**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 17, 2020, 2:45-4:00PM, Zoom |
| Number of Students | 23 |
| Preparation | This is part 2. To prep, review feedback from Part 1 and student assignment.  |
| Teacher Materials | Dietetics LibGuide > Literature Searching\*make sure I’m a co-host |
| Student Materials | Computing devices |
| Learning Outcomes | Search* Recognize the types of information that are searchable and factors that influence the results.
* Develop and revise searching strategies that use flexible thinking skills to find varied and relevant information

Verify* Demonstrate the importance of assessing the credibility of a source through a skeptical lens.
* Identify markers of authority recognized by academic, professional, and/or personal contexts
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| Introduction | Objectives for the day (15 mins)Student identified question from last class* Finding the BEST resources (AND being efficient with your time)
	+ Finding steps = searching + confidence in search skills
	+ How to determine “best” = 1st round evaluation
	+ You’ll need to do a 2nd round evaluation (we’ll cover this in our 3rd visit)

Breakout into pairs + students get 10 minutes to decide on a question to use during class today + each group adds their topic to white board  |
| Teaching Strategy 1Search | Searching Overview (10 mins)* Building search strings - PICO + Boolean search terms
* Choose a location based on your question – CINAHL, PubMed, SportDISCUS, PsycINFO, Google Scholar
* Basic filters – dates
* Advanced filters – ages, sex, language
* Access

Demo CINAHL – Boolean + basic filtersDemo PubMed – Boolean + advanced filters + access |
| Comprehension Check | Activity (10 mins)* Search a database (or two)
* How many results do you have?
* Are these good results? Why or why not? Define “good”
* Did you find a good article? Why or why not? Define “good”
* Can you get the full article?

Discuss (10 mins)Add to white board terms descriptions of “good” vs bad search resultsDebriefAdd terms about good vs bad articleDebrief |
| Teaching Strategy 2Verify | Single article vs Body of Work (10 min)* Finding more on a focused topic will take more time

Strategies to get better results* MeSH Terms/authors’ keywords
* Full Text limit vs not using FT limit
* ILL

Strategies to get better articles* Hierarchy of evidence (AND)
* Hierarchy of evidence by type of question (Tufts)
* Article type filters (PubMed, CINAHL)
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| Comprehension Check | Activity (10 mins)Find a 2nd article with the same population and same interventions. * How did you change/revise your search strategy?
* Is the second article better or worse than the first? Why or why not?

Debriefs with instructor/librarian |
| Conclusion | Feedback on Instruction [https://forms.gle/g7eU1z8LiWAN7uuF6 (5](https://forms.gle/g7eU1z8LiWAN7uuF6%20%285) mins) |
| Wrap Up |  |
| Student Learning Assessment  |  |
| Lesson Evaluation | Self-reflectionList 3 things I think I did well todayList 2 things I’ll do differently in the futureList 1 thing that brought me joy today in the classroomStudent 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>