# Asynchronous Session One Lesson Plan

## *A plan for online information literacy*

Session One Information Literacy objectives:

* Research as Inquiry
* Searching as Exploration
* Scholarship is a Conversation
	+ One they are a part of when they start to write papers and do research

Specific Goals and Objectives for the class:

* Teach the research process:
	+ Wanting to know something
	+ Formulating a research topic
	+ Narrowing that research topic
* Teaching how to pick keywords (narrow and broad) and related search terms for research
* How to use keywords/related terms for database/scout searches for attempting to find resources
* Boolean search terms to narrow topics in scout

The week before session one:

* Put up resources in their classroom course shell
	+ Ask-A-Librarian guide on the side?
* Put up a video so they can get to know me a little bit before they get into the classroom, hoping this may allow them to open up a little more.’
	+ Kelly (pg 4): “I’ve gotten so much feedback from students that they like having a face to place with a name and the text that’s coming across.” […] “makes it a point to make students aware of her presence in the course by posting weekly announcements and posting frequently in the discussion forum.”
		- Perhaps, at least with the last bit, the librarian could post every once in a while—pointing out new resources or certain library-related information
* Put up a thread asking for them to ask any questions they may have before class starts.

Assignments to do before session one:

* Blog of their experiences with research, small introduction of self, what they believe the research process looks like posted up in their online classroom discussion board, what they are anxious about when it comes to research, the things they find interesting about the class and potential research interests
	+ Use this to directly talk about and dissuade their fears and anxieties
	+ This also allows them to start thinking about the research process before they come to class
* Ask them to come up with a research topic they may want to use for their paper or other assignments and bring them to class

During class:

* Group Discussion:
	+ In groups of 4-5 people depending on the number of people in the classroom so they can each have a responsibility
	+ Decker and Cox (pg 6): “Students reported that they favored group discussion (these groups averaged five participants) and liked having assigned roles.”
	+ Pop in and out of their group “rooms” to ask questions and make sure they are understanding the assignments
* Interesting and relevant information:
	+ Decker and Cox (pg 5) “The online discussion must be a topic of interest. Questions that have relevancy to the students, whether in their immediate lives or that they can connect to their future, will elicit higher participation”
	+ Use the blogs to pick out a few interesting/relevant topics the students are interested in to make sure that they feel connected to the information
* Encourage them to raise their hands if they have any questions, let them use the chat or the voice portion of the online classroom to ask questions
* Do the video option instead of the voice portion to further personalize the lesson and have a powerpoint available to point out where they should go and give them something else visual to focus on

Script (adapted from the in-house session 1 lesson plan:

* Re-introduction with name, job, and contact info (on powerpoint), re-point out the video if they are interested in knowing more about you
* I’m your librarian for this semester and beyond if you want me to be.
* Point out folder of resources for them to check out if they haven’t seen it yet
* “I’ve enjoyed getting to know you a little bit in your blogs! I’m looking forward to getting to know you guys a little better within this session and throughout this semester.”
* This is the first of two sessions that will help you learn how to write a better paper so you can get better grades in your classes. While I’m not here to teach you how to write, I’m here to teach you how you can research effectively so you can find sources for your papers. The skills I’m going to teach you today can help you in multiple classes, not just this one, and if you learn how to do it right it will help you through the rest of your college career and perhaps even your future job. My job today is to help you guys learn the basics of research, so please feel free to ask me questions if I’m not making sense or tell me to slow it down if I start going too fast. This class is about y’all, not me.
* The first thing you need to know is that research is a process.
	+ Research starts with wanting to know something. You guys do what the librarians call “Information seeking” behavior each and every day. You want to know something and go through steps to find out what that is
		- Bacon example or other example to connect them to simple information seeking behaviors that fuel beginners research
	+ To get to know something about your topic, you have to get a foundation in what your topic is about. Where do you guys start looking for information when you want to learn something? And it’s ok to point out something you think is super obvious. Just the first thing that pops up into your mind.
		- Background information! That’s awesome. So what do you use to find background information?
* Background information activity:
	+ Group: Wikipedia, Google, and the Library discussion using padlet (kicking them off into groups to discuss—6 groups) (Screen Share)
		- Make sure that you pop in and out if they have any questions, answer them
		- Come back and have a spokesperson for each group talk about the pro’s and con’s
		- **Discuss their answers.**
			* Google: Discuss google scholar and it’s disadvantages (No full text so it’s frustrating), also natural language
			* Wikipedia: Actually can’t cite b/c it’s an encyclopedia, touch on information creation. Anyone can create information or comment on information and that doesn’t necessarily make it invalid, it just means you have to be more careful about what you choose to believe as fact. Talk about flaming on Wikipedia and “actual cannibal shia lebouf.” It doesn’t happen often, but when it does it can really mess with people.
			* Discuss why you usually can’t find citable sources on google and Wikipedia
			* Discuss background information.
			* When it comes to the library and “not convenient,” use this time to show them ask-a-librarian
			* “Scout is hard to use”—talk about the differences b/w scout and google language, use the language “keyword” and ask them if they know what that is. If no one answers, explain it.
	+ Individual: Go look up your research topic in Wikipedia, Google, or an Encyclopedia and get a little bit of simple background information
		- Allow them to share interesting things they found that they might not have known before.
			* Ask for volunteers first and see if anyone raises their hands. If not, call on someone randomly since you will be able to call them out by name.
			* If they can, screenshare. If they can’t, ask their fellow students to follow along on their own computer.
		- Discuss the importance of getting background information on their topic before they begin more “serious” research

Once you get a good feel for your topic, you can start to narrow down your topic and start finding what you really want to research.

