Title: Map your Course

Name & Institution: ________________________________

Learning Objectives
(Students will be able to ___ in order to ___)

Students will be able to develop a concept map of their topic in order to develop a focused topic of interest.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Student activity

Time
15 min.

Outline
(Step by step directions. List materials needed here)

Model mapping a group activity
Have individuals create maps
Swap w/ neighbor & fill in more ideas
Swap back - highlight 2-3 aspects that are central to your interest

Share at time

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Title: Reflection + the Research Log

Name & Institution: email on back!

Learning Objectives
(Students will be able to ___ in order to ___)
Revise their initial search w/ a sensitivity to # of results.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
Group Discussion

300 level Hist.
JSTOR

Time
9:10

Outline
(Step by step directions. List materials needed here)

Distribute a research log w/ a couple sample searches
Do some searches together as a group, w/ discussion

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
I personally think this is only so-so. It has felt forced. But, I think the visual of the log has been helpful & it did generate some discussion.
Title: **Research Topic Brainstorm**

Learning Objectives

(Students will be able to _____ in order to _____)
- Students will be able to understand strategies for researching research topics
- Students will understand research as a process

Module Type: Small Group Work

(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Time: 20 min

Outline

(Step by step directions. List materials needed here)

- **Materials:** A quadrant brainstorm, white board & markers

- Divide groups of students into 4-5 students
- Ask students to brainstorm based on their research topic
- Our division—quick out—begin brainstorm

Reflection

(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)

This activity is most helpful when
Title: 

Name & Institution:

Learning Objectives
(Students will be able to ___ in order to ___)
understand that information has value

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
fake news libguide with multiple activities

Time
50 min - may have grade applied to take home assignment

Outline
(Step by step directions. List materials needed here)
information seeking activities, group discussions, links to videos, reading articles
position paper - optional decision by prof.

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
cultural, political, talk about respecting opinions
Title: Use What You Already Know

Learning Objectives
(Students will be able to ___ in order to ___)
Successfully navigate VCU LL search in order to access useful articles.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Time
20 minutes

Outline
(Step by step directions. List materials needed here)
Unname (given an image)
Given an assigned article of clothing, students must use Amazon.com, oldnavy.com, overstock.com, and Target.com to find that article of clothing. Website is assigned by group. Using their connected laptop, one student will be the searcher/browser, rest of group watches and takes notes on the searcher's search strategy, then

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Title: Dealing with Keywords

Name & Institution: Brittany Richardson, Chatt State

Learning Objectives
(Students will be able to __________ in order to ________)

- Students will be able to create keywords from a topic.
- Students will document potential concepts.
- Students will be able to develop keywords considering synonyms, related concepts, etc.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

- Group discussion and sharing

Time
10-15 min.

Outline
(Step by step directions. List materials needed here)

1. Students are all assigned a research question (same for all).

2. In groups, students have three minutes to document as many keywords as possible to search on the topic. Written on whiteboards.

3. A group member presents the five groups ideas.

4. Groups compare results. Differences are added throughout the session.

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)

during database searching (subjects, etc)
Title: Choosing a Topic Mindmap

Name & Institution: Laura Sheets Volunteer State Comm. College (Gallatin, TN)

Learning Objectives
(Students will be able to ___ in order to ___)

- Identify 2-3 keywords
- Search ProQuest for their topic
- Search background information sources
- Identify keywords

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Worksheet + T/P/S

Time
20 minutes

Outline
(Step by step directions. List materials needed here)

- Instructor demonstrates 2-3 sources for background info
- "Shows MindMap in Credo Reference"
- Students create mind map for their topic
- Students identify 2-3 keywords for their topic
- "Talk to their neighbor about process & keywords"
- Instructor asks for student(s) to share

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Recognizing Types of Info

Erin Mooney Emory U

Learning Objectives
(Students will be able to in order to)
- Distinguish among various types of publications/sources they encounter when searching online in order to choose the most relevant sources for their project.
- Name some of the characteristics of information sources in order to choose the most relevant for their projects

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
Quiz followed by group discussion

Time
30-40 minutes depending on # of quiz questions

Outline
(Step by step directions. List materials needed here)
- Create quiz in Libguide using Poll question function
- Look out for online sites/sources
- Prepare student for quiz by telling them they need to pick the best info to have the best research project.
- Students take quiz
- We review their answers and discuss why they chose to categorize info the way they did.
- I ask questions about characteristics of different types and we discuss at large

