

***“Dinner in the Library”***  
***Research Topics and References***

**Lesson Plan**

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## **I. Rationale for lesson plan:**

This idea was developed from my own needs upon returning to graduate school, and after conversations with fellow students who expressed the same sentiment. We had forgotten how to do scholarly research, as well as when we were taught to do research it was still by looking a journal article up in books in analog form. This lesson plan was developed in response to the reality that journal articles, databases and citation indexes have changed vastly in the last ten years.

Adult learners who enroll in undergraduate and graduate degrees are coming in at a disadvantage from traditional students that may have recently written a research paper or have had more need to engage with academic resources. Outside of academia most people do not engage with these resources. Adult students are not only asked to fulfill the same assignments as other students, they often have to learn or relearn how to study and engage with scholarly research. These students are often pressed for time and energy and a few quick one-shot workshops would help them achieve their goals.

*Lesson Context:* This lesson plan takes place in an academic library, for the sake of this sample plan at Pratt Library. The library exists to help students meet and exceed their academic requirements. This class is presented as one workshop in a four part series “*Dinner in the Library*” which each of which would be approximately 20 minutes and allow students to have instruction prior to class and not sacrifice dinner. It would be the third lesson. The first would be learning the resources available to students, books, databases, journals, etc. The second would be accessing the catalog, putting books on hold, and Interlibrary Loan. The third (this lesson) would be developing a research topic and finding articles in academic journals. The fourth would be bibliographic management tools.

*Student Profile:* This class is aimed at Adult Learners who are returning to school after a break. For this lesson Adult Learners are defined as students who are juggling a work life and home life along with academia. The requirements for school are often different from what they are asked of in their everyday life. While Adult Learners are often pressed for time they are highly motivated to succeed. They are generally motivated to return to school to further their economic prospects. The majority of their schoolwork is done offsite due to time constraints. The majority of what they may have originally learned about research required them to be physically present at the library. This lesson will help provide them with the tools they need succeed on and off campus.

## **II. Lesson Plan**

### Standards Met: ACRL

- Standard One *The information literate student determines the nature and extent of the information needed.*
- Standard Two *The information literate student accesses needed information effectively and efficiently.*

*Goal:* Students will know how to find and access electronic journal articles.

*Learning Outcomes:*

- Students will engage and utilize Boolean Operators
- Students can use citation indexes as resources to select resources for their projects.
- Students gain understanding of accessing resources remotely.

*Action Plan:*

Materials Needed: Computer, projection screen, Pratt Library Website, Google Scholar, Scopus, Wikipedia, Attached handout.

- <http://library.pratt.edu/>
- <https://scholar.google.com/>
- <https://www.wikipedia.org/>
- Scopus will need to be accessed via the Pratt Library database  
[http://library.pratt.edu/find\\_resources/articles\\_databases/](http://library.pratt.edu/find_resources/articles_databases/)
- E-journal page on Pratt's Library Website  
<http://rs7wy5sn8k.search.serialssolutions.com/>

Outline of Plan:

*Introduction:* Google as search tool.

*Lesson:* How to find resources and use citations to find new resources.

*Scaffolding information:*

- Start with Google and Wikipedia as entry points and how you can use Wikipedia and Encyclopedias to start.
- Then move to Google Scholar for searching.
- Use Google Scholar to explain Citation Indexers
- Talk about narrowing and broadening topic with Boolean Operators and using them in Scopus.

*Guided Practice:* Now that we have references, how do we retrieve articles from the Pratt Library? Proceed to demonstrate through Scopus, then through a database, then through E-Journal page. Inter Library Loan options.

*Independent Practice:* Break class up into Groups. Use group time to brainstorm additional vocabulary for research topics.

*Sharing:* Ask for two volunteers to discuss topic and additional terms that were brainstormed with group

*Assessment:* Walking around during group time and checking in with students.

*Differentiation:* Because this is an optional one-shot short instruction the first thing I would do is reach out to the disability coordinator. I need to have a general understanding of what is required for instruction for students with physical disabilities. While there are FERPA considerations that need to be minded, establishing connections with these professionals can be of assistance when dealing with students with special needs if the

students chose to disclose their abilities. I would provide electronic written notes after the class for students for English Language Learners, visual and hearing-impaired students. I am providing handouts with defined terms for reference later. For hearing-impaired students I would also make sure to talk to their interpreter to determine the best place to stand for the student and the interpreter as well as limit my movements and work at facing the students only for improved lip reading. I would not use Prezi as it is not amenable to people with visual impairments.

