**Full name:** Jessica Burnham
**Department/division:** Master of Arts in Design and Innovation (MADI)
**Email:** jburnham@smu.edu
**Course number:** DSIN 7391
**Course name:** Special Topics: Advanced Design Research Strategies

**What are the student learning outcomes related to information literacy for the assignment?:**

In this course, information literacy is imperative to the students' success. Specifically, students will be expected to demonstrate strategic and critical thinking and persistence in solving information problems, choose appropriate sources of information with an understanding of context and application, and apply ethical practices in the use of information.

**Please describe your assignment and/or learning activities. (500 word limit):**

The assignment is a semester-long Design Research project with a series of check-in points. Design Research (also referred to as Human-Centered Design) is a method of research that is similar to traditional research but goes beyond information gathering and synthesis. It moves on to building and designing something to improve the scenario being looked at. It employs qualitative research methods to build empathy with the people involved that whereby Design Researchers can create something with the users in mind. It is highly applied and rooted in evidence found throughout the qualitative research process and is often enforced through quantitative data.

Unlike the majority of other courses in the Master of Arts in Design and Innovation (MADI) program where the curriculum is very heavy in group work, this course will focus strictly on individual work. This assignment will push students to rely on their own understanding of the Human-Centered Design process as well as investigate a specific issue or problem they care deeply about. The assignment will require each student to create their own research question that is rooted in a field or area of study they have interest in. The topic is determined solely by the student, where they must develop their research plan from start to finish as well as start to operate the Design Research process in order to gain more insights. This includes extensive secondary research, primary research, in-depth one-on-one interviews, transcription, externalization, and synthesis. Throughout the project, students will also learn citation management, strategic searching and exploration, managing research data, transcript analysis, and the IRB process.  Through a series of scaffolded exercises and benchmarks, students will have opportunities to show their work and gain and apply feedback.

There will be a variety of deliverables where authentic assessment of information literacy skills will take place. Students will be required to give small presentations every other week.

**How do you intend to collaborate with your department's liaison librarian? (100 word limit):**

I intend to collaborate with Hollie Gardner through focused tutorials on searching databases or other sources available to students after graduation, organizing secondary research, and how to search intuitively for things that will support their research but might not seem obvious. Hollie will come into our classroom several times throughout the semester as well as help students individually on an as-needed basis. I will work with Hollie to develop rubrics for assessing student learning of information literacy skills at each benchmark. This collaboration will serve as a prototype for how information literacy skills can be taught across the entire program.

**Please describe your plan for assessing the information literacy learning outcomes. (250 word limit):**

The information literacy learning outcomes will be assessed based on their different metrics and rubrics set up for each section of the assignment. Every time a presentation or a section of writing is due, it will be evaluated on the student's documented efforts of strategic and critical thinking and persistence in solving information problems, that it is clear why they chose the sources of information they chose and show a strong understanding of context and application, and through their planning process will show how they have applied ethical practices with the use of information. Through rubrics that Hollie will help me create we'll be able to determine how proficient the students are in mastering these information literacies.