Online UF 200 Spring 2018 Lesson Plan

Topic Question: **Do how do we define citizenship (human displacement and refugees)?**

All links students will use are available on their assignment sheet and on the [UF200 Library research guide](http://guides.boisestate.edu/uf200) under the tab for the topic question. Please contact Margie Ruppel, [margieruppel@boisestate.edu](mailto:margieruppel@boisestate.edu), 426-1323 or Shelly Doty, [sdoty@boisestate.edu](mailto:sdoty@boisestate.edu), 426-3559 if you have any questions.

**Goal**

Building on the [UF 100 library session](http://library.boisestate.edu), students will locate relevant information sources to support UF 200 research projects. Goals and learning objectives for the UF200 library session can be found on the [UF 200 libguide](http://library.boisestate.edu).

**Learning Outcomes:**

These information literacy objectives tie directly to UF 200’s [University Learning Outcome](http://library.boisestate.edu): ULO 1 (writing cluster) criteria 1.4 (Sources).

1. Utilize advanced search strategies to locate websites and articles.
2. Discover the connection between utilizing advanced search strategies and locating reliable pieces of information.

**Sequence of Instruction**

**INTRODUCTION**

- DISCUSSION/LARGE GROUP: Ask an engaging question, such as “What do you remember learning about in the UF 100 library session?” Tell students today’s activities build on the UF 100 content and skills.
- Introduce yourself.
- Go over the Goal and Learning Outcomes (on the student sheet and the [LibGuide](http://library.boisestate.edu)).
- Describe the session: group work, then individual work, then work on their own, then brief wrap-up.
PART I: GOOGLE LIKE A PRO!

Before Group/Individual Activity:

- **DISCUSSION/LARGE GROUP**: Ask students to share their tips for power-searching in web search engines. “Tell us about some of the power search tips you use in Google.” [applying past knowledge to new situations]

- **MODELING (DEMO)/LARGE GROUP**:
  - Demo **Google** searching and **power search tips** they **have not yet stated**:
    - **Domain searching**. Example: olympics site:nbc.com. Example: penguins site:.edu
    - **Filetype command** (to get directly to papers and reports). Example: “healthcare legislation” filetype:pdf.
    - **Minus sign**. Example: “school violence” -gangs

- **MODELING (DEMO)/LARGE GROUP**:
  Finding additional keywords, names, and resources in a piece of information. (Focuses on this habit of mind: How else might I use what I have already found to locate more?) (“**Information Literacy at Carleton: Six Critical Habits of Mind.**”)
  - DEMO: Librarian: Use this website to demonstrate how to pick out additional keywords, names, and resources in a website. (See link on **LibGuide**.)
    - Topic Question: How do we define citizenship (human displacement and refugees)?
    - **Citizenship Rights and Responsibilities** (US Citizenship and Immigration Services):
    - Demo: Show where these keywords/phrases are found in the website: freedom, liberty, equality, freedom to express yourself, freedom to worship, right to fair trial, right to vote, participate in democracy, informed citizen.
    - Demo: Search for one or a combination of these in **Google**: (from the website): freedom, liberty, participate in democracy, informed citizen.
● Part I Activity:

**PART I: GOOGLE LIKE A PRO!**

*Group/individual activity*

Go to [www.google.com](http://www.google.com). Use 1-2 of Google’s advanced search strategies to locate one website on your group/individual topic.

**Google Power Search**

- Example: “social determinants of health” filetype:pdf
- Example: “water rights” site:.edu

Record your website here:

Which search strategies returned the most relevant sources for you/your group?

● **Debrief** on the second question. Have individuals/groups report out.
  - Answers will vary, but students may say that one of the following search strategies helped the most: quote marks around phrases, domain searching, filetype, etc.

**PART II: DOMINATE THE DATABASE**

*Before Group/Individual Activity:*

● **MODELING (DEMO)/LARGE GROUP. Demo [Google Scholar](http://library.boisestate.edu)**
  - How to add Boise State University to the settings/library links
  - Setting Library Preferences in Google
    - Settings --> library links --> type: boise state university
  - Use a topic related to the **Topic Question**: How do we define citizenship (human displacement and refugees)? (Could search for: freedom to express yourself, freedom to worship, right to fair trial, right to vote) to search for the topic.
    - How to use the “cited by” feature to blow up your search results
      - Echoes the **habit of mind**: *Can I use a citation index to find seminal works or to find works building on sources that I have on hand?*
  - Tell students: not every article is peer-reviewed

● **MODELING (DEMO)/LARGE GROUP. Demo [ProQuest Central (Adv. Search)](http://guides.boisestate.edu/uf200)**
  - Use the same topic you used to demo Google Scholar.
    - Point out these advanced search options: publication date, source type, document type, language
    - Note that ProQuest Central is another multidisciplinary databases that displays “cited by” links. [UF 200 LibGuide will link to it.]
• Part II Activity.

**PART II: DOMINATE THE DATABASE**

*Time for groups/individuals to work on their own*

Use 1-2 of ProQuest Central’s Advanced Search options to locate one article on your topic. Or use Google Scholar. Record your article here:

*How can you utilize advanced search features to help you locate reliable sources of information?*

• **Debrief** on second question. Have individuals/groups report out.

  Answers will vary, but hopefully their answers emphasize that you can use advanced search options in order to narrow your results to more reliable sources.

  **For example, when searching the Web think about the CRAAP Criteria:**

  • Limiting by filetype can sometimes lead you to material that has been published, which helps determine Accuracy (A in CRAAP).
  • Using Google Scholar helps lead you to (mostly) peer-reviewed journal articles, which helps you find sources that are (probably) more Accurate and Authoritative (the A’s in CRAAP).

  **For example, in library research databases:**

  • Limiting the publication date will help you find more Current (C in CRAAP) sources.
  • Using good (narrow) keywords will help you find more Relevant (R in CRAAP) sources.
  • Limiting to peer-reviewed journal articles helps you locate more Accurate and Authoritative (the A’s in CRAAP) sources.

**WRAP-UP**

**DISCUSSION/LARGE GROUP**

Which of the strategies from today’s session will you use most in your future research?