Goals of the workshop
1. Students will examine the currency, authority, reliability, and audience of newspapers, websites, books, and journals.
2. Students will summarize the content found in newspapers, websites, books, and journals.
3. Students will articulate different research uses for newspapers, websites, books, and journals.
4. Students will learn how to access the Griswold Library catalog and periodical databases.

Assessment method
Students were asked four questions (listed below) at the beginning of the workshop. These questions served as a pre-test and were posed to students before they had instruction about the content of different information sources. Students were then asked the same four questions after they independently identified characteristics of information resources through a series of guided questions and discussed these findings as a class. 7 of 8 Images of Nature classes participated in this assessment. Questions were answered with clickers, a survey response device.

Questions
1. What is the best information source to answer this question? A Sand County Almanac was published in 1949. Were there any events that celebrated the 50th anniversary of this book?
2. What is the best information source to answer this question? Leopold began his career by working with the United States Forest Service. Have there been any studies examining the impact of any of his work with the United States Forest Service?
3. What is the best information source to answer this question? Can the idea of place-based education be applied to Leopold’s work?
4. What is the best information source to answer this question? To understand him as a person, where could you find in-depth information on his family life, education, and work?

Assessment Results
Correct answers are marked in bold.

Question 1
What is the best information source to answer this question? A Sand County Almanac was published in 1949. Were there any events that celebrated the 50th anniversary of this book?
Pre-test | % | Number | Post-test | % | Number
---|---|---|---|---|---
**Newspaper Total** | 40% | 51 | **Newspaper Total** | 72% | 91
Website Total | 46% | 58 |
Book Total | 9% | 11 |
Journal Total | 5% | 6 |

Percent of students with correct answer prior to instruction: 40%
Percent of students with correct answer after instruction: 72%
Percent change after instruction: +32%

**Question 2**
What is the best information source to answer this question? Leopold began his career by working with the United States Forest Service. Have there been any studies examining the impact of any of his work with the United States Forest Service?

Pre-test | % | Number | Post-test | % | Number
---|---|---|---|---|---
**Newspaper Total** | 7% | 9 | **Newspaper Total** | 1% | 1
Website Total | 34% | 43 |
Book Total | 16% | 20 |
Journal Total | 44% | 56 |

Percent of students with correct answer prior to instruction: 44%
Percent of students with correct answer after instruction: 69%
Percent change after instruction: +25%

**Question 3**
What is the best information source to answer this question? What is the best information source to answer this question? Can the idea of place-based education be applied to Leopold's work?

Pre-test | % | Number | Post-test | % | Number
---|---|---|---|---|---
**Newspaper Total** | 6% | 8 | **Newspaper Total** | 1% | 1
Website Total | 23% | 29 |
Book Total | 42% | 54 |
Journal Total | 29% | 37 |

Percent of students with correct answer prior to instruction: 29%
Percent of students with correct answer after instruction: 9%
Percent change after instruction: -20%

**Question 4**
What is the best information source to answer this question? To understand him as a person, where could you find in-depth information on his family life, education, and work?
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<th>Pre-test</th>
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<th>Number</th>
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<th>Post-test</th>
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<td>8%</td>
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<td>11</td>
</tr>
</tbody>
</table>

Percent of students with correct answer prior to instruction: 49%
Percent of students with correct answer after instruction: 69%
Percent change after instruction: +20%

Conclusions
For 3 out 4 questions, the number of correct answers increased after instruction. These increases were between 20% and 32% demonstrating a significant growth in the understanding of information sources and their uses between the beginning and end of the workshop. Question 3, “Can the idea of place-based education be applied to Leopold’s work,” had a decrease in correct answers from the pre-test to the post-test. This decrease could be the result of confusion over the wording of the question as many students expressed confusion over the term place-based education during the workshop. The largest increase identifying the correct resource was seen with newspapers, followed by journals, and then books. Notably, the percent of students identifying websites as the best source for a research topic decreased after instruction for questions 1, 2, and 4.

Association of College and Research Libraries *Information Literacy Competency Standards for Higher Education* outcomes achieved through this workshop
1.2.c Identifies the value and differences of potential resources in a variety of formats
1.2.d Identifies the purpose and audience of potential resources
3.2.a Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and points of view or bias