

## UNIVERSITY OF SCRANTON

### INFORMATION LITERACY PROJECT: FOR SPRING 2012

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#### Purpose of the project

The Tasksks-2( )4(s)-1(T)sson standards.

The present project was to create a teaching-assessment module on information literacy that can be linked to specific curriculum and program level outcomes for Kania School.

#### Brief description of project

A course embedded assessment exercise was used. The course chosen was MKT 351 Introduction to Marketing. This course is required of all Kania School of Management undergraduate students as a business core course. The course is offered in Fall, Spring, Intersession and Summer sessions to accommodate student needs.

A. Standard 4, item 1 of ACRL Information Literacy Standards for Higher Education:

<http://www.ala.org/acrl/standards/informationliteracycompetency>

**Standard Four :**The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

#### **Performance Indicators:**

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

##### *Outcomes Include:*

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context



**Implications of Assessment:** Our students appear to meet the Standard 4, item 1 of ACRL Information Literacy Standards for Higher Education. However:

1. The present study has a small sample size.
2. It appears the sample performed at a slightly lower level for the presentation powerpoint compared to the source document (segmentation study)

**Closing the Loop:** In order to fulfill the goals of this assessment exercise, the information gathered has been taken back to the classroom and changes made in the project instructions/requirements in order to improve future performance. The new instructions follow the example provided in the URL below, and are included in Appendix-C  
: [http://discover.education.purdue.edu/challenge/pbl/2002\\_2003/enl\\_progress/ppprubric.htm](http://discover.education.purdue.edu/challenge/pbl/2002_2003/enl_progress/ppprubric.htm)