**Lesson Plan**

|  |  |
| --- | --- |
| 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 |
| 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 1  Search | 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 filters  Demo 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 results  Debrief  Add terms about good vs bad article  Debrief |
| Teaching Strategy 2  Verify | 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) |
| 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(5) mins) |
| 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 |
|  |  |
|  |  |

Adapted from: Oakleaf, M. (2010). Library workshop lesson plan. Retrieved from <http://libguides.tulane.edu/ld.php?content_id=14818070>