Paul Worrell *Reference & Instruction Librarian*

McKendree University

English 111, incoming new student population

Topic: Setting the Blocks: Assessing Students' Information Literacy Readiness

Objectives:

- Students will demonstrate prior knowledge of information literacy exposure through source analysis and comparison.
- Students will explore the concepts of authority and scholarship through small and large group discussion and brainstorming.

Materials:

- Projector/Computer station with internet access
- Computer lab/Stations for student pairs or small groups to complete module
- Whiteboard and markers (for any notetaking during group discussion)

Activities:

(5 minutes) Opening

- Librarian and professor introductions, followed by a brief discussion giving an overview of the instructional session's goals and student objectives.

(30 minutes) Online Article Analysis Module http://bit.ly/McK_Carli

- Preface the activity by explaining to students that the library and English composition faculty want to better understand what skills students bring with them to college. Demonstrate how to open the articles in a new tab while filling out the google form alongside. Remind students to use their prior knowledge and not knowing is okay! Students work together in pairs or small groups to analyze two different articles and complete the google form. (Circulate to offer assistance with formatting but do not interfere with actual content beyond clarifying the questions)

(15 minutes) Large Group Follow-up Discussion

- After the time has elapsed, have students submit their forms (unfinished if necessary). As a large group, go back through the different questions, asking students why they believe these pieces of information are important to know. Build to the idea of what makes a popular article different from a scholarly article and introduce the process of peer-review. As they come up, discuss the idea of authority and credibility as well as the idea of ongoing scholarly discourse.

(5 minutes) Closing

- Thank the students for their participation and engagement. Show all the ways students can get further library help beyond the day's session (Reference desk, Chat, Email, Phone).

Assessment:

- Using the rubric (http://bit.ly/McK_CarliRubric), analyze student group responses to the online module after the session is complete. At the end of the semester, analyze the entire dataset to identify overall strengths and opportunities for growth in future information literacy sessions.
- Formative Assessment, guide the large group discussion to the ideas of authority/scholarship, remembering to engage students with their current understanding of the notions.

ACRL Information Literacy Framework:

- Authority Is Constructed and Contextual: Disposition 1
- Authority Is Constructed and Contextual: Disposition 3
- Scholarship as Conversation: Knowledge Practice 4
- Scholarship as Conversation: Disposition 1