

## Lesson Plan

<b>Title:</b> Finding Information		
<b>Stage / School:</b> Stage 1 - FMS	<b>Date of session:</b> Autumn Term	<b>Duration:</b> 90 mins
<b>Type of Session:</b> Workshop	<b>Number of students expected:</b> 25	
<b>Context</b> ( <i>Is this session part of a series? Is it for a particular assignment?</i> ): This session aims to prepare students for their laboratory assignment write-up.		
<b>Aim(s)</b> ( <i>What is the purpose of the session?</i> ) To introduce the students to the importance of using quality academic literature and how to search for it effectively.		
<b>Learning outcomes</b> ( <i>what the students will be able to do by the end of the session?</i> ): <ul style="list-style-type: none"><li>• Recognise the features of an academic journal article and the reasons why you may choose to use this information type specifically.</li><li>• Use their Library subject guide to find links to subject specific resources.</li><li>• Develop a strategy for simple keyword searches.</li><li>• Perform searches on key subject databases to find suitable journal articles.</li></ul>		
<b>Pre-session work required by students:</b> No	<b>Resources Embedded on Blackboard:</b> Lecture Slides Database workbooks ASK finding information videos: <a href="https://internal.ncl.ac.uk/ask/searching-reading-notetaking">https://internal.ncl.ac.uk/ask/searching-reading-notetaking</a>	

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
2 min	<p><b>Introduction:</b> Introduce presenter, learning outcomes and planned activities.</p>	Explaining.	Listening	Slides.
15 (17)	<p><b>Academic information &amp; journal literature:</b></p> <p>Display a subject relevant journal article on teaching screen and asks students to volunteer their current level of knowledge on journal literature with a series of prompts and questions, e.g.            "How does this look different from, say, a text book?"            "How often do you think a journal might be published?"</p> <p>This is an open-ended discussion designed to tease out prior experiences and assumptions.</p> <p>Class leader fills in the blanks and answers any questions that arise.</p>	Explaining / facilitating.	Listening/ participating in discussion	Online journal article that exhibits characteristic features including layout, level of language, lab results and data, and references.
10 (27)	<p><b>Range of subject specific databases:</b></p> <p>Class leader moves discussion to sources of quality information.</p> <p>Highlights Subject Guides as a useful resource for subject specific material.</p> <p>Introduces and demonstrates two databases: SportsDiscus, and Medline.</p>	Explaining	Listening /observing / making notes.	SportsDiscus / Medline.
20 (47)	<p><b>Activity 1: Student hands-on practice and peer learning.</b></p> <p>Class leader explains task, divides the class into appropriate groups and oversees the task, offering help and feedback as appropriate.</p> <p>In groups of 3-4, each member takes a database to explore, directed via the steps in the workbook.</p> <p>As directed, students share and feedback their findings to the rest of their group.</p>	Explaining / facilitating.	Participating in task / group work / sharing with peers.	Database workbooks

10 (57)	<p><b>Developing a search strategy – keyword searching:</b></p> <p>Leader introduces the importance of search strategies for finding relevant materials.</p> <p>Demonstrates developing a search strategy using keywords.</p>	Explaining / demonstrating	Listening / observing.	Slides.
30 (87)	<p><b>Activity 2: Search strategies with mystery topic envelopes.</b></p> <p>Students return to their group with a subject focused topic in an envelope, They have to devise a strategy together and then search the database for 5 relevant titles.</p> <p>Leader moves around class as groups work through the task evaluating their strategies and offering advice.</p>	Explaining / facilitating.	Participating in task / group work.	Envelopes with "mystery" topics / P.C. access.
3 (90)	<p><b>Sum up and Questions:</b></p> <p>Explain where to find further help.</p> <p>Students write on a post-it note answers to following questions:</p> <ol style="list-style-type: none"> <li>1) What is the main point students will take away from today?</li> <li>2) Do you have any unanswered questions? (Questions will be replied to on Blackboard).</li> </ol>	Explaining	Asking questions / filling in post-it notes	Slides / post-it notes / Blackboard.