

**Information Literacy Module Evaluation  
“Teacher Lesson Plan Research Project”  
for Education 1101: School Procedures  
Diana Fitzwater and Holly M. Hubert**

**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?**

In an end-of-quarter (Summer 2005) reflection paper, two students commented on the value of knowing where to locate lesson plans online. In addition to the reflection paper, students in the Fall 2005 course were asked to complete a “Research Project Evaluation” shortly after the instruction session. All students indicated that the “Education 1101 Research Guide” that Diana developed was either “very helpful” or “somewhat helpful.” The same was true of the research instruction session. This feedback motivated us to decide to reduce the instruction sessions to one (it had been two). Students were then expected to work more independently, especially on the collection of “off line” resources (articles, books). By the third time of teaching the assignment in Spring Semester 2006, Diana spent only 30 minutes presenting the information that the students needed to find and effectively use the resources listed on the “Education 1101 Research Guide.” Students spent the remaining time of the session working on finding their lesson plan idea. The students who had more esoteric topics for their lesson plans probably spent more time searching than students who had more commonly taught topics, but all were able to choose appropriate lesson plans to use for their own plan. Most students had already well developed research skills especially with using Web search engines so the activity only reinforced existing knowledge and skills. Finally, some students have stated to Holly that they have had difficulty finding “offline” resources—books, articles and such. It’s rarely the case that in fact there are no materials on their topic. Rather, it seems that they are more inclined and more comfortable using the Internet for their research.

**Please evaluate your assessment activities.**

Students were assessed during the library instruction session by requiring them to hand in one lesson plan that provided an idea for their own. Each student was expected to explain why they chose the lesson plan they did. In addition to this assessment activity, students in Fall Semester 2005 were asked to evaluate the instruction session as well as the Research Guide. The results of that evaluation were commented upon in the section above.

**Did your choice of activities meet your learning goals?**

The learning goals were: identifying the purpose of lesson plan, locating appropriate lesson plan options online and offline, reflecting (analysis) on purpose when selecting optional activities, and application of course content with selected lesson plan or lesson ideas. These activities did meet the learning

goals. As mentioned above, Diana and Holly decided that only one instruction session was necessary to meet learning goals.

**What are the notable strengths and weaknesses of your module?**

The strength of this module is that it provides a uniform way to instruct students in lesson plan idea collection. The students are directed to particular resources and encouraged to use them as well as to locate their own. Without the “Research Guide” and the instruction session, we think students would not be successful at locating appropriate resources. The weakness is that Holly needs to hone the worksheets so the importance of idea collection is obvious to the students. We are certain that the students are likely to realize this importance after they have taught the lesson.

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

Diana Fitzwater and Holly Hubert met on a regular basis to develop this learning module. The purpose of this module was clearly known. Listening, feedback, brainstorming, narrowing of ideas, and product drafts were the format of every meeting. Since Diana and Holly have worked together as curriculum developers for some time, the activities were reshaped on an ongoing basis to provide the best learning opportunities for both the students and the teachers. At the date of this evaluation, the module has been taught three times. After each instruction cycle, Diana and Holly conferred and subsequently made changes to the assignment, to the Research Guide, and the content of the instruction session.

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

This module will continue into future semesters. It will be reworked to maximize its teaching potential. While other information literacy activities are in place, we are always open to new and better learning activities which will help our students have a change in performance due to the provided learning experience.