Lesson Plan

Title: Finding Information		
Stage / School: Stage One – HCA	**Date of session:** Autumn	**Duration:** 2 hours, Library takes first hour, tutor group leader takes the second hour.
Type of Session: Workshop	**Number of Students Expected:** 40	
Context *(Is this session part of a series?* Is it for a particular assignment?)*:* Session is part of a series of skills session that also include a session delivered by Special Collections.		
Aim(s) *(What is the purpose of the session?)*: To introduce students to the library and its range of services and resources for history students and to make them aware of the pitfalls of relying on Google and YouTube for searches.		
Learning outcomes *(what the students will be able to do by the end of the session?)*: • Locate the library website to access essential service information. • Perform a basic keyword search using Library Search to find information. • Recognise the different types of academic information available in their subject area. • Locate the Subject Guide and begin to use it to find links to subject specific resources. • Understand some of the issues and problems with information searching online, including information overload, fake news etc. • Describe the limitations of Google for the purposes of an academic literature search.		
Pre-session work required by students: No	**Resources embedded on Blackboard:** Lecture Slides Activity answers (after workshop) Library overview and services folder (including videos and information on Library search, borrowing services, Library Help, Specialist Library Guide).	

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
5 (5)	**Introduction to the session** Students to rate their own information literacy skills.	Presenting/ explaining.	Listening and writing.	Slides
10 (15)	**Activity: Discussion task.** Display task on slides and hand out cards to groups of four. Students discuss in their group how they would go about finding each item. If they have access to a computer, they can have a go at finding it online. Explain that there's not necessarily a right or wrong answer, but there are more effective (and less effective!) approaches.	Observing and questioning. Circulating and aiding discussions.	Discussing.	Activity cards.
20 (35)	**Feedback from activity** Go through a selection of the examples including newspapers, Bridgeman, US Civil Rights archives and BoB and invite the students to report their views. Demonstrate the most effective way to find this information. Point out the drawbacks of just using Google: e.g. authenticity, having to pay, disorganised, credibility, format etc.	Questioning/explaining / demonstrating	Answering and listening	Library website / Subject Guide
5 (40)	**Resource Guides** Model using a range of Resource Guides including our Fake News Guide and Image Guide to find information and range of different resources.	Presenting/ explaining/ demonstrating	Listening /Asking / Reflecting	Slides / Library web site
10 (50)	**Library Search Demo** Login and explain why it is useful to do so: able to renew books, save favourites, save searches etc. Search: Spanish Civil War (everything except articles – explain what this is)	Presenting/ explaining/ demonstrating	Listening Asking Reflecting	Library web site

	• Point out number of search results and the results list in the middle (show how to load more results) • Pick a physical book, highlight location details and browse shelf options and explain this is where you'd place a hold if all out on loan. • Highlight refine menu at left hand side. Point out scores. Refine by full text only. • Pick an online access book and show how you would open it Search: Spanish Civil War (everything – explain what this is) • Highlight big jump in results. Could refine by "speech marks" and could also add additional keywords to search e.g. "Spanish civil war" AND propaganda. Show the filter at left hand side and refine even further. • Explain peer-reviewed (if necessary)– articles that have been reviewed by experts in the field. • Chose full text online and how you would access it. • Show how to cite, email, print, pin			
5 (55)	**Sum up key points and provide time for any questions**. Students write on a post-it note answers to following question: 1) What is the main point you will take away from today?	Presenting / Answering questions	Listening / asking questions / providing feedback on session and what they will take away from it.	Slides / Post-its