

Information Literacy Module Evaluation Form

This evaluation form is **due 30 days** after the after the module has been taught. Please send to Diana Fitzwater, Library, Chair of the Information Literacy across the Curriculum Proposal Review Committee.

Date: June 27, 2006

Accounting 1140 Online - Spring Semester 2006

Classroom Faculty: Maureen McBeth

Library Faculty: Judy Wagner

Please answer the following questions. In addition, submit a copy of your completed module in addition to any materials that you used with your students.

How did the module increase your students' knowledge of information literacy concepts? To what extent did your students increase their competency with information literacy skills?

- This project introduced the students to the types of research tools that are available to evaluate a company's performance. Students were generally aware of the annual report as an assessment tool but they were not aware of the wealth of information in the report. They were also introduced to some of the Library's online business resources that they could use to complement their use of the company's annual report.
- The final student projects were well documented and clearly demonstrated the students' ability to use all the resources we introduced them to in order to develop a well rounded perspective on their companies' current performance and placement in the market place.
- Because this was an online course, the students also used a newly-developed online Research Guide as well as a viewlet/tutorial which introduced them to the use of Business & Company ASAP for company research. This proved to be invaluable as the students did not need to contact the course instructor or the librarian to learn how to use this important research database.

Please evaluate your assessment activities.

- Student's projects were evaluated based on criteria established in the module. Their completed projects demonstrated the skills they had learned in evaluating a company's performance using 'inside' and 'outside' resources about the company's financial performance.
- They were able to successfully access and retrieve company information from the Library's business databases. This was evident from the papers they submitted and from the correctly-cited resources that they included to document their research.

- They successfully used the online Research Guide and the online tutorial for Business & Company ASAP. The completion of a simple worksheet showed their competency in using two of the business databases before they began their research.
- Class discussion on the message board was also monitored by the instructor to evaluate the students' use of the databases to analyze their company's performance.

Did your choice of activities meet your learning goals? How successful were your learning activities?

- The activities met the learning goals of the project.
- Students were able to increase their understanding of a company's performance in addition to learning about sources of financial information outside of the traditional annual report.
- Students were able to use the online Research Guide as well as the database tutorial to independently use the Library's databases to successfully complete their research.
- The worksheet submitted by the students prior to beginning their research successfully demonstrated their ability to use the databases before starting the project.

What are the notable strengths and weaknesses of your module?

- The online Research Guide and the online tutorial were very easy for students to use. Both incorporated detailed, easy-to-follow instructions and explanations of how to access and use the Library's business resources
- Project targets key information for company research – easy for them to understand, interpret, and evaluate.
- Development of the online tutorial was very time-consuming for the Librarian.
- The online Research Guide and tutorial applications can be used with other business classes – both Internet- and classroom-based.

How exactly did the developers work together on this module? What were your joint and separate roles?

- The developers worked independently and as a team to develop the project. The two met initially to discuss and map out the project.
- The librarian then developed the online Research Guide and the online tutorial independently. The faculty member also worked independently to layout the course as a whole.
- Throughout the course the librarian and the instructor communicated via e-mail as the course progressed.
- The librarian also received, graded and returned the worksheet via e-mail.

What is the future for this module? Will you plan on developing more information literacy learning activities for students in your discipline?

- We will continue to use this project with the internet course and will possibly introduce it to the classroom-based sections as well.
- Other faculty in the department are working with the library to develop modules for other courses in accounting based on what we learned from this project.