librarians also will conduct outreach to individual faculty members to seek further collaborations, such as to piloting more follow-up sessions or spreading-out instruction over more class periods.

The question: What ONE research skill would you like to improve with more instruction or guided practice?	Freq.
MLA	24
Evaluate websites	12
Finding relevant articles	12
keyword searching	9
Narrow a topic	7
Journals v. magazines	6
Answered "nothing" or "none"	6
Did not answer	6
Database tools: filter, save, print, email	4
refining search strategies when I get too many results in library database	4
figuring out reliability of sources	3
Writing	3
finding print sources	2
Finding statistics on the Internet	1
Annotating sources	1
Learn about other databases	1
When to use which database?	1
database tool: where is the citation?	1
Scanning results for relevance; how to figure out if the source is relevant	1
finding opposing viewpoints	1
find ebooks	1
finding media	1
journals v. magazines v. eBooks	1
understanding the research I find	1
notecards	1
Summarizing	1
incorporating the research into my writing	1
more patience	1
asking librarians for help	1
Other	1
Total completing survey	129
Total responding to this item	100

Condensed Item Analysis Report

Filter: Attended Librarian Instruction

Did you attend class when the Librarian was teaching?

Response	Frequency	Percent	Mean: 1.00
Yes	119	100.00	
No	0	0.00	

Narrowing a topic

Response	Frequency	Percent	Mean: 0.92
No	9	7.56	
Yes	110	92.44	

Evaluating websites

Response	Frequency	Percent	Mean: 0.81
No	23	19.33	
Yes	96	80.67	

Distinguishing between scholarly journals and popular magazines or newspapers

Response	Frequency	Percent	Mean: 0.75
No	30	25.21	
Yes	89	74.79	

Using keywords in research

Response	Frequency	Percent	Mean: 0.97
No	4	3.36	
Yes	115	96.64	

Finding relevant articles using library databases

Response	Frequency	Percent	Mean: 0.97
No	4	3.36	
Yes	115	96.64	

Using database tools to save, print, email, filter or limit results

Response	Frequency	Percent	Mean: 0.84
No	19	15.97	
Yes	100	84.03	

Formatting MLA citations

Response	Frequency	Percent	Mean: 0.72
No	33	27.73	
Yes	86	72.27	

3A. Skill - Narrowing a topic

Response	Frequency	Percent	Mean: 3.43
Strongly Agree	60	50.42	
Agree	54	45.38	
Disagree	3	2.52	
Strongly Disagree	0	0.00	
Does NOT apply	2	1.68	
No Response	0	0.00	

SKILL - evaluate websites

Response	Frequency	Percent	Mean: 2.94
Strongly Agree	41	34.45	
Agree	55	46.22	
Disagree	7	5.88	
Strongly Disagree	1	0.84	
Does NOT apply	13	10.92	
No Response	2	1.68	

Skill - understand difference between scholarly journals and magazines

Response	Frequency	Percent	Mean: 3.09
Strongly Agree	46	38.66	
Agree	55	46.22	
Disagree	8	6.72	
Strongly Disagree	0	0.00	
Does NOT apply	9	7.56	
No Response	1	0.84	

Skill - use keywords in research

Response	Frequency	Percent	Mean: 3.58
Strongly Agree	71	59.66	
Agree	44	36.97	
Disagree	3	2.52	
Strongly Disagree	0	0.00	
Does NOT apply	0	0.00	
No Response	1	0.84	

skill - find relevant articles in library databases

Response	Frequency	Percent	Mean: 3.42
Strongly Agree	56	47.06	
Agree	57	47.90	
Disagree	4	3.36	
Strongly Disagree	0	0.00	
Does NOT apply	1	0.84	
No Response	1	0.84	

skill -use database tools to filter (narrow) results, save articles, email, print or download

Response	Frequency	Percent	Mean: 3.33
Strongly Agree	57	47.90	
Agree	50	42.02	
Disagree	6	5.04	
Strongly Disagree	0	0.00	
Does NOT apply	4	3.36	
No Response	2	1.68	

skill - format MLA citations

Response	Frequency	Percent	Mean: 2.71
Strongly Agree	41	34.45	
Agree	40	33.61	
Disagree	14	11.76	
Strongly Disagree	2	1.68	
Does NOT apply	19	15.97	
No Response	3	2.52	

skill - ask the librarians for help in the future

Response	Frequency	Percent	Mean: 3.37
Strongly Agree	70	58.82	
Agree	34	28.57	
Disagree	6	5.04	
Strongly Disagree	0	0.00	
Does NOT apply	7	5.88	
No Response	2	1.68	

1. **Did you attend class when the librarian was teaching?**

   O Yes. Please <u>answer all questions</u> on this survey.

   O No.   Please <u>skip to question 4</u>.

2. **Fill in a circle for EVERY SKILL that was taught during the library lesson.**

   O Narrowing a topic
   O Evaluating websites
   O Distinguishing between scholarly journals and popular magazines
   O Using keywords in research
   O Finding relevant articles using library databases
   O Using database tools to save, print, email, filter or limit results
   O Formatting MLA citations for a Works Cited page

3. **How much do you <u>agree or disagree</u> with each of the following statements about these SKILLS? Mark "does not apply" for skills that were <u>not</u> taught in your library class.**

Because of the library lesson, I was better able to…	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Does NOT apply**
• **narrow** my research topic.	O	O	O	O	O
• evaluate **websites**.	O	O	O	O	O
• understand the difference between scholarly **journals and magazines**.	O	O	O	O	O
• use **keywords** in research.	O	O	O	O	O
• **find relevant articles** in library databases.	O	O	O	O	O
• Use **database tools** to filter (narrow) results, save articles, email, print or download	O	O	O	O	O
• Format a **MLA Works Cited** page	O	O	O	O	O
• **ask the librarians** for help in the future.	O	O	O	O	O

4. **What ONE research skill would you like to improve with more instruction or guided practice?**