Introduction & Objectives
5 mins

- Introduce yourself + share why students are in the library (tie to their research assignment)
- To help you with your research for your assignment, today we will focus on the following learning outcomes:
  
  - We will learn how to use a CONCEPT MAP to:
    - Expand our collection of keywords, giving ourselves more options when searching.
    - Discover different lines of conversation happening around our topics, helping us narrow and refine our research questions as needed.
  
  - Examine differences in types of information sources available, and tie that to what it means for our research (evaluation)
  - Identify library databases relevant for your research and learn how to access academic research articles easily, and evaluate them to guide and continue our research

- Transition to Concept Map activity by highlighting the following points:
  
  - Research is a process of asking questions and developing answers
  - It is iterative and it is not a linear process - you may go out and discover something, and backtrack to follow another line of conversation on the topic.
  - Emphasize that research is an inquiry-driven process of strategic exploration and that research questions and keywords provide a sense of direction and options as you begin searching for sources.
  - At this point, we need to see what’s out there to see what conversations are happening around our topics, discover more keywords to search, and also help us focus our interests on a topic

CONCEPT MAP ACTIVITY
10 mins (keep short: 3 minutes as class, 7 min individually)

- Hand out the Concept Map Worksheet - let students know that they’ll be doing this shortly with their own topics, but to model the keyword exploration process, you’ll first do an example as a class.
- Start with Google and a class topic to explore keywords
  - Class topic ideas: Women wage gap; for-profit prisons; Hong Kong extradition
• Students follow along while librarian searches 2-3 main words of topic.
• Ask students: What keywords are we seeing pop up in these results that we can add to our concept map?” (write on white board as students suggest keywords)
  • You can suggest that students type in the keywords in a browser, as well, to follow along on their own screens.
• Depending on student responses, point out where alternate keywords are showing up: Google definition, titles of web pages, Wikipedia article, etc.
• Transition to Individual activity on worksheet: prompt students to open a NEW TAB and Google their own topic, fill out Concept Map worksheet (5 mins)
  • Prompt them to click on sources to find new keywords, as well, even though we didn’t do that with class topic
  • Ask students to share a couple topics & new keywords they discovered as time permits. Ask if students discovered something new about their topics, and tie this into how the concept map helps provide keywords and how it can help narrow a topic.

FINDING MORE INFO (Library Databases)
10-15 mins total

• Take students back to the original Google search results of the class topic (they can also follow along if they kept the tab open) and simply mention the variety of source types you see there (e.g. news, .govs, .edus, etc.) and transition to talking about how the library provides other types of information sources that will provide more academic sources
• In fact.... Iceberg image (PPT slide 2 - skip slide 1 for 50 minute class)
  • As you can see from the image, much information is in the “deep web” – information that is behind a paywall and available through other institutions, especially libraries. Many tech experts estimate that only 4% to 10% of all information is available through search engines. This is why the library plays such an important role in the information ecosystem. The library has databases that have many good sources of information, much of which is highly-research and peer-reviewed. This information costs a lot of money to buy, and as students, you get to freely access this information!
  • Ask students: What is a peer-reviewed source?
• Transition to the Library website → Databases → Academic Search Complete
  o Ideally, ask students to also get to ASC at this point so you don’t have to cover it again later
• Demo Academic Search Complete by using the class topic and keywords developed as a class (students can follow along if they would like)
  • explain what ASC is/contains/how to get there
  • While we are accessing some news and magazine articles, we are also getting to those academic research articles that we weren’t seeing in Google (can narrow here to peer-reviewed sources)
  • Question to students: “What are you noticing about these articles vs. the Google articles, just by looking at the titles/looking at this page?” (e.g., more specific articles, structure of search tools/features)

• Looking at one individual article record from the search results: “What information are we seeing here that may be different from one of the other news articles?”
  • subjects headings
  • author affiliations
  • publication (can click on title of journal to see description, purpose, coverage, peer-review)
• Look at PDF of the source
  • sections and subheadings
  • references
• Ask students: What does all of the above tell you about the audience of THIS article?
  • Who is looking up, finding, and using this article’s info?
  • What does that say about the purpose of this article? Why did the author write it?
    • Through this Q&A, briefly highlight some of the differences between popular and scholarly sources, as well as how different sources are used for different research contexts.

SEARCHING ACTIVITY
10-15 mins

• Students receive “Searching as Strategic Exploration” worksheet; Let students know we will be collecting the worksheet at the end of class
• Prompt students to do a search using keywords from Concept Map to find articles on your topic, and explain that the worksheet is more process-focused, prompting them to think about what keywords are working, identifying alternate keywords, and reflecting on credibility of sources.
  • For example, Q1 prompts you to explore the features of the database and experiment with them to see if they help your results
• While searching, answer the questions on the worksheet about your experience using this database and what you are figuring out or challenged with along the way. After,
we’ll discuss what you found worked best as you searched and answer any questions about challenges you’re experiencing.

DEBRIEF
5 mins

- Ask students to offer answers to some of the questions on the worksheet to share their experiences with each other
  - What tips/tools did they discover that they would share with a friend that needs help researching?
  - **Note:** Questions 1-3 are the most important to review as a group, as they focus on database features that were not covered during the demo. If time, also ask about Question 6. Questions 4 and 5 are if you have time – they are more about students’ individual topics and less process-focused.

- Reflection form (bit.ly link on PPT slide) - bit.ly/reflectionlib
  - Students completing the reflection form will probably be unlikely during 50 minute session, so please nix reflection if you need more time to go over the worksheets. It’s more important for time to search & discuss students’ responses as a class!