Strategic Searching Activity Lesson Plan

CLASSROOM ENVIRONMENT

- 50-75 minute session
- IC 120 or another classroom (if using another classroom, request that students bring devices)
- 15-20 students

PREP FOR LIBRARIAN

Plan a demo of searching in Primo, including showing students limiters, link resolver and permalinks. Write the bit.ly URL for the Google Sheet on a white board so that students can easily type it into a browser.

STUDENT LEARNING OUTCOME

Students will be able to:

- Develop search terms for their topic
- Articulate potential research questions for their topic
- Search in the library catalog for relevant sources
- Use filters to refine their search
- Determine if the source is peer-reviewed
- Determine if a source is relevant to their topic
- Access the MLA citation and permalink for the source
- Articulate an extending idea, source or author for their topic

ACTIVITY OBJECTIVE

The purpose of this activity is to guide students through the search process. This includes thinking about their topic, developing keywords, exploring the library catalog, refining results, finding relevant sources and accessing those sources. This process also extends to using sources to find other keywords and potential sources.

FRAME(S)

- Searching as Strategic Exploration
- Authority is Constructed and Contextual
- Research as Inquiry
- Information has Value

LEARNING ACTIVITY

Setting the Stage

This activity will give students the opportunity to explore the library catalog and potentially find sources for their topics. Talk briefly about the nature of the research process—it’s iterative, tangential, not linear. Take time to explore. Be curious.
Talk briefly about Primo, including what types of sources it includes and the purpose of the tool (why we have it so prominently on the website). Potentially talk about challenges/benefits.

**Live Demonstration & Explanation of the Activity**
The librarian will demo searching with a sample topic in Primo and work through the beginning questions of the Google Sheet. Briefly talk about keywords. Show students limiters, the link resolver and anything else that’s important. Keep this demo brief so that students can spend the majority of the time searching and exploring on their own.

At this point, give students a letter (probably from B-Z) so that they know what column they should use in the Google Sheet.

Encourage students to ask questions regarding their topic, keywords, search results, limiters, etc. Walk about the room while students are working and check in with them. Also watch the Google sheet to view student progress. Encourage the professor to do the same.

Give warning when students have five minutes left and when they have one minute left.

**Guided Discussion/Reflection**
Engage students in a discussion of the search process. What challenges did you run into? What worked well? Were you able to find good sources? How did you feel about Primo as a search tool?

**Wrap Up**
Keep in mind this is just snapshot of your research process. Make sure you give yourself time to explore and be curious. Follow leads and see what they take you. Make sure that you’re researching something that interests you. It will make the process way more fun!

**Time for Questions**

**ASSESSMENT**
Following the session, take a look at the Google Sheet and review student responses. Consider what changes you may want to make in the next session to improve user experience.

Grad students will create a Google Sheet for each session in the general reference gmail account. At the end of the semester, Terri will combine all of the sheets with the instructor and section information into one master sheet with all of the student responses.