

October 14, 2005

Discipline Faculty: Dawn Arnold, Patricia Hoyt

Librarian Name: Debra Kakuk

Module/Activity Title: Surgical Technology Capstone Project

Information Literacy Module Final Evaluation

1.) 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?

The module enhanced both the students' awareness of and competency applying information literacy concepts and skills. Prior to the start of this module, very few students had more than a fundamental knowledge of using PowerPoint as a presentation/communication tool (only 2 in 20 students). The final presentations required all of the students to contribute to the creation and delivery of PowerPoint-based presentations, so all of the students gained significant skills using this software. Before attending the Library session, students were relatively unfamiliar with conducting academic research (especially in the health sciences area), evaluating resources, and synthesizing information into written and oral assignments. Similar unfamiliarity with the required APA style of citation was noted. A post-Library class assignment/assessment revealed that students had gained significant knowledge about searching for, locating and citing health resources particular to their field and assignment. Subsequent assignments (such as submitting APA style, annotated bibliographies explaining why the sources were chosen and how they would be used in the final presentations, and outlines of the presentations) allowed Instructors to follow and guide the students' progress and learning experience. By making all assignments due in hard copy and electronically, Instructors also helped the students develop their computer skills. When reviewed in total, the mini-assignments and final presentations reveal significant gains in information literacy skills on a variety of levels.

2.) Please evaluate your assessment activities. Did your choice of activities meet your learning goals?

Library class—The activity and post-assessment assignment revealed that students had gained significant information literacy skills and were able to procure four credible resources, create APA style citations and explain their analysis and evaluation of the resources in terms of credibility and suitability for use in the project. The annotated bibliography assignment gave instructors an opportunity to address any potential problems with information acquisition early in the module process.

Models—Students completed the model element of the module without difficulty, but they expressed that it was not a particularly helpful project because they had learned the anatomy and physiology of their body systems in prior courses and in the didactic portion of the surgical technology program. They felt that it was unnecessary repetition.

Outline—The outline assignment was useful because it helped the students to focus their ideas and information and allowed instructors another opportunity to provide guidance as the students continued to prepare for their culminating presentations.

Physician's preference card—The students struggled with this portion of the assignment. If this element is used in the future, more emphasis and training in content and creation will be needed.

Final PowerPoint, oral presentation—Overall the presentations were quite successful.

On a whole, the activities and assessments met the goals set out by the faculty members.

3.) How successful were your learning activities?

All of the activities were successful. However, the model portion was found to be more of a review than a learning experience or initial orientation. As mentioned above, more instruction is needed to help students fully understand the physician's preference card portion of the module.

One student wrote, "Comparing and evaluating various resources pertaining to the pathology helped me gain a broad understanding of the diseases. Now, I believe that I can talk intelligently about these subjects when they come up in the O.R. This also reinforced my skills in **self direction** and working as a team (delegating, compromising, etc.)."

4.) What are the notable strengths and weaknesses of your module?

This module was well thought-out and designed, so it proved to be quite useful. However, during the period when the module was being implemented, the curriculum and assignments in other surgical technology courses changed. This change caused significant overlap with certain areas of the module and impacted its overall effectiveness. The changes were neither related to the module, nor to its content. The module, itself, was sound. Time constraints and the above mentioned curricular upheaval prevented the full mock surgical presentation. Instead, these elements were incorporated into the oral PowerPoint presentation.

Since this was the first time that the faculty was creating information literacy-centered assignments for this health care setting, the process of creating quality, clear, well-defined assignments and guidelines was very time-consuming. The learning curve for the instructors was as high as that of the students! All faculty members agree that "next time around" it will be much easier because so much was learned during the first experience.

One student comment was, "The instructors could have been more clear." "...tell people they need to be more self-directed and figure out how to accomplish the project and work as a team. Give the expectation/evaluation sheet when the project starts..."

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

All aspects of this module were discussed, written, refined, and implemented with the full cooperation of all three faculty members. Faculty members presented, reviewed and evaluated the pieces of the module as appropriate to their individual specialties. The Librarian role was to deliver the information literacy component and assess/evaluate student learning of concepts regarding APA, research methods, and evaluation of sources. The Surgical Technology faculty

provided the specifics of assignment content, gave students instructions and evaluated student work (also providing further educational insights and commentary), and evaluated the final project. The grading rubrics, assignment sheet (directives for students) and evaluation forms were designed jointly by all three faculty members.

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

The module will not be presented in a “stand alone” fashion in the future. Rather, it will be incorporated into the new curricular design for the surgical technology program. The students are now expected to create portfolios, and pieces of the module will become parts of this professional portfolio (developed over the period of one year). Library faculty and Surgical Technology faculty continue to work cooperatively to insure that students acquire and use the information literacy skills necessary to be successful in their chosen field.

Attachments:

Post-Library Assessment Assignment

Post-Library Assessment Answer Key

Analysis of Library class and student performance on post-assessment

Student individual assignment list/due dates

Description for students of capstone project (handout)

Group presentation guidelines for anatomy and physiology models (handout)

PowerPoint presentation expectations (handout)

Information Literacy component description for capstone project (handout)

Surgical Technology presentation evaluation (grading rubric)

Student’s final evaluation of project form

Student’s final self evaluation form