Initial observation/reflection

This section was taught in a room that has workstations for the class. All appeared to be working (at least no student had troubles logging in. The room was a little warm, but not as bad as I have experienced in the past (no students complained.) The day was fairly typical with students trickling in well past the start of class, though ten of the eventual eleven were there by 11:07.

This is a class that I have spoken to on two other occasions this quarter, so I think that they are comfortable with me, and we have not had any issues with engagement so far. I began the class by passing out the Research Focus Worksheet, and explaining that we would be working on it throughout the class. I told them that I would collect it, provide some feedback to help them with more effective searching and return it next week when I return. At the start of class they were a little hard to get quite and focused, but once that was handled things seemed to go smoothly.

After presenting on the research process (http://libguides.sullivan.edu/howtoresearch) as a whole and going into detail on the define step I gave them time to work on questions one and two of the worksheet (questions and keywords.) I then spent a few more minutes going over some of the content on the locate tab of the guide and then gave those that were ready time to work on questions three and four (identifying a database(s) and possible articles.) Somewhere during this time the last student came in, so I spent most of that time catching her up.

I wrapped up, collected the worksheets (all 11 students turned one in!) and told them again I will return next week with the worksheets and my comments. After the class I spoke to the instructor and she commented that she feels that by next week all of the groups will have a more solidified idea of their topic for the final presentation, and that this should make the work time more productive.

Rubric Assessment of the worksheet

FYE 101 Information Literacy

Teams of students are typically asked to research a topic of interest to college students (I have never actually seen the full assignment given by the instructors...) so for the few classes where I am asked to come teach about research and databases I am using a worksheet (attached) to get them practicing developing a research question, identifying the keywords, and trying these out in a database of choice for finding articles to help with their final presentation.

Objectives to be measured:

- Students will be able to write an open-ended and focused research question(s).
- Students will be able to identify the key words from their research question(s).

Activity (attached) has as question 2 "What are some of the key words or phrases from these questions?"
Observational Assessment of Nancy Aulenbach's 11:00 AM FYE 101 Spring 2016 – Research session part 1

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level 3 success (both open-ended and focused)</th>
<th>Level 2 success (either open-ended or focused)</th>
<th>Level 1 success (neither open-ended nor focused)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wrote a research question. (11 total students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students recorded the keywords from their question. (11 total students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final observation/reflection

My first thought is that based on the rubric assessment the students did well. The only student that didn’t identify all or most of their keywords was the student that arrived about half way through the class. But as I was looking over the worksheets I found a big flaw in my first attempt at this style of assessment. The objective I chose to assess was not the one I think I should have focused on, of the 11 students 3 didn’t write out a research question they just listed “keywords” twice. Of the 8 who wrote out research questions 6 were very broad and 1 was a bit broad. The final person must have missed interpreted the instructions since they wrote out one of the sample questions I had up on the screen. Clearly if I get the opportunity to try this out again I should develop a learning objective and rubric around the creation of a research question. So the good news is that these students were very successful in identifying the key words or phrases out of a research questions, which is a success. The bad news is that they (like most students I am guessing) need more practice writing stronger research questions.