



SLO 2: As a result of this information literacy instruction, students will be able to effectively use Zotero as a tool for group research work in order to organize, deduplicate, and track results of multiple group members conducting research across multiple databases in the context of a systematic review.

SLO 3: As a result of this information literacy instruction, students will be able to refactor their search strategies based upon Medical Subject Headings and database features such as filters in order to enhance the accuracy and specificity of database literature searches.

The systematic review assignment the students are tasked with is quite involved. I encourage the students in the instruction session to reach out with me for research consultations following the class period. I typically meet with multiple groups in this context throughout the process of completing their multiple semester systematic review. This affords me the opportunity to answer specific granular questions from each group regarding multiple areas of the research process in the context of their assignment. The combination of research consultations with multiple groups, and the questions posed in both the PT 771 and PT 772 information literacy instruction sessions give me a clear understanding of how the multiple student groups are progressing throughout the multi-semester project. I am also invited to attend the PT department's "research day" each academic year in which each student group presents the results of their systematic review project.

PLO2: Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.