Library Week Lesson Plan: UC 1900 (Fall 2017)

1. Student Leader talks for two minutes on “Why the library has been important to me,” (Ex: I use the study rooms; A librarian helped me with my project; Once I found my place in the stacks, I saw many useful books all there together) and introduces today’s procedures and objectives. This sets the stage for why we are doing this.

2. In class, watch the short videos about Articles Plus and the CRAP Test (about 5 minutes). Links are also on the course guide.

3. Divide class into groups of 3-4 students with similar subject interests. Explain the lesson plan. Use the CRAP Test (handout, p. 3) to review what makes a good resource. Show and explain worksheet for Articles Plus (handout, pp. 1-2). Take procedural questions.

4. Using laptops/tablets/smart phones/classroom computers, each group:
   A. First looks in Google for resources about their interest. Find 3 good sources and open them in separate windows or tabs.
   B. Secondly looks in Articles Plus for resources about the same interest. Find 3 good sources and open them in separate windows or tabs. Use worksheet, p. 1.
   C. Uses the CRAP test to decide which resource among these 6 possibilities is the best one to use and cite for the project for this class. Use CRAP Test.
   D. Prepares to present this one source to the rest of the class. The presentation must be 2 minutes or less (and we’re timing you). The presentation describes why this is a good resource, NOT what is in the resource.

5. Each group gives their presentation.

6. Discussion: Which resource is the best? Vote on the best one, and award prizes. Discussion questions:
   - Who is this guy/this organization/this publication? Define “expert.”
   - This web page is a .com/.org/.gov. What does that tell you?
   - Why do you trust the NYT/WSJ/Cosmo/JAMA?
   - What is the political bias of this author/page/journal/website?
   - What are you going to use this information for, and why does it matter?
   - What process was used to create this information? To get it to “print”? Why do we care?

7. Take a minute to go to the Course Guide. Have students find their Subject Librarian, and explain the various contact methods available if they need to get help.
Learning Objectives for UC 1900 Fall 2017

80% of students in each class will use Articles Plus to find the full text of one good article they can use for their project before they leave class today.

51% of students will be able to list 1 way to limit a too-big search to get more precise results in Articles Plus.

51% of students will be able to state 3 criteria by which they can judge “one good article”.

All students will be able to find the chat box on the library page so they can ask a librarian for help.
NOTES for Instructors and Student Leaders

1. **Prepare by doing the assignment yourself, using a topic with which you are unfamiliar.** A new student is unlikely to carry the ideas of fields of study, kinds of resources, internet vs. databases, or even true research. Jump out of your own comfort zone to experience this again.

2. **Shorten the Lesson Plan** by skipping the group report-out and/or the competition. Just watch the video(s), have groups search Google and Articles Plus, and discuss results.

3. Evaluating a resource is a high-order information skill, so we are throwing them into the deep end of the pool here with just one swimming lesson. Still, do not let them off too easy. Challenge them on their choices while they are working and discussing.

   ➡️ The 5-min video called, “Would You Trust This Guy?” discusses the complexities of evaluation ([https://www.youtube.com/watch?v=9R2Aowu-yJE](https://www.youtube.com/watch?v=9R2Aowu-yJE)). Watch this before class so you understand what we are about here.

No, we are not offering in-depth presentation of these searching and evaluation concepts. This is intended as a skimming overview of ideas they will encounter again in college.

4. **Plan on both the instructor and the peer mentor being roving research assistants** during the time the groups are looking for resources. Over their shoulders, suggest better search terms, remind them of limiters, challenge their evaluations, and push them to look past the first page of results.

5. The **worksheet and CRAP Test** are attached to this lesson plan. They follow and reinforce the video.

6. We have many more videos that you might want to use in class, or come back to later as the need arises. See our long list of short help videos here: [https://www.library.ohiou.edu/topics/video/](https://www.library.ohiou.edu/topics/video/)

7. You can use class funds for the prizes.

8. Please **do not create your own library “Scavenger Hunt”** exercise. These have been poorly crafted and are a burden on students and staff alike. If this lesson plan does not suit your needs, contact Bryan McGeary (mcgeary@ohio.edu) at least a week ahead of time. We will plan something else.

9. Materials, Equipment, Resources:
   - 3-page handout
   - Internet connection and projection capability
• Computer lab or wireless connection to various devices which allow database searching for groups
• Prizes

10. **Modifications for diverse learners**

• Use both sides of the worksheet along with the video to show and explain the process of searching and limiting in a database. The worksheet is intended to reinforce the ideas in the video. This allows three ways to experience the same searching concepts: video, written outline, and flowchart. Use all three to reach the varied learning styles of your students.
• Instructor should consider whether a computer adapted for hearing and vision difficulties is needed for this class and plan accordingly.
Your name: _______________________________________

State your topic: ______________________________________________

1) Start by typing in a one-word search in Articles Plus (Ex: ENGINEERING).

I typed in this word: ________________________ _________________________________

How many results did you get? _______________

2) Now click on "advanced search" and add a second concept in the second box with an AND (Ex: VOCATION* is good for searching for information on careers).

I ANDed this word: __________________________________________

How many results did you get? __________________

3) Use the date slider to limit the results to articles after 2008.

Now how many results did you get? __________________

4) Click on "subjects" in the limiter menu on the left. If applicable, choose one or two subjects from this list that would apply very specifically to your topic (Ex: CAREER DEVELOPMENT). Click "update" to add this limiter to your search.

I clicked on this subject and added it to my search: __________________________

Now how many results do you have left? _____________________________

5) Examine this list for GOOD articles on your topic. Use the evaluation criteria of
   • CURRENCY
   • RELIABILITY
   • ACCURACY
   • PURPOSE

to decide whether you could use this article for this class. When you have found one, email it to yourself and to your instructor. Briefly state in the email why you chose this article.

This is the title of the article I emailed to myself: ___________________________________
_________________________________________________________________________
A graphic representation of using limiters to get more precise results:

1. Engineering: 20,000,000 results
2. AND vocation*: 58,000 results
3. After 2008: 21,000 results
4. Subject, Career Development: 4,7000 results
5. AND Ohio: 182
The CRAP Test

<table>
<thead>
<tr>
<th>Currency</th>
<th>Reliability</th>
<th>Authority</th>
<th>Point of View/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Right now, this minute!</td>
<td>I'd bet my life on it</td>
<td>A real expert</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

**Currency Criteria**
- How recent is the information?
- How recently has the website been updated?
- How current does it have to be?

**Reliability Criteria**
- What kind of information is included in the resource?
- Does the creator tell you where he/she got data or quotations?
- Are the facts based on academic research?

**Authority Criteria**
- Who is the creator or author?
- What are his/her credentials?
- Is the publisher or sponsor reputable?

**Point of View/Purpose Criteria**
- What is its bias?
- What is its purpose?
- To inform?
- To persuade?
- To entertain?
- Are there advertisements on the website?
- Whom did he or she write it for?