Lesson Plan

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<tr>
<td colspan="3" style="background-color:green">Title: Finding and Managing Information</td>
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<td>Stage / School: Stage 2 - SAPL</td>
<td>Date of session: Summer Term</td>
<td>Duration: 2 hours</td>
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<td>Type of Session: Interactive Lecture</td>
<td colspan="2">Number of students expected: 40</td>
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Context *(Is this session part of a series?* Is it for a particular assignment?):

Core stage 2 module with a focus on visual and alternative research. Potential for a follow up 'drop in' session as students refine their research proposal. Structure, topic and entire approach to research project can vary greatly therefore focus on the skills rather than academic sources or use of specific databases.

Aim(s) *(What is the purpose of the session?)*:
Encourage students to plan a methodical information search by developing a search plan and making use of the many different types of information in Library resources.

Learning outcomes *(what the students will be able to do by the end of the session?)*:

- Identify appropriate keywords, synonyms and alternative language to be combined in a successful search.
- Understand different types of information and when they are most appropriate to use, focusing on academic journals, professional literature and print resources.
- Perform a basic search in library search to find books and articles.
- Identify appropriate subject specific resources and be able to locate the SAPL subject guide.
- Recognise the need to evaluate the information you find.
- Outline where you would go to get help and support with your literature searching.
- Describe the importance of referencing for good academic writing.
- Identify common referencing errors and where improvements to writing style kind be made to avoid plagiarism.

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<td>Pre-session work required by students: Yes</td>
<td>Resourced Embedded on Blackboard:
Lecture slides
ASK Finding Information Videos: https://internal.ncl.ac.uk/ask/searching-reading-notetaking) /
SAPL subject guide
Search planner: https://internal.ncl.ac.uk/ask/search_planner/v2.1.1/index.html)
Cite them Right Online.</td>
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Timings	Content/topic	Teacher Activity	Student Activity	Resources used
2 (2)	**Introduction:** Structure of the session with hands on activities, group discussion and opportunities to think about own research project.	Explaining / presenting.	Listening / watching.	Slides.
8 (10)	**Finding information:** - Research project is made up of a series of smaller literature searches. - Focus on a different task or type of information. Modify as you go. - Different types of information do a different job. **Activity 1:** - Look at the picture, use the white board to make a note of what you see (2 mins) - Could the describing words used be grouped in categories? - Which are broader or narrower terms? Different categories, everyone sees it differently. Choose the right words to do the job. A simple word change can make a massive difference. Will be using some examples to show what I mean. But where to find the words to search for?	Presenting / explaining / observing.	Listening / writing.	Slides /White boards / Pens.
5 (15)	**Find the right words:** • Google it. Start simple and google it. What do you already know? • As you find information, words become easier to think of. • Read a basic article or webpage. • Abstracts and subjects in records. • Experiment! Example – palliative care and architecture.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides.
5 (20)	**Activity 2 - What's your topic idea: speed dating:** 2 mins per person, notes on the other persons paper/topic Makes the start of a search strategy.	Observing / keeping time.	Discussing/ describing / listening / writing.	Slides / Handouts / Timer / Music
10 (30)	**Search plan** – what words you are going to use, what questions you are trying to answer and what sort of information you need. **Activity 3** – Complete part 1 of the search plan. Work in pairs. 4 minutes on each person's plan.	Observing / keeping time.	Discussing/ describing / listening / writing.	Slides / Handouts Timer / Music.

5 (35)	**Resources:** Library Search. Books: - Keyword search everything except articles finds whole publications. - Start with this as fewer results to manage but use broader words. - Palliative care AND design. - Point out shelfmark, copy details. - Filter options. - Account to save results for later. Ebooks: - Full text online filter. - Access an eBook. - Explain difference between eBook & kindle book. What is a journal? Everything search: - (Palliative care OR hospice) AND (architecture OR buildings OR design OR architectural design). - Demo access to e-journals. - Different in number of results, need to refine. - Problem of being too broad.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides / Library website / Library Search.
5 (40)	**Activity 4:** Find books: - What is the shelfmark for 'The changing shape of practice: integrating research and design in architecture' by Hensel? Find articles: - How many peer-reviewed articles about the design of therapeutic gardens are there? Find articles: - What other keywords have authors used to describe the concept of therapeutic gardens? Make a note of some for later.	Observing / individual support.	Searching/ questioning.	Slides / Library website / Library Search.

