Session 1

UF 100 Instructor Lesson Plan

Theme: Biggest Questions

Goal: As developing critical thinkers, students will begin to develop academic search strategies; utilize academic articles; and explore criteria for evaluating information.

Learning Outcomes: Students will:
1. Develop and apply strategies for locating articles, including selecting keywords and research databases.
2. List three characteristics of an academic article, and identify one such relevant article in a research database.
3. Identify criteria to use when evaluating information, and apply the CRAAP criteria to the evaluation of articles and websites.

Process Skill Goals:
- Information processing is a central characteristic of locating and evaluating information. This lesson plan features brainstorming keywords, selecting academic articles in research databases, and evaluating the reliability of articles and websites.
- Teamwork, oral communication, and management are structural features of the UF 100 library curriculum.

University Learning Outcome
The goal and learning outcomes of this lesson plan support ULO 3, Critical Inquiry: “Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.”

Underlying frameworks:
[From: ACRL’s Framework for Information Literacy for Higher Education]
Searching as Strategic Exploration: "Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops."
Research as Inquiry: “Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.”

UF100 Biggest Questions Session 1 INSTRUCTOR Spring 2018
PREP FOR SESSION

Instructor: Before the class starts:

- Bring up the Goals & Objectives on the UF100 LibGuide (also on student activity).
- Locate the class’ inquiry question on the UF100 LibGuide (relevant course tab) for use in Team Task #1.
- Talk to the discussion group leader about dividing up the class into teams. The class may already be divided up into teams. If not, plan for teams of 2-4 members. (If the discussion group leader has formed teams of 5 or 6, this is too many for our session; further break up the larger teams into two smaller teams.)

INTRODUCTION (5 MIN.)

Instructor:

- Introduce yourself and explain the Learning Objectives for today’s session.
- The Hook - The Bridge-in. 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.] Today 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.
- Academic research is a foundational skill, just like the other skills you are learning in UF100 (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 ENGL102, courses in your major, in the workplace, and in your life. (Elaborate as desired.)

PREP FOR TEAM TASK #1 (2 min.)

Instructor:

- Ask students to write the question for their course at the top of Team Task #1.
- Notice you have a choice of research databases to use in this task (show the LibGuide for their section). Academic Search Premier is a good general starting point, but one of the other, subject-specific research databases might also help.
Team Task 1: Creating a Search Strategy for Your Topic (20 min)

Inquiry Question: ____________________________________________________________

Part A. (5 minutes)

Instructions
1. Write down 2-3 main ideas related to the inquiry question that you want to explore.
2. Brainstorm related terms for at least one of the ideas from step #1.
   Example: Related terms for the idea of “iPads” → mobile devices, tablets, technology
   Instructor: remind them halfway through that they will write their search on the board (step 4).
3. Create one or more searches by connecting different ideas from steps #1 or #2 above with the
   word AND. Write your search(es) below.
   Examples: sleep AND grades iPads AND education AND grades
4. Write your team’s search on the board.

DEBRIEF FOR TEAM PART A (5 min.)

Instructor:
• Ask 1-2 teams how the use of AND changes the search results you receive.
• Go over and comment upon the team’s searches that are on the board. Make notes/fix/modify/make suggestions on how they might improve or tweak their searches.

Part B. (7 minutes)

Instructions
1. Go to the UF 100 guide on your device’s desktop (or go to http://guides.boisestate.edu/uf100).
   Click on your course tab. Choose a database.
2. Type your team’s search(es) into one or more of the research databases.
3. Look at your results. If you are not satisfied with the articles you found, redo your search by
   changing your keywords or switching databases.
4. Email one of the articles, with its citation, to yourself or someone in your team.
5. Answer the critical thinking questions below.

Critical Thinking Questions
a) Did you find useful articles with your first search, or did you have to change your search
   strategies? Explain.
b) How could you use the research databases for other courses you are taking?
c) What other strategies do you use to find information for research papers and projects? These
   can be broad strategies about where to search, and very specific search strategies, including
   how to search.
DEBRIEF FOR TEAM PART B (3 min.)
Debrief on all CTQs. (Leave out debrief on (b) if low on time.)
CTQ (a) - Answers will vary, but make sure more than one team gets to answer, so that the class can hear about various search strategies.
CTQ (b) - Answers will vary.
CTQ (c) - Answers will vary. The hope is that students understand the search strategies presented here are only a few of the myriad strategies possible. Hopefully, students talk about strategies such as asking friends and professors for advice, Internet searching, LiLI databases, searching by person's name, interviewing someone, etc.