UF 100 Instructor Lesson Plan

Theme: Cities of Tomorrow

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, research databases, and how to apply this information to local/historical research.
   - Talk about how students can apply what they learn in the library session to their UF100 assignment for Cities of Tomorrow placemaking assignments.
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.”

PREP FOR SESSION

Instructor: Before the class starts:

- Bring up the Goals & Objectives on the UF100 LibGuide (also on student activity).
The Cities of Tomorrow sections are focusing on placemaking, current models and creating their own models based on their critiques of current models and information along with the politics of development, homelessness structure and local development.

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.)

Cities of Tomorrow are already in assigned teams, they will work in those teams.

INTRODUCTION (5 MIN.)
Instructor:
- Introduce yourself and explain the Learning Objectives for today’s session.
  - Also talk about how to apply these skills in searching for local information.
- 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 their research question 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.
  - Because the section is partly local-specific in what they are searching for, not all research databases may have the information they want. Have the students check out the Resources box, directly underneath the session assignment links box. ProQuest Central and the Idaho Statesman databases (also in the Databases box) may be better suited to their local information goal. Talk about subject guides, specifically the Idaho Research guide.

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. Compare the AND search in research databases to the + search in Google (students love this!).
- A sample search that matches one of their assignments in class would be:
  - Urban development AND politics (ProQuest Central)
  - Urban development +politics (Google)
  - “It’s also important for them to learn about the politics of development such as the 8th Street battle over urban renewal”—from faculty.
- 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 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.
1. Type your team’s search(es) into one or more of the research databases. *(This is where students may get stuck looking for local information. Talk about broadening and narrowing search terms and appropriateness of databases.)*
2. Look at your results. If you are not satisfied with the articles you found, redo your search by changing your keywords or switching databases.
3. Email one of the articles, with its citation, to yourself or someone in your team.
4. 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 or database? 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.

- Mention Special Collections and Archives as being a resource for their specific class research.

PREP FOR TEAM TASK #2 (1 min.)

Instructor: Discussion about critical thinking:

- So far, we have worked on the inquiry process and search strategies. For the rest of the session, we are going to focus on evaluating information.
- Every piece of information you use for academic purposes, and after college, should be evaluated to find out if it is reliable and credible. This is part of being a critical thinker: asking good questions.
- You have 8 minutes to complete Team Task #2 and answer the Critical Thinking Questions.

Team Task 2: Evaluating Articles and Evaluation Criteria (8 min)

Instructions

1. View Article A and Article B found on the UF100 guide tab.
   a. Causes of Homelessness
   b. The Homelessness Muddle Revisited

2. List three criteria for evaluating the quality of the articles and explain how each criteria helps you evaluate information.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explain how this criteria helps you evaluate information</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Critical Thinking Questions
a. Would you use these articles for a research paper or project? Explain.

b. Which article has characteristics of an academic article? When is it appropriate to use academic articles? When is it appropriate to use other types of articles?

DEBRIEF FOR TEAM TASK #2 (5 min.)

_**Instructor:** First ask the large group what criteria they use to evaluate information (what they put on their charts).

Debrief on both CTQs.

_CTQ (a) and (b) answers might meld together. Both of the articles are good. One is a peer-reviewed article, but both are informative. In this discussion, please do not praise one over the other because the UF 100 lead faculty value all types of articles and information. However, students still need to know what an academic article is, and the UF 100 faculty understand that. I think the most important thing you can do is talk about the “world” of information and how it is important to evaluate every piece of information, which leads into your next thing: the CRAAP discussion._

- For Cities of Tomorrow go into more detail about what a peer reviewed journal is and how to find/identify them especially for local type information, how to consider the source as part of CRAAP.

_CTQ (b) - Article B is an academic article. If they quote from the pre-session video, academic articles include an abstract at the beginning (a summary of the article), a list of References at the end, and it’s written by an expert on the subject [elaborate as desired]. Answers to the other two questions will vary._

PREP FOR TEAM TASK #3 (3 min.)

