

Garland Library Workshops/ Lessons Outline

- I. Research 101- General Overview/ Orientation (Version 1)
 - a. Introductions
 - b. Library Tour
 - c. Group Map drawings
 - d. Map presentations
- II. Research 101- General Overview/ Information Literacy (Version 2)
 - a. Who are your Librarians
 - b. Where can you find us
 - c. How to get in contact
 - d. What resources we have to offer
 - e. How to access resources
 - f. Citation Quick Review
 - g. What is Plagiarism and how to avoid it
- III. Research 101- Beginning the Research Process
 - a. Picking a topic
 - b. Identifying your Topic
 - c. Developing Research Question
 - d. Narrow or Broaden topic
 - e. Brainstorming and Synonyms
 - f. Background Information
 - g. Boolean Operators and Building Blocks
- IV. Research 101- Conducting Research
 - a. Research Purpose
 - b. Filtering Results
 - c. Search Techniques
 - d. Filter Bubbles
 - e. Neutral Searches
- V. Research 101- Types of Resources
 - a. Books and eBooks
 - b. Trade Magazines
 - c. Scholarly Journals
 - d. News Outlets
 - e. Fake News
 - f. Interlibrary Loan
- VI. Research 101- Fake News
 - a. What is Fake News
 - b. Video and discussion
 - c. Theories and Ideas surrounding Fake News
 - i. Filter Bubbles
 - ii. Echo Chambers
 - iii. Stereotypes
 - iv. Confirmation/ Disconfirmation Bias
 - v. Motivated Reasoning (Soldier & Scout)
 - vi. How to counteract Fake News
- VII. Research 101- Evaluating Your Sources
 - a. CRAAP Test
 - b. Credible Sources
 - c. Scholarly vs. Mainstream
- VIII. Research 101- Plagiarism
 - a. What is it?
 - b. How to avoid it?
 - c. Plagiarism Spectrum
 - d. Dr. Seuss Plagiarism help
- IX. Research 101- Citation Basics
 - a. APA Style
 - b. MLA Style
 - c. Citation Management tools

<https://libguides.depaul.edu/research101>

Information Literacy Overview Version 1

For this version, we take the class on a short, but detailed Librarian tour of the library. Afterwards, we have the class split into groups and draw a map of the library, providing details like staff offices, resource location, and so on from memory. Once the maps are drawn each group will then present their maps to the rest of class. This version is generally used for Orientation classes as a basic introduction to the library and a few of its staff.

Information Literacy Overview Version 2

In this lesson, we will go over basic information literacy knowledge and skills. Here we will discuss who the library staff are and where students can find us and how the library staff can be contacted.

We will cover briefly the different types of resources that students can find in the library and on our website. We will briefly discuss our books and eBooks, how to search the online catalog and how to access the eBooks.

We will briefly discuss our journals and databases, where and how to access them. We will also cover the ways to sign in, using either ACA (Appalachian College Association) or OpenAthens.

We will briefly cover citation styles, plagiarism and paraphrasing. Sharing brief videos discussing them and provide handouts that will provide more detail.

We will also briefly cover how students can evaluate their sources using the CRAAP test, sharing a brief video and providing a handout.

We will also provide further instruction on each topic briefly discussed in this Information Literacy Lesson at the request of the instructor.

Research 101- Beginning the Research Process

In this lesson, we open with discussing the research process then proceed into a discussion of how your students may choose research topics, if one is not provided by the instructor. We will discuss ways that students may identify the topic, brainstorm keywords and discover synonyms related to their topic. We will also showcase how students may scan their results for “subjects” in order to uncover other terms or phrases related to their topic.

We will discuss how students can develop their research questions to help determine the information they are looking for. We will cover multiple research strategies they students may use for conducting research, as well as discuss how they can use related topics to find information. We will cover the “who”, “what”, and “why” of the research topic to provide an understanding of the strategy they can use.

We will also discuss how students can search for background information on their topic to uncover information that will aid in their research. We will discuss the use of reference sources, such as dictionaries, encyclopedias, as well as database sources the library has access to such as Credo Reference and Gale Virtual Reference.

We will cover the use of Boolean Operator and how they can be used to conduct research. We will discuss how to determine the concepts of a topic and how students can use “Building Blocks” to discover the concepts and prepare to conduct research.

During this lesson we will provide a small activity to allow students to uncover the concepts and keywords of their topic. They will use either their own topic or a provided one and determine the keywords or concepts that can be used to conduct research. This activity will not be about conducting research, but rather the preparations students can use before researching anything. We will walk them through the activity and provide examples and assistance where needed. Further lessons on conducting research will be available at the request of the instructor.

Research 101- Conducting Research

In this lesson we will discuss the research process and how students can proceed from the background information, keywords and concepts. We will discuss the purpose of research and what skills it will help them develop.