* A general topic, like (Focus of the class), has so much research associated with it that it would be impossible to do a good paper on it. Your final paper is about 6 or 7 pages. That amount of pages is not enough space to actually say something about a broad topic. It’s just going to end up being an overview. Overviews aren’t fun to write nor are they fun to read for a teacher—which often results in a teacher not giving you an A because you didn’t actually say anything about your topic. It’s much more interesting for you to think about something more narrowly so you can have something to say about your topic rather than giving a brief overview of your chosen broad topic.
* Everyone has something they are interested in, you guys have already told me some of the things you are interested in. My favorite was (X) so I’m going to use that as an example for our next group activity.

MINDMAP (aka brainstorming to create a research question)

* This is the best way, for me at least, to try and narrow down something I may be interested in researching. There are other ways to do it, like listing things or just pulling out random bits of information from your background research.
* Live make the mind map by screen sharing or, if possible, within the powerpoint.
	+ You can easily turn your topic into a research question by asking yourself four questions.
		- When? – What time period do you want to focus on?
		- Where? – Where is the place we are interested in looking at for the topic?
		- Who? – What group of people/things/animals/etc. is your topic effecting?
		- What? – How does your topic effect something/someone or what does it do? Etc
* Make it relatable by connecting it to a story
* Split them off into groups and give them a time limit. Allow them to use padlet to collaborate with the mindmap or, if possible, allow them to edit one you already have set up within their groups.
	+ At the end of the activity, ask them to come up with a research question that you/the class will evaluate.

Broad/Narrow Topic:

* So already you guys are starting to narrow down your topics by creating a research question. You went from a huge topic to more manageable subject to research! Since you guys have already created a research question, we are going to talk about how to evaluate a research question to determine whether it is too broad, too narrow, or manageable.
	+ Have a padlet set up for each group
	+ Have them evaluate each other’s research questions.
* To do this, we’re going to be in the same groups as we were in before. I’m going to have y’all evaluate each other’s research questions and determine whether it is too broad, too narrow, or manageable and then rewrite the question!
	+ Have the instructions on the slide

**(3-4 minutes for activity)**

* Alright, now we’re going to talk about it together as a class. **Let them talk about it and discuss their choices. Do the same for another question. Do all if you have time.**

Keywords:

* So we talked about Keywords earlier when we were talking about Scout. Who remembers what a keyword is?
* This is Scout’s language. It doesn’t understand natural language like google does, it understands keywords. To get keywords, we take out “fluff” words and get down to the main ideas of our research. For the research question we created together earlier, we can pull out some keywords.
* So to demonstrate this, we’ll look at the research question I put together for you guys earlier. The main ideas are ... … … so those are our keywords.
* Now we’re going to go off into our groups again and pick out the key terms for the research question you guys evaluated and reworded.
	+ Have instructions up on the powerpoint
		- Pick out key words
		- Related terms
	+ Pop in and out of groups.
	+ Come back and discuss:
		- What is a related term? Why do we need it?
		- Broad vs narrow keywords and the kind of language you use when you pick keywords matters. Can anyone tell me a broad key word? What about a narrow key word? (find an example) (explain why this is important)

After all that work getting background information, creating your research question, and selecting key words and related terms, you are ready to go in and search for your information! I’ve put up a scout tutorial in your classroom shell so go there if you need help searching in scout. For the fun of it though, we’re gonna continue with the examples we came up with for the research question we made a mindmap for and see what we get.

* Let’s do “\_\_\_\_” and “\_\_\_\_\_.”
	+ Does anyone know why I put them in quotation marks?
	+ Does anyone know why I put the and?
		- You can do the same thing with NOT if the search is confused… such as “Martin Luther King” NOT “Martin Luther King Jr” if the terms you are using are similar.
		- If you want more things in your search, you can use your related terms such as “Main key word” OR “related term”

And there you have it, the result of all of your planning—the search results. From here, you can limit to sources that are recent. If you go into a source it brings up a record, which has an abstract that gives you a summary of the article you picked. These are really helpful if you have to go deep into a topic and are going over multiple sources and don’t want to/don’t have time to read through the whole article. We all have lives. No one has time to read 10 things they aren’t even going to use for research.

Sometimes keywords just won’t work, so don’t get frustrated. Use your related terms. Sometimes to get what you need, you have to do multiple searches. That doesn’t mean you didn’t do it right or that you are the worst researcher on the planet, it just means that you need to get creative and think of different ways to phrase your question. Other times your topic can be too narrow so you may have to broaden your research question and keywords.

That’s the last thing I needed to say to you guys! I’m here to help you and so are the research librarians. They aren’t scary, I promise, and they really want to help you with research. They are really good at what they do and they love doing it. I’ll be here for the rest of the class so just let me know if you have any questions. Thank you for being attentive and interactive, you guys have been a really good class. I’ll see you in a few weeks for session two!

After the Session assignment:

* Create a mindmap and specific research question for their already chosen topic
	+ Make sure they know they aren’t “married” to this topic, it’s just to show that they are doing some thinking about their topic
* Blog about the session, give feedback, and ask questions if they need anything cleared up
	+ Make sure to go in the week after/day after and clear up these questions and concerns.

Put up power point and group links together that they used for each group and place up on their blackboard. Keep the example as part of the resources they can look back on.