5 (45)	**Adapting your search:** Demonstrate in Library Search e.g. rather than therapeutic gardens search for the broader concepts e.g. garden AND health AND design. Consider when to do something narrower. RIBA search. It's all architecture therefore you can do broader keywords and get fewer results 'therapeutic gardens.' Useful to identify key journal titles and books to then check back on library search. Also look at the image search.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides / Library website / Library Search / RIBA website.
5 (50)	**Spend time browsing and looking at print resources.** - Great for images. - Often quicker form of research, particularly for visual research – I'm looking for something that looks a bit like….	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides / Have example book resources.
10 (60)	**Access the subject guide for APL:** https://libguides.ncl.ac.uk/apl - Highlight skills resources & resources. - Journals and databases tab. - Browzine for journal titles. - Print journals – browsing in the library always worth doing. Search Avery: - Palliative care AND architecture. - Select the ORs that Ebsco suggests. - Exporting a citation and using the cite button. - FT and abstract options, using the record for better keywords.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides / Library website / Library Search / Subject guide for APL Avery.
5 (65)	**Activity 5:** Search for: Therapeutic AND (Gardening OR horticulture OR landscape) AND (Architecture OR design). Research people: • Search for Frank Lloyd Wright to find articles, news and biographies.	Observing / individual support.	Searching/ questioning.	Slides / Library website / Library Search / Subject guide for APL /Avery.
10 (75)	**Demonstrate ProQuest Social Sciences Premium collection:** - Palliative care AND architecture. - Info types including conferences and theses **Demonstrate JSTOR:** - Palliative care AND architecture.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides / Library website / Library Search / Subject guide for APL / Avery / Social sciences

	- Date refinements. - Demonstrate the value of architecture specific, using ORs and then using your results to find more/ better keywords.			premium collection / JSTOR.
2 (77)	**Need a different way in?** Try a different source such as documentary, Youtube video, blog, or news item. Use resource guides to help you.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides.
10 (87)	**Activity 6: your research topic** Scope information for your research proposal. Use your topic area and own keywords to see what information is out there. - what types of information do you need to use? - which information resource will you use? - make a note of useful resources and results on your search plan.	Observing / keeping time.	Discussing/ describing / listening / writing.	Slides / Library website / Library Search / Search plan / Subject guide for APL / Avery / Social sciences premium collection / JSTOR.
5 (92)	**Referencing:** Do it now and be consistent. Referencing guide & Harvard at Newcastle University. Demonstrate cite option in Library Search and problems with accuracy, so will always need a manual check. Demo cite them right: - Book. - Social media. - Visual resource.	Presenting/ explaining/ demonstrating.	Listening / watching.	Slides. / Subject guide for APL / Managing information guide / Cite Them Right Online.
5 (97)	**Activity 7: where does the citation go** Follow activity in handout.	Observing / individual support.	Reading / writing / analysing.	Slides / Subject guide for APL / Managing information guide / Cite Them Right Online / Handout 2
5 (102)	**Activity 8: Harvard@Newcastle referencing** Follow activity in handout.	Observing / individual support.	Reading / writing / analysing.	Slides / Subject guide for APL / Managing information guide / Cite Them Right Online / Handout 3.

5 (107)	**Referencing questions/concerns:** - Opportunity to pick up on questions or issues that arise. - Point in the direction of cite them right and the managing information guide. - Help available from the WDC.	Presenting/ explaining.	Listening / watching.	Slides / Subject guide for APL / Managing information guide / Cite Them Right Online.
5 (112)	**Questions & feedback:** - On post-it note, write one thing that will do after today.	Presenting/ explaining.	Listening / feedback.	Slides / Subject guide for APL / Managing information guide / Cite Them Right Online.