Online UF 200 Summer 2018 Lesson Plan

Topic Question: Safety for oppressed populations.

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

Goal:

Building on the UF 100 library session, 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.

Learning Outcomes:

These information literacy objectives tie directly to UF 200's University Learning Outcome:

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).
- 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: poverty health site:.edu
    - Filetype command (to get directly to papers and reports). Example: “millennial oppression” filetype:pdf.
    - Minus sign. Example: “oppression” -religion

- 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: Safety for oppressed populations.
  - Healing from the effects of internalized oppression (Community Tool Box)
  - DEMO: Show where these keywords/phrases are found in the website: discrimination, internalize, oppression, slavery, genocide, political action, targeted, culture, group.
  - DEMO: Search for one or a combination of the keywords in Google: e.g.: cultural group or internalized oppression

- Part I Activity:

  \textit{PART I: GOOGLE LIKE A PRO!}
Group/individual activity

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

Example: “millennial oppression” filetype:pdf

Example: “rural-urban migration” 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. (3 mins)
  - 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
  - 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: Safety for oppressed populations…
    (could search for: Native Americans and oppression) 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)
  - 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 (3-5 mins)

DISCUSSION/LARGE GROUP

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