_Instructor:_

(Because their instructors will ask students to do a CRAAP test on the sources in their annotated bibliography assignment, it’s important that they know the criteria and how to apply them.)

- **Use students’ answers from their chart in Team Task #2 to talk about the CRAAP criteria. Bring up the CRAAP criteria on the UF 100 LibGuide. Connect the CRAAP criteria to what they already discussed in Team Task #2.**

- **Give them this tip before they start: Authority - look at the website’s "about" section (top, bottom of website usually)**

- **You have 10 minutes to complete Team Task #3 and answer the Critical Thinking Questions.**

**Team Task 3: Evaluating Websites Using the CRAAP Criteria (10 min)**

_**Instructions:**_

1. Imagine you are trying to find information about the Basque Block in Boise, Idaho.
2. View both websites below, using the links on the UF 100 guide.
3. Evaluate the information you find in each website using the CRAAP criteria.
4. Answer the critical thinking questions below.


<table>
<thead>
<tr>
<th>Criteria</th>
<th>Washington Post</th>
<th>Basque Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevancy</td>
<td>Specific to Basque’s, Basque Block</td>
<td>Baskic history of the Basque Block</td>
</tr>
<tr>
<td>Authority</td>
<td>Newspaper, author is reporter for Associated Press</td>
<td>Hard to determine, no direct information.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>From 2015, have seen other figures around 6,000-16,000. Would need more research.</td>
<td>Where they have gotten their information is unclear</td>
</tr>
<tr>
<td>Purpose</td>
<td>Tourism</td>
<td>To highlight the Basque Block, tourism</td>
</tr>
</tbody>
</table>

Other sites students can use to compare information in place of the ones above:

**Urban Renewal**
  Content?oid=1713334
- [http://www.ccdcboise.com/the-agency/history/](http://www.ccdcboise.com/the-agency/history/)
- [https://stateimpact.npr.org/idaho/2013/03/05/why-urban-renewal-faces-resistance-in-idaho/](https://stateimpact.npr.org/idaho/2013/03/05/why-urban-renewal-faces-resistance-in-idaho/)

**Hyde Park**

**Simplot Park**

**Critical Thinking Questions**

a) Would you use these websites for a research paper or project? Explain.

b) What should you do if an information source does not meet the CRAAP criteria?

**DEBRIEF ON TEAM TASK #3 (5 minutes)**

Debrief on both CTQs.

CTQ (a) - answers will vary.

CTQ (b) - Answers will vary. Include discussion about choosing a different source when something does not do well on an evaluation “test.” So many information sources exist that it is wise to move on to a more reliable source.
PREP FOR TEAM TASK #4 (30 sec.)
Instructor: You have five minutes to complete Team Task #4.

Team Task 4: Synthesis/Wrap-up (5 min.)

Critical Thinking Questions:

a. Describe a scenario outside of college life in which you could use any of today’s research skills.

b. Imagine you are describing what you learned from today’s class to a good friend. Make a list of 3 tips that you would pass on to them. Your tips can include what you found most helpful during today’s team tasks, what you have found useful in the past, or what you might do in the future.

DEBRIEF ON TEAM TASK #4 (2 min.)
Debrief on both CTQs.
Instructor: This section is titled “Synthesis” because the CTQ is intended to bring together everything students have done during the session. As teams report on their tips and strategies, you may want to bring up the “Searching as Strategic Exploration” idea, emphasizing the idea of trial and error.

- Cities of Tomorrow will be looking at documentaries. Bring up the video databases tab and talk about the databases and finding documentaries. Films on Demand has a number of videos on urban planning, Internet Archive has a few on placemaking.

CTQ (a) - answers will vary; the goal is to extend today’s lesson beyond college and into the real world. These skills are for life, not just for college.

CTQ (b) - Ask one team what their three tips are. Ask the rest of the teams one tip they would like to add (just ask the whole class and the teams can volunteer.)