**Problem-based Scenarios for Library Instruction Lesson Plan**

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**Description:**

The goal of this activity is to explore spaces, services, and information literacy (IL) concepts through problem-based scenarios, guided discovery, and peer teaching. Ideal for orientations for K-12, undergraduate, transfer, or graduate students, but can also be used for instruction requests with no clear research assignment or at the start of a research project. The activity takes approximately 30-45 minutes, including student presentations, depending on class size and complexity of scenarios.

For more examples of scenarios and to add your own visit the Problem-based Scenarios for Library Instruction Toolkit: <http://bit.ly/pbl-lib-instruction>

**Learning Outcomes:**

After this activity, students will be able to:

* Describe study spaces and services within the library
* Navigate the library’s website
* Describe how the library provides resources necessary for academic success

**Materials:**

* Printed handout or adapted Google Form
* Computers/laptops devices (at least one per group, but preferably per student)
* Projected computer

**Directions:**

In groups of 3-4, follow your scenario and use the guided directions to find a solution. In the solutions section, include any relevant notes about your process. When you’re finished, discuss the So What? question as a group and note your responses. You will teach the rest of the class based on how you addressed the problem, demonstrating your solution at the podium and discussing your So What? Question.

**Outline:**

* Introduce the class to the activity and go over directions. (5 minutes)
* Students work in groups on their given scenario. Answer questions and clarify guided directions as needed. (15-20 minutes)
* Group presentations. Adding additional information and answer questions as needed. (15-20 minutes)
* Assessment: Ask students to write down 1 thing they learned and 1 question or thing they are still unsure about. (5 minutes)

**Considerations:**

* *Timing:* Works best when scenarios take approximately the same amount of time for each group to explore and answer the So What? question. Or, have a back-up activity or task for students to work on if their group finishes early.
* *Complexity and discovery:* In crafting your scenario and guided instructions, think about what students might already know and how they can use that knowledge to think about libraries and information literacy in new ways. The goal of the scenario should be more than just completing a simple information retrieval task or learning how an information system works. Focus on getting students started by suggesting tools and strategies they may be unfamiliar with, but encourage students to explore, discover, and reflect on the scenarios in relationship to their own processes and experiences.

**Example Scenarios**

These scenarios were used for a first-year English Composition course with about 15 students and no research assignment, but the instructor wanted a broad overview of the library.

**Group 1 - OneSearch**

Scenario: Your professor for ENG-110 College Writing Workshop II requires at least two scholarly sources for your annotated bibliography. They suggested you use the library's website. Try a search on “climate change.” What articles did you find? How did you find them?

Guided directions: Start here: <https://www.csudh.edu/library/>. Use the main search bar.

So what? How is searching in a library database different than Google?

**Group 2 - Opposing Viewpoints**

Scenario: This semester you’re in THE 120: Fundamental of Speech and have to present an argumentative speech on food deserts. Your professor wants you to include credible sources that are both for and against the topic, and suggest you use the library database Opposing Viewpoints. What two articles seem to have opposing views on the topic? Give their titles.

Guided directions: Start here: <https://www.csudh.edu/library/>. Go to the Research tab > then Article Databases > then find Opposing Viewpoints.

Try a search for “food deserts” and look for the “Viewpoints” articles.

So what? How is this library database different from one you might have used before? What’s unique about a Viewpoint article?

**Group 3 - Group Study Rooms**

Scenario: You're working on a group project for class and you're all available to meet up at the same time. You suggest the library, but when you get there, the Dominguez Den is too noisy and crowded. Where else can you go to study with a group in the library? Can you reserve your spot? How?

Guided directions: Start here: <https://www.csudh.edu/library/>. Go to the Services tab.

So what? Finding a place to study is the easy part. What do you find most challenging about working on a group research project?

**Group 4 - Course Reserves**

Scenario: You didn’t buy your textbook for MATH 131 because a classmate said you could get it from the library for free. The textbook is called *The Basic Practice of Statistics* (8th edition) by Moore, Notz, and Fligner. ISBN: 9781319042578. How can you search for the book? Where can you find it?

Guided directions: Start here: <https://www.csudh.edu/library/>.

So what? How much would the book have cost you otherwise? How would you describe course reserves to a friend or classmate?

**Group 5 - Finding the Full Text & Paywalls**

Scenario: You're having trouble finding a scholarly article on Beyoncé and feminism in the library’s databases, so you try Google Scholar. You find the perfect article called "Britney, Beyoncé, and me – primary school girls’ role models and constructions of the ‘popular’ girl," but when you click on the title and try to read the full text it wants you to pay $42.50 just to access the article for 24 hours. How else can you find the full text?

Guided directions: Start here: <https://scholar.google.com/>. Look for a linked PDF.

So what? Did you know that academic articles cost money? Why do you think they can be so expensive?

**Group 6 - Laptop Checkout Program**

Scenario: You’re talking with one of your classmates and they mention they don’t have a computer or laptop at home and it’s hard to read the online textbook and post to discussion forums for class on their smartphone. You use the library’s computer lab after class, but your friend needs to get home to care for their family. Can you borrow things besides books at the library? What advice can you give them?

Guided directions: Start here: <https://www.csudh.edu/library/>. Go to the Services tab.

So what? Are you likely to use this service while you're here at CSUDH?

**Group 7 - Citation Resources**

8. You're required to cite sources for your ENG 110 paper in APA, but you only used MLA in high school. What tools and resources will help you learn APA?

Start here: <https://www.csudh.edu/library/>. Go to the Research tab > then Research Help > then Getting Started.

So what? What citation style did you use in high school? Why might citation tools be helpful to you in college?

**Group 8 – Evaluating Sources and Research Help**

Scenario: You started your research paper for ENG 110 and found some promising sources on Google and Google Scholar, but you not sure if they are credible or not. You have some time before the assignment is due and want to ask a librarian for a second opinion. What information can you find on your own, and who can you ask for more help?

Guided directions: Start here: <https://www.csudh.edu/library/>. Go to the Research tab > then Research Help > then Getting Started.

So what? Why is it important to use credible sources in college-level research? What things do you look for to see if a source is scholarly?