**Lesson Plan**

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| Librarian | Carolyn Schubert |
| Instructor Name | Jennifer Walsh |
| Course Title | NUTR 495 |
| Lesson Title | Developing a Researchable Question |
| Date, Time & Location | September 8, 2020, 2:45-4:15PM, Zoom |
| Number of Students | 23 |
| Preparation | “The senior students are now in teams and are starting to develop their question and consider search criteria” – Instructor note  This is part 1. There is no pre-assignment activity. Students will complete a post-class session activity – [Developing a Research Topic](https://jmuedu.sharepoint.com/:w:/r/sites/hub/administration/academicengagement/researcheducation/Shared%20Documents/Health%20Sciences%20Team/Dietetics/Undergrad/NUTR%20495/Fall%202019/NUTR%20495_developing_a_research_topic_assignment_Fall2019.docx?d=w51acb8bc14954a918b942a2863d2a371&csf=1&web=1&e=YzGuba) |
| Teacher Materials | Dietetics LibGuide > Develop a Research Question page  \*make sure I’m a co-host |
| Student Materials | Computing devices |
| Learning Outcomes | Research as Inquiry   * Develop a researchable question & PICO(T) appropriate for healthcare |
| Introduction | Introduce self |
| Teaching Strategy 1  Research as Inquiry | * Review that question development is a process |
| Comprehension Check | Activity   * Start with a topic (diabetes) * Brainstorm ways to describe the topic more specifically together * Contribute suggestions to Zoom Whiteboard; use Text option to write (3 minutes) * Identify that we aren’t all associating the same things, terms are ambiguous and open to interpretation between people and between people+machines, more precision = better likelihood for good resource outcomes |
| Teaching Strategy 2  Research as Inquiry | * Demo search problems re: ambiguous terms * Introduce PICO(T) format (link) * Introduce the Template for Asking PICO(T) Questions handout * Common types of questions – Intervention, therapy, prognosis, diagnosis, etiology, meaning * Demo search terms w/ more precise terms; compare/contrast |
| Comprehension Check | Activity – Breakout Rooms   * Reorganize brainstormed ideas on Whiteboard into PICO(T) format * Patient/problem terms, intervention/comparison terms, outcome terms, time terms * Review what is missing (ex: do we have I/C terms for a therapy question vs diagnostic question?) * Take 5 minutes to think of terms for PICO structure + plot * What terms can you easily come up with for a therapy question? * What don’t you know and need to learn before developing search terms for an etiology question? |
| Teaching Strategy 3  Research as Inquiry | Background Resources   * AND resources * Professional resources * Book resources * How to access online materials off-campus * How to request books through delivery |
| Comprehension Check | Breakout Rooms?   * Get them into the resources * Brainstorm more key terms * What did you learn about therapy?  What did you learn about etiology? |
| Conclusion | Assignment – individually take a topic and work it into the PICO(T) format individually  Feedback on Instruction <https://forms.gle/g7eU1z8LiWAN7uuF6> |
| Wrap Up |  |
| Student Learning Assessment |  |
| Lesson Evaluation | Self-reflection  List 3 things I think I did well today  List 2 things I’ll do differently in the future  List 1 thing that brought me joy today in the classroom  Student reflections below |
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Adapted from: Oakleaf, M. (2010). Library workshop lesson plan. Retrieved from <http://libguides.tulane.edu/ld.php?content_id=14818070>