UF 100 Instructor Lesson Plan

Theme: Navigating Identity

New for Spring 2018:

- Deleted the information evaluation (CRAAP) portion because the discussion group leaders are teaching that in their classroom (in order to tie it more closely to their assignment)
- Students should have picked their topics from a predefined list provided by the lead faculty
- Added portion to find print books and ebooks
- All work is done as individuals (because their UF 100 project is individual).
- Instruction for 45 minutes

Library session outline:

1. Introduction
2. Search Strategy
3. Books
4. Articles
5. Students go to stacks to find print books (unless they found an ebook) or print article

Learning Objectives/You will be able to:

1. List three characteristics of an academic article.
2. Develop and apply strategies for locating books and articles, including selecting keywords and research tools.
3. Identify and locate one book (print or ebook) and one article using your micro concepts.

Introduction (5 mins.)

Instructor

- Introduce yourself and explain the Learning Objectives for today’s session. (see above)
- The HOOK: Ask the whole class: How many of you start with Google when you are doing research? Does searching Google always give you exactly what you need? [Some students will say yes; some will say no]
- We will cover some additional research “search engines” (research databases) you can use to find good, solid sources for assignments, and a couple of skills that you cannot survive college without learning. We will be using your MICRO concepts to search for these.
• We will also be looking at how to find books/ebooks the library owns.
• Academic research is a foundational skill, just like the other skills you are learning in UF100 (like teamwork, critical thinking, etc.). That is why the library curriculum is paired with the UF curriculum. The skills you learn today are also important for doing research in ENGL 102, courses in your major, in the workplace, and in your life. (Elaborate as desired)

Creating a Search Strategy Using Your Concept(s) (10 min.)

Prep for Task 1 (1 min.):
Instructor:
• Students have had their micro concept verified by their discussion leaders to help prevent students from having the same topics.

Task 1 – Individuals (5 min.)

Instructions: (5 minutes)
1. Write down the micro concept(s) you developed with your Discussion Group Leader:
2. Brainstorm keywords/synonyms related to your micro concept(s):
3. A Boolean AND search combines your macro and micro concepts into search phrases:
   Examples: family AND adoption family AND blended AND multicultural
   Create one or more searches by connecting your macro and micro concepts:
4. Write one of your searches on the classroom whiteboard.

Debrief (5 min)
• Ask 1-2 students how the use of AND may change the search results you receive.
• Go over and comment upon individuals’ searches that are on the board. Make notes/fix/modify/make suggestions on how they might improve or tweak their searches.

Finding Books and Articles Using Your Concept(s) (35 min.)

Prep for Task 2 Part A (10 min.):
Instructor:
• Now we will use your concepts to find a book.
• Model catalog searching, focusing on how to identify and locate print books/eBooks as well as some of the highlights of WorldCat Local.
  o Limiters for print books, eBooks
  o Subject headings as a way to get more specific
  o Basics of accessing eBooks
  o Basics of locations of print books in Albertsons Library
Other limiters as needed (e.g. Audience, Language, Topic, Content)
Identifying a book at Albertsons Library vs. other libraries (touch on ILL if it comes up)
Citation builder (remind them that they viewed how to find a citation in a database in the pre-library session videos)

Task 2 Part A – Individuals (10 min.)

Part A. (10 minutes)
Instructions:
1. On your device, launch the UF 100 research guide. Select “Navigating Identity.”
2. Using WorldCat Local, use the search strategy you developed using your micro concept(s).
3. Identify a book title that sounds relevant.
   a. Is the book you identified a print book or an eBook?
   b. Record the book’s:
      i. Title (first few words):
      ii. Location/Floor #:
      iii. Call #:
      iv. MLA citation:

Critical thinking questions:
   a. How might you locate more books on this topic?
   b. How can you get help locating a print book in Albertsons library? How can you get help accessing an eBook?

Debrief (1 min)
Remind students that they can use subject headings and they can use the ref desk/chat/text/phone to get help.

Prep for Task 2 Part B (1 min.):
Instructor:

- Notice that you have a choice of research database to use in this task (show the LibGuide for Navigating Identity). Academic Search Premier is a good general starting point, but one of the other, subject-specific research databases may also help. Remind them that the macro level article could influence their use of a subject specific database.
- You have 10 minutes to complete Part C.

Task 2 Part B – Individuals (10 min.)

Part B. (10 minutes)
Instructions:
4. Go to the UF 100 guide on your device, “Navigating Identity” tab.
5. Type your search(es) into one of the research databases (i.e. Academic Search Premier).
6. Look at your results. If you are not satisfied with the articles you found, redo your search by changing your keywords or switching research databases.
7. Select one relevant article and email it to yourself.

**Critical thinking questions:**

a. How did your searches go? Did you have to change your search strategies?
b. Is your article from an academic (peer-reviewed) journal?
c. When is it appropriate to use academic articles? When is it appropriate to use other types of articles?

**Debrief (5 min)**
CTQ (a) – This will probably vary, but make sure more than one student gets to answer so that the class can hear about various search strategies.
CTQ (b) – How do they know? Their answers will probably vary. Remind them that they watched the video on entomophagy if they need a prompt.
CTQ (c) – This will probably vary, but take them back to their background article as an example.

**Independent Searching (30 min.)**

**Prep for Task 3 (1 min.):**
Students have 15 minutes to go find the book they found in the search earlier.

**Task 3 – Independent Searching (Individuals) (15 min.):**
Debrief Task 3 – no debrief needed