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Title: Evaluating News

Learning Objectives
(Students will be able to ______ in order to ______)
- Evaluate News Sources
- Synthesize
  - Apply their understanding of source evaluation to peer review popular news sources

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
- Prompt for group discussion and share out

Time
15 mins

Outline
(Step by step directions. List materials needed here)

Have students reflect on personal bias
- Group students
  - Give prompts for how they would evaluate a news article
  - Have students fill out 5 points - ONE FOR EACH level of trust
  - Discuss in their group and make a frame to evaluate on large presentation paper

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
- Students feel left out?
Learning Objectives
(Students will be able to in order to)

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Outline
(Step by step directions. List materials needed here)

Write -
Circle important words - keywords
Use keywords to begin forming your drive
End - development
What is your research question now?
Also use a heuristic to help students develop, flesh out, extend, and connect ideas to their research topic

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)

Students write a lot.
Learning Objectives
(Students will be able to _____ in order to _____)

- Describe the range of publication types in order to develop distinguishing characteristics.
- Articles that source fills or a scholarly, popular spectrum in order to understand when/how different sources may be used.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

- Group Discussion
- Student Led Demonstration

Time
25-30 mins.

Outline
(Step by step directions. List materials needed here)

1. Provide students to groups of _______.

2. In groups, have students consider questions:
   1. What is the intended audience?
   2. Who are the authors?
   3. When/how they would use it.
   4. Make a decision

3. As class, have students outline category pubs fall into; identify characteristics.
   (fill in gaps as needed)

4. Then, have students stand up, every selected pub on spectrum [scholarly to popular]

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Title: Website Worksheet

Name & Institution: Leah Cordova, East Carolina University

Learning Objectives
(Students will be able to ____ in order to ____)
Students will be able to evaluate a website in order to discern a source's value to their topic.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
Group worksheet

Time
10-15 minutes

Outline
(Step by step directions. List materials needed here)
1) Students sit in their groups (based on their topic/Chapter area)
2) Librarian gives a brief lecture on evaluating resources (CRAPP)
3) Students find a website related to their topic
4) Students utilize the worksheet provided to answer questions related to the website
5) Students then try to make an overall judgement about the sources' value or validity based on the questions

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)
Try to get the students to look @ a source more whiskically Helps them
Title: Cards Against Information Types

Name & Institution: Meghan Wanucha, ECU

Learning Objectives
(Students will be able to __ in order to __)
- Identify characteristics of various information types
- Recognize usefulness in college research assignments

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)
Small group activity/group discussion

Time 15 minutes

Outline
(Step by step directions. List materials needed here)

1. Break students into small groups and hand out into type/character cards.
2. Provide instructions on slide. Include example.
3. Students sort info sources by characteristic (timeliness, research, time) in order of unit.
4. Groups write up their order on board.
5. Discuss and defend choices in large group discussion.
6. Lib corrects/adds into as needed.
   Questions?
   * Show examples of real info types and talk through how to recognize

Reflection
(Offer a short reflection on how this activity normally is received, any sticking points or areas that should be emphasized)
Sharing as group can get dull if all have same argument, push back to challenge
Title: Scholarly vs. Popular Journals

Name & Institution: Linda Miles Hostos Comm Coll - CUNY

Learning Objectives
(Students will be able to _____ in order to _____)

Students will be able to articulate differences between scholarly journals and articles in order to identify how they might use these types of sources for their assignment.

Module Type
(Group discussion, think/pair/share, game, live demonstration, student led demonstration, etc)

Think - Pair - Share

More Talk - Pair - Sm. Group - Share

Time
20 min

Outline
(Step by step directions. List materials needed here)

* Give each pair a selection of 1 type of journal. They use the worksheet to articulate characteristics they observe - some prompts obvious, some more subtle.

* Share findings w/ a pair into reviewed the other type. Come to consensus about primary differences.

* Whole group share - Socratic disc.

  * primary differences
  * anything surprising

Reflection
(Offer a short reflection of how this activity normally is received, any sticking points or areas that should be emphasized)

20 min is only long enough to give a taste. Sm. group discussions are most valuable part.