

This document includes activities designed by session participants (transcribed from worksheets collected at the event).

Learning Objective: Students will be able to create an initial search using Boolean operators, keywords and subject headings, and narrow or expand the search based on information retrieved.

<p align="center">Original Activity Description and/or Steps (nitty-gritty details)</p>	<p align="center">The Cognitive / Conceptual Work that Students Will Do</p>	<p align="center">Translated Activity Description and/or Steps (nitty-gritty details)</p>
<ul style="list-style-type: none"> • In groups of 3-4. Each group has an assortment of objects that share/are differentiated by a variety of characteristics (visual, functional, physical, etc.). • Initial search: each group picks 2 cards from a stack of keywords and 1 from a stack of Boolean operators. Group selects all the objects from their pile that satisfy the requirements of their search. Possibly ask groups for several simple searches (maybe one search per operator); they select one to share with class. • First share: for each group, 1 student writes the search on the board, while others at their table hold up the objects that satisfy the search. • Narrowing the search: In each group, students come up with their own keywords to narrow the search. Their pile of objects will be smaller. • Second share: 1 person from each group writes the narrowed search on the board below their original search. For the sake of time, only 1-2 groups will be asked to display their objects. • Broadening the search: each group will be asked to make a broader version of their original search. Option: groups come up with 3 broader versions, and can be allowed/obliged to create own keywords. Otherwise, students might too easily come up with 2 by reducing the search to the original keywords, taken separately. • Third share: students write their broadened search(es) above their original search. • Several groups are asked to share their searches and peer-to-peer comments and questions are invited. 	<ul style="list-style-type: none"> • Sorting, classifying, understanding the Venn-diagram-like logic of Boolean operators. • Students observe different types of characteristics of their objects and how they can be categorized. • The narrowing step reinforces the need to observe and categorize. They will need to articulate at least one characteristic that can be observed by sight or touch (or is understood from prior experience or inference, such as "edible"). • The broadening step forces students to use logic, memory, and imagination to generate categories that would connect the physical or functional characteristics of the objects of their original search to other objects that are not present but that would, by joining the objects from their original search, fulfill the requirements of a broader search. • Sharing their results with the whole class obliges students to put their reasoning into words and articulate their logic to others. 	<ul style="list-style-type: none"> •

Learning Objective: Students will be able to distinguish among different types of sources (e.g., books, magazine articles, web pages); understand the purposes of each type; and select those appropriate to their research.

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<ul style="list-style-type: none"> • In small groups, each group gets 1 information source, post-it notes, and a big sheet on the wall. • Each group answers questions about their source; write it on post-it; slap it on the wall: <ol style="list-style-type: none"> 1. Cover? 2. Images? Frequency? Advertisements? 3. What can you tell about the author? 4. Article topics? 5. Purpose of source? • Whole class walks to look at each poster. Discussion: <ol style="list-style-type: none"> 1. Which sources would be best for their research 2. Mark/highlight • Wrap-up: <ol style="list-style-type: none"> 1. Discuss as a group why they chose those sources 2. Instructor identifies the good and things missed 	<ul style="list-style-type: none"> • Differentiating between different types of sources. • Identifying which sources are best for scholarly research. • Apply their understanding of the purpose of different sources by marking those sources on the wall charts. 	<ul style="list-style-type: none"> • Break into groups • Use phone, tablet, or laptop to do a concept map on one type of source. <ol style="list-style-type: none"> 1. Includes what distinguishes that source type from others. • Go take a picture of a physical version of their type of source and look at it. • Return and adjust their concept map according to what they learned from looking at the physical source. • Group discussion.

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<ul style="list-style-type: none"> • Pull items out of backpack. • Sort. • Discuss terminology of items (both in slang or conversational words and with formal terminology that they would find on a commercial website such as Amazon, iTunes where items are categorized –ex. clothing, electronics). 	<p>Boolean</p> <ul style="list-style-type: none"> • Collaboration of students in separating items. • It's a moving, physical activity. <p>Terminology</p> <ul style="list-style-type: none"> • Thinking about casual and formal language. 	<ul style="list-style-type: none"> •

Learning Objective: Students will identify and understand basic criteria for source evaluation, will find relevant information (e.g., author name, publisher, etc.) for a given source, and determine its appropriateness to their research.

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<ul style="list-style-type: none"> • Short tutorial with screencasts. • After instructional piece, screencast has branching questions where students have to identify how they will evaluate the authority of a piece of information. • Branching prompts students to the correct answer. 	<ul style="list-style-type: none"> • Identify the source/author. • Seek info about the source/author. • Evaluate the authority of source/author in light of information need. 	<ul style="list-style-type: none"> • Each group has three articles. • Students determine author or authority of each source. • Students rate articles for their research according to authority.

