Lesson Plan

Title: Finding and Managing Information		
Stage / School: Stage 3 - SACS	**Date:** Autumn	**Duration**: 1 hour
Type of Session: Interactive lecture	**Number of students expected**: 106	

Context *(Is this session part of a series?* Is it for a particular assignment?)*:
Session is intended to develop skills to support Journalism and Media Research Dissertation and Media Research Dissertation.
Students have had media sessions from the Library in 1st and 2nd years, however, they will not yet have been introduced to search strategies and advanced searching techniques.

Aim(s) *(What is the purpose of the session?)*:
To enable students to produce a search strategy for their literature review and make a decision about how they will manage their information during their dissertation research.

Learning outcomes *(what the students will be able to do by the end of the session?)*:
- Develop their own search strategy including:
  - Break down their research question and identify key themes and words.
  - Apply the basics of BOOLEAN searching (AND/OR/NOT).
  - Identify and use synonyms.
  - Fill in the library search planner tool.
- Perform advanced searching techniques in a range of subject-specific resources including Scopus, and Film and TV index.
- Explain what a 360° search is, describe how it might be useful and employ it in their own searching.
- Save searches and set up email alerts to keep up-to-date with key journals/resources.
- Describe the currency, relevance, accuracy, authority and purpose of potential sources of information, making appropriate selections for their needs.
- Decide on a workflow for managing information which suits their purposes.
- Outline where they would go to get help and support with their literature searching.

Pre-session work required by students: No	**Resources embedded on Blackboard:** Lecture Slides Search Planner Finding Information Guide: https://libguides.ncl.ac.uk/finding Subject Guide Material adapted from HSS8002 blended learning including videos and interactive materials on finding and managing information.

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
5 (5)	**Introduction / context of the session:** Point to session material embedded into Blackboard.	Explaining / presenting.	Listening.	Slides.
15 (20)	**Search Strategy:** Activity - Dissertation speed dating. What is a search plan / process? - Why is it important? - Example of breaking down a question and mind mapping / identifying key words. - Boolean operators and combining words. - Show search planner tool and encourage them to use it after session. Stress this is a process that you keep adding too.	Explaining / presenting Facilitating.	Participating in speed dating activity in small groups – talking about their topic and then note taking about others' topics. -Reflecting on the keywords that their neighbour has given them. Listening/observing.	Slides / Search planner on website
2 (22)	**What sources and types of info to use?** - Will need to think broader than just books and ebooks and potentially journal articles. Use different types of information which you may not have used before in academic work. - Different types of information do a different job. - Emphasise the need for balance in a dissertation. - No such thing as bad information, it's about information that does the job that you need it to do and that it is the highest quality that it can be. - What types of information you need will impact on where you will plan to look.	Explaining / presenting.	Listening / responding to questions.	Slides.
3 (25)	**Library Search Demonstration:** - Search for **Race AND Media** in everything except articles. - Use advanced search for: **(race OR racial) AND media AND identity**. Change to search 'everything' - Login and highlight pinning, saved searches and alerts. - Point to peer review as a refine option and show how to export to EndNote.	Demonstrating / explaining.	Watching / option to follow along on demonstration.	Library Search.
15 (40)	**Subject Guide** - Highlight main tabs in Subject Guide, showing range of resources, in particular focus on Journal databases - Ask what they have been using and tailor following demos accordingly: **Scopus Demo:** Search for **Race and Media:**	Demonstrating / explaining.	Watching / option to follow along on demonstration.	Subject Guide / Scopus / BoB / Film and TV literature index / Bridgeman / Lexis / Gale /

			Newspaper Guide.

- Re-do search for **(race OR racial) AND media**. Show how to go back and alter search and then point to the search history.
- Point out refine menu, focusing on document type and sources– possibility of getting review articles and conference papers

Go through the results:
- how to put the most cited at top
- Use of keywords and indexed terms to feed back into own search
- 360 degree searching – including related documents, any social media / plum analytics
- Bibliographic details – need to use find at Newcastle to show full text

Fim and TV literature index demonstration:
Search: (race OR racial OR ethnicity) AND media representation (leave it set to any field).
- Show refine menu and then select peer-review. Ask them what it means. Refine by peer reviewed.
- If wanted to focus results even more could change the search field for media representation to abstracts. Explain this would mean it would need to be a major part of the research for it to be mentioned here.
- Click on title and point out search terms, pdf and saving, citing options.

Bridgeman Demonstration:
- Stress drawbacks of Google images. Not certain of copyright and not knowing if it is the original and hasn't been tampered with. Save time by going straight to Bridgeman.
- Bridgeman covers not only paintings, but posters and artefacts.
- Search for Olympic games – show how you can enlarge, download and cite.
- Can also search by topics: go to subjects > objects > cards and postcards.

Box of Broadcasts Demonstration:

	- Highlight draw backs of iplayer. Positive of BOB is that it goes back around 12 years. Over 65 channels. British Freeview channels including radio and some European too. - Explain what it is, guide, how to request a programme, searching "Online dating" (show search options e.g. can limit to radio / TV only). Show playlist for Brexit.			
	Lexis Demonstration: Coverage UK national and regional from 1990 to present day: - Search: Migrants. - Show how you can narrow it down, e.g. headline only, last six months, The Guardian. Could also search for Newcastle chronicle in the box. - Point out that when you click on article you can email, download, cite etc. Point out that no images are included. May want to go to a different source if needed.			
	Gale historic newspapers Demonstration: Gives us access to nearly all our news archives except from the Guardian and the observer: - Search in advanced search. - Explain you can limit which databases you search across. Point out illustrated works if for example you want to search by cartoon. - Go to publication date and do after Blair general election (put in search box Tony Blair and limit it to 2 May 1997) - Point out how you can refine on left hand side and also publication sections e.g. just want to look at adverts or letters. - Can click on title and zoom in. Point out email / citation tools. - Another useful thing is to see when terms have been used. Go to term frequency and then suffragette.			

5 (45)	**Where else to search / search techniques**
	- Using Google – how to use it effectively:
	    o Advanced search: especially site search for ac.uk
	    o Google Scholar.
	- Recap narrowing and broadening and search techniques
	- What to do when can't find the information you need.
		Presenting / explaining.	Listening.	Slides / Google Scholar / Advanced google.

5 (50)	**Evaluating the information you find:** - 6 questions.	Presenting / explaining.	Listening.	Slides.

	- Mind the gap – going back and re-looking at search strategy. What do you need to do differently to find the material you need?			
3 (53)	**Saving searches and alerts:** Can set up alerts in most of the databases, have looked at this in demonstrations. Encourage students to do this after the session.	Presenting / explaining.	Listening.	Slides.
5 (58)	**Managing your references:** - Discuss if students have given any thought to how they will manage the information they find? - Give brief overview of EndNote. Stress that you can just use it as a storage device or can use it to insert references. - Show students where to find EndNote material so they can look it in their own time (also embedded into Blackboard)	Presenting / explaining.	Listening.	Slides / Blackboard / EndNote Guide.
2 (60)	**Summary:** Reminder: - Search planner. - Blackboard material. - 1 to 1 help. **Ask for Feedback:** What is the one thing you are going to take away from today?	Presenting.	Listening / Providing feedback / Asking questions.	Slides / Post-its.