UF 200 Spring 2018 Lesson Plan

Topic Question: What makes a museum exhibition controversial?

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 (60-70 mins)

INTRODUCTION (5 mins)

- 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! (17-23 mins)

Before Group/Individual Activity:

- **DISCUSSION/LARGE GROUP (2-3 mins):** 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 (2-3 mins):**
  - 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 (5-7 mins):**
  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:** What makes a museum exhibition controversial?
    - **Historical museum intentionally courts controversy (Washington Times):**
      
    - **Demo:** Show where these keywords/phrases are found in the article: museum, controversy, exhibit, history, conversation, offensive, cultural.
    - **Demo:** Search for one or a combination of these in Google: (from article): context, artifacts, exhibit, and history.
Part I Activity:

**PART I: GOOGLE LIKE A PRO! (5-7 mins)**

*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:* “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 (15-20 mins)**

Before Group/Individual Activity:

- **MODELING (DEMO)/LARGE GROUP (5-7 mins). Demo Google Scholar**
  - How to add Boise State University to the settings/library links
    - Settings --> library links --> type: boise state university
  - Use a topic related to the Topic Question: *What makes a museum exhibition controversial?* *(Could search for: artifacts, exhibit, history, controversy)* 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 (5-7 mins). 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 (5-7 mins)**
  
  *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. (3 mins)
  
  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?