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<ul style="list-style-type: none"> • Scoring of source types. • Beginning using CRAAP test –thru course of learning evaluation criteria. • Digital tutorial. 	<ul style="list-style-type: none"> • Evaluate sources by criteria. • Understand purpose of types of sources. • Select appropriate sources. 	<ul style="list-style-type: none"> • Small groups working on an individual source. • Small groups present to bigger class.

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<ul style="list-style-type: none"> • A collection of items with a common theme. • Groups of 3 or 4 to create keywords on a worksheet. <ol style="list-style-type: none"> 1. Do a search to find all of these items? 2. Do a search to get ____ and ____? 3. Do a search to get ____ but not ____? 4. Describe items. 	<ul style="list-style-type: none"> • Understand how to use Boolean operators & keywords. • How to narrow and expand a search. 	<ul style="list-style-type: none"> • Search a social platform by assigned topic based on major or assignment. • Fill out a concept map bubbl.us with tags – relevance, and connect by ands / ors/ nots. • Work in groups of 2 or 3.

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<ul style="list-style-type: none"> • Students given concepts. <ul style="list-style-type: none"> ▪ Obesity ▪ College students • Use whiteboard to generate Boolean logic Venn diagrams. • Run searches and see results and mine subject headings. • Rerun searches with subject headings & Boolean logic 	<ul style="list-style-type: none"> • Write a good research question using proper Boolean logic to perform searches. • Find synonymous terms & apply Boolean logic. 	<ul style="list-style-type: none"> • Use large paper. • Draw Venn diagrams. • Brainstorm.

Learning Objective: Students will identify the different kinds of information in a citation and use that information to locate/access the source in question.

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<ul style="list-style-type: none">• Deconstructing a citation using an online concept mapping program.<ul style="list-style-type: none">▪ Identify parts of a citation.• [Derived from drawing on the worksheet]: main bubble contains full citation; secondary bubbles for each of the elements of the citation; tertiary bubbles for explanatory hints, e.g., for page numbers (how long will it take me to read this?) or for date (how old is it?).	<ul style="list-style-type: none">• Identifying elements of a citation.• Recognizing pieces of information that they weren't aware of before.	<ul style="list-style-type: none">•

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•	<ul style="list-style-type: none">• Learn about purposes of library resources.• Make decisions/judgments about credibility, etc.	<ul style="list-style-type: none">• Speed dating with library resources.• Stations with books, journals, newspapers, etc..• Rotate quickly through stations and answer questions.

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<ul style="list-style-type: none"> • Start with 1) a toothbrush, 2) a hairbrush or eyelash brush, 3) toilet brush. • Describe: <ol style="list-style-type: none"> 1. Features of each 2. Primary purpose(s) 3. Secondary purpose(s) 4. Inappropriate uses • Do the same with: <ol style="list-style-type: none"> 1. Website 2. Textbook 3. Scholarly journal 4. Popular magazine • Write & share results 	<ul style="list-style-type: none"> • Theorize conceptual relationships between information needs and appropriate sources. • Identify and understand basic criteria for source evaluation. • Determine appropriateness for research. 	<ul style="list-style-type: none"> • Start with iTunes playlists of audiorecordings for 1) exercise, 2) wedding reception father/daughter dance, 3) meditation. • Describe each. • Do the same with: <ol style="list-style-type: none"> 1. Website 2. Textbook 3. Scholarly journal 4. Popular magazine • Create a concept map to illustrate

Learning Objective: Students will identify the different kinds of information in a citation and use that information to locate/access the source in question.

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<ul style="list-style-type: none">• Choose students to stand in the front of the class each holding an index card with one of the citation parts.• Other student gets the corresponding index card with the citation piece.• Students mingle & match the index cards to the correct citation piece.• Students tape the citation example to the appropriate citation component.	<ul style="list-style-type: none">• Put a citation in order that is all jumbled up.• Learn how a citation is pieced together.	<ul style="list-style-type: none">• Using touch technology (SMART board or iPad with capability to project on a monitor in the room, depending on which classroom) rearrange the parts of the citation until they are in order.

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<ul style="list-style-type: none">• Use magazine or newspaper & encourage students to cut up articles—cut out the elements they'd use to evaluate the source (author, date, etc).• Then use index cards to paste elements into a citation.	<ul style="list-style-type: none">• Identification & evaluation of sources.• Criteria for evaluation.	<ul style="list-style-type: none">• Using Google Docs & having an editable article where students can access and highlight elements to evaluate & leave comments.