

Family Feud¹ – Subject Databases

Student Learning Outcomes

- Identify key concepts and terms that describe information need
- Recognize that knowledge can be organized into disciplines/subjects
- Determine which disciplines/fields of study/community of scholars BEST meet information need
- Evaluate which disciplines/fields of study/community of scholars BEST meet information need

Preparation

Discuss format and outcomes with instructor; outline instructor role prior to class

Prepare abstracts (best if relevant to class theme/topics)

Prepare game board, either paper (white board) or electronic

Arrange room to facilitate competition

Lesson Plan

1. Outline day's lesson plan and learning outcomes
2. Show Family Feud Video clip
3. Divide class into teams (even numbers)
4. Each team decides on "family" name
5. Distribute abstracts to teams (two teams receive same abstract)

Abstract Example: After the former University of Pennsylvania assistant professor Kristen Stromberg Childers was denied tenure four years ago, she raised an eyebrow over what she read in her personnel file. Faculty members judging her tenure case in the university's School of Arts and Sciences called hers a "complicated case" in which it was "especially hard to judge productivity" because Childers had taken two rounds of maternity leave and family medical leave to tend to her oldest child's medical issues. Childers now is filing an unusual lawsuit that alleges the university discriminated against her because of her gender and child care responsibilities. She claims that those faculty comments biased the tenure process and made it seem like she was not dedicated to teaching and research. The alleged discrimination is a violation of the Civil Rights Act of 1964 and the Pennsylvania Human Relations Act, the complaint claims. A university spokesman declined to comment because the litigation is pending.

Excerpted from: Weinberg, Cory. "Of Motherhood and Tenure" Inside Higher Ed, April 30, 2014

https://www.insidehighered.com/news/2014/04/30/female-faculty-member-sues-over-tenure-denial-she-attributes-child-care-uties?utm_source=slate&utm_medium=referral&utm_term=partner

¹ Maginn, Julie. "Daily Doubles, Final Answers, and Library Resources" in *Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning*, Doug Cook and Ryan Sittler, eds. Chicago: Association of College and Research Libraries, American Library Association, 2009; "Instructions for Playing Family Feud" Center for Teaching Excellence, Indiana University of Pennsylvania, <http://www.iup.edu/page.aspx?id=59989>; Rhodes, M. (2006) "Beyond Jeopardy: Five Review Games" *Instructor*, 116(4):50—51.

6. Students review abstract, identifying/highlighting keywords and concepts
7. Using the Databases by Subject Page, students determine the top THREE (3) – FIVE (5) subject areas that **best** cover/are **most** appropriate for abstract's topic (i.e. the best community of scholars/collection of academic scholarship)
8. Play the game: "A group of librarian's said..."
 - Teams go Head to head
 - Instructor acts as Score keeper
 - Which team goes first? Coin toss.
 - Each correct answer earns one point
 - Continual back and forth until all correct answers are uncovered
 - Winning teams receive fabulous library prize
9. **Discussion of winning selections (Why certain disciplines/fields of study better address need)**

Payoffs / Challenges

- Active participation/game-like/competitive
- Opportunity for informal/formal assessment
- Takes time to set-up on front-end
- Must be "present" throughout session
- **Need time for in-class discussion**

Teaching Students the "How" and "Why" of Source Evaluation: Pedagogies That Empower Communities of Learning and Scholarship - LOEX 2015

Nancy Noe noenanc@auburn.edu @NancyNoeWDE