We will also discuss with your students how to add filters such as publication date, type of source and so on. We will cover different techniques such as enclosing search terms in quotations to find information containing all of the terms together and how to add an asterisk at the end of a term to find the singular, plural, and variant spellings of the term.

In this lesson we will also cover “Filter Bubbles” and how they can affect research and the type of information that your students may find. We will share with them a short TED talk video that discusses Filter Bubbles, to provide a better understanding.

For this lesson, we will have the students determine their filter bubbles and using a provided topic or search terms, discuss with the class the information they found within their Filter Bubble. Afterwards we will showcase ways to burst the bubble and conduct more concise or neutral research.

Further instruction will be available to discuss the types of resources available and how to evaluate resources at the request of the instructor.

Research 101- Types of Resources

In this lesson we will cover the different types of resources that are available for research. We will discuss the use of books and eBooks, different trade or scholarly journals and magazines, as well as the use of other media as research.

We will provide a brief introduction to WorldCat and how it can be used to discover books about their topic. As well as how they can search our online catalog for those books or eBooks.

We will also showcase our databases and how they can be used to uncover scholarly sources. We will show them where to find our general subject databases, where to find database on a particular subject, or should they prefer a specific database, we will show them where to search for it in our A to Z listing.

We will also cover News Outlets and how to determine their accuracy. We will cover Fake News and ways to fact check and why it is important. We will cover exactly what Fake News is and how to spot it and the steps that they can take to avoid it (such as developing a critical mindset, checking the source, comparing stories with other outlets and so on). We will also showcase sites for fact checking such as Snopes or Politifacts.

We will also cover Interlibrary Loan and how students can utilize this option for their research needs. We will share with them the form provided by the library and the usual timeframe for requests to process.

For this lesson, we will provide students with an activity to list some resources they think would best work for a provided topic. This will give them practice with quick searches and utilizing the libraries sources.

Further instruction is available to cover evaluating resources and citation styles at the request of the instructor.

Research 101- Fake News

In this lesson, we will go more in depth into Fake News and why using vetted library sources is important for the college career. We will show a video: “Fact Checking is More Important than Ever”

<https://www.youtube.com/watch?v=Ryipu-NWYm8&feature=youtu.be> and then discuss what the students’ reactions to the video were utilizing a Chalk Talk. The students will break into small groups and without talking, write down their reactions, then discuss with their groups and then with the whole class. Afterwards, we will explore some ideas and theories surrounding Fake News. Such ideas as Filter Bubbles, Echo Chambers, Stereotypes, Confirmation/Disconfirmation Bias, Motivated Reasoning which covers the Soldier versus Scout mindset. Towards the end, we will discuss some strategies to counteract Fake News and how students can avoid it. If time permits, we will play a game through Kahoot, this will be a kind of quiz to review what was discussed.

Research 101- Evaluating Your Sources

In this lesson we will discuss how your students can evaluate their sources. We will have a more in depth look into the CRAAP test and how it is used to evaluate sources. We will also discuss what counts as credible sources and what does not. We will closely cover each aspect of the CRAAP test in order to create a better understanding of what students should look for when evaluating their sources.

For this lesson, we will provide students with an activity sheet to practice source evaluation. This worksheet will be similarly constructed to the one used by DePaul University Libraries. With this worksheet, student will have a chance to take one of their sources and examine it closely to determine Currency, Relevance, Authority, Accuracy, and Purpose, as well as determine if the source could be called scholarly or not.

Research 101- Plagiarism

In this lesson we will go over what plagiarism is and how to avoid it. We will cover the different types of plagiarism most often found on the plagiarism spectrum. We will discuss the problems that plagiarism can cause and what consequences may come of it, touching on Tusculum's policy as well. We will also cover paraphrasing and how and when it can be used or even if it should be used. We will discuss the different types of paraphrasing, as well.

For this lesson, we will adapt an exercise developed by a couple of professors from University of Hawai'i Maui College. This lesson will include reading the first twelve pages of *Green Eggs and Ham* to your students and then proceed through a quiz designed to help them understand and recognize plagiarism and ways to avoid it.

Research 101- Citing your Sources and Citation Basics

In this lesson, we will discuss the importance of citing your sources and what it means for your research. We will discuss how citing sources can credit other authors, demonstrate proper research, track sources used, and so on. We will also go over the basics of MLA and APA citation styles. We will use information from both guides to help students understand how to cite their sources as well as double check any citations they may get from database sources or citation managers.

We will cover different management tools that are available to students and how they can be used. We will also cover some of the differences in citing sources, how some sources are cited differently depending on the media or number of authors. We will provide a basic colored guide sheet for your students to use if they choose

For this lesson, we will provide students with a chance to practice citation styles by providing them source information which they then must write a citation for. We will provide assistance, should they request it.