

Lesson plan: Introduction to academic research and finding sources

Course Name/#	Research skills: Academic research and finding sources	Location	
Instructor	TBD	Time Frame	
Librarian	Martha Attridge Bufton		

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (What do I want students to understand, know and be able to do?)</p> <p>Goal(s) To understand that information creation is a process (ACRL Framework). As a result:</p> <ul style="list-style-type: none"> Information in any format is produced to convey a message and is shared via a selected delivery method. <p>To understand that research support is available throughout the school year.</p> <p>Objective(s) In the context of searching for academic sources, you will:</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Begin to differentiate between different types of sources that could be used for assignments.</p>	
	Meaning	
	<table border="1"> <tr> <td> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Choosing the right sources for assignments is dependent on understanding that different sources have different values and come in different formats. </td> <td> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What is my research assignment? What types of sources am I required to find and use? Who is my librarian? How can I get help from my librarian? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Choosing the right sources for assignments is dependent on understanding that different sources have different values and come in different formats.
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<ul style="list-style-type: none"> recognize that information may be perceived differently based on the format in which it is packaged value the process of matching an information need with an appropriate product. <p>Learning outcome(s) Learning from this module will <i>contribute</i> to the following learning outcomes:</p> <ul style="list-style-type: none"> LO1 Identify the librarian who is supporting the class throughout the school year. LO2 Identify different types of sources that could be used for assignments 		
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that different types of sources have different values in terms of the information they provide that an instructor may require that particular types of sources be found in order to successfully complete assignments that the librarian can help them with finding the appropriate sources for an assignment 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> recognizing the value of different types of sources as required for assignments finding the contact information for their librarian
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>How do I know that students/participants have learned?</p> <ul style="list-style-type: none"> Participants will participate in playing the game Sources and complete at least one assignment 	<p>PERFORMANCE TASK(S):</p> <p>Students will play one or two rounds of Sources, an information literacy card game. During this game, they will learn to read the assignment cards, identify the cards/symbols for the sources needed to complete assignments and keep or discard cards as needed.</p>	

- Participants will remember the name of their librarian and where to find the contact information in cuLearn

Students will ask one question each related to library services and how to contact the librarian--either orally or in writing.

For students

The purpose of these activities is to build your research skills by giving you the the opportunity to think about the different types of sources that professors or instructors might ask you to find in order to complete assignments. In addition, the session will introduce you to your librarian and how she can help you find sources for your assignment.

1. Play Sources.
2. Ask questions about the library.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

What activities will lead to learning?

- **Bridge**
 - General welcome and recap of in-class lecture on evaluating information and choosing academic sources.
- **Outcomes**
 - Play a card game that introduces students to different types of sources.
 - Debrief and connect game play to the in-class lecture on evaluating information and choosing academic sources for upcoming assignment.
- **Pre-assessment**
 - Ask students about their experiences with libraries.
- **Participatory learning**
 - Play the card game.
 - General conversation about their experience with the game.

- General conversation about how I can help them with their assignments.
- **Post-assessment**
 - Ask students how they are feeling, are they comfortable with the idea of different types of sources and how to access my help.
 - Have answer the questions “What worked?,” “What would make it better?” in a Google Doc.
- **Summary**
 - Summarized in-class lecture on evaluating information and finding academic sources.
 - Played a game about finding the right types of sources
 - Connected game play to finding sources for the upcoming assignment.