Every person defines computer literate in different manner. Some students may feel it is being able to master all things related to technology and computers without breaking a sweat. I want to reassure students that they are computer literate or working their way towards computer literate. My lesson starts with Google to help place everyone on familiar territory. Within my target audience I will not present multiple options quickly and overwhelm them. Often when adults down play their computer literacy it is because they do not feel comfortable with the language and the speed with which it is employed by some people. It is not that they do not understand how to use computers. I would make a point to emphasize that there is no “right” way there is the best way for them. I will also emphasize when I am leaving the presentation and give lots of verbal direction as to what to enter and how to click. Ideally this lesson would also have an online video component that allows users to watch the presentation again at home with cues as to when to pause so they can click on links for themselves.

### **III. Resources Consulted**

When conducting my research into Adult Learners I came across the concept of “Andragogical Learning” developed by Malcolm Knowles. Adult Learners often have different needs from what are considered “traditional students”. Below are the resources I consulted when planning instruction for Adult Learners:

Cooke, N. A. (2010). Becoming an Andragogical Librarian: Using Library Instruction as a Tool to Combat Library Anxiety and Empower Adult Learners. *New Review of Academic Librarianship*, 16(2), 208–227.

<http://doi.org/10.1080/13614533.2010.507388>

Gold, H. E. (2005). Engaging the Adult Learner: Creating Effective Library Instruction. *Portal: Libraries and the Academy*, 5(4), 467–481.

<http://doi.org/10.1353/pla.2005.0051>

Lange, J., Canuel, R., & Fitzgibbons, M. (2011). Tailoring Information Literacy Instruction and Library Services for Continuing Education. *Journal of Information Literacy*, 5(2), 66–80. <http://doi.org/10.11645/5.2.1606>

Stern, C., & Kaur, T. (2010). Developing theory-based, practical information literacy

training for adults. *The International Information & Library Review*, 42(2), 69–74.  
<http://doi.org/10.1016/j.iilr.2010.04.011>



## *Research Plan Handout*

What Topics from your class interest you?

Brain Storm Some Ideas for Boolean Operators

*These can help narrow and broaden your topic.*

<b>AND</b> Retrieves results with both terms	<b>OR</b> Retrieves results containing either item	<b>NOT</b> Retrieves results containing only the first concept and not the second
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Write out a research topic in one sentence.

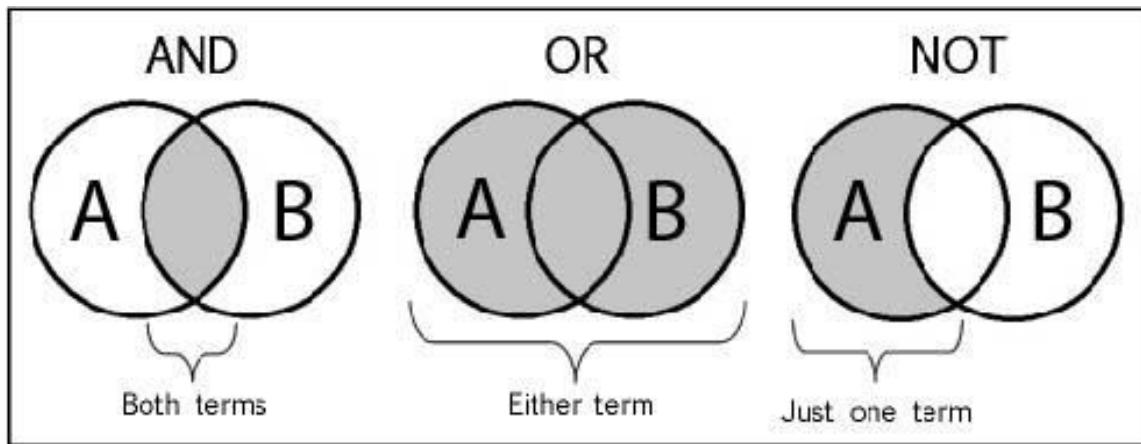
*Example: How did Susan B Anthony's desire to have her voice heard lead to her involvement in the suffrage movement?*

## Terms:

**Citation Index** – Is a database that links articles by citations. Citations can help connect you to other resources.

### Boolean Operators:

- And – Provides search results with both “A” and “B”
- Not – Provides “A” but not “B”
- Or – Provides “A” or “B”



**Inter Library Loan (ILL)** – Allows libraries to borrow books and articles from other libraries for patrons.

## Links:

Pratt Library	<a href="http://library.pratt.edu/">http://library.pratt.edu/</a>
Google Scholar	<a href="https://scholar.google.com/">https://scholar.google.com/</a>
Wikipedia	<a href="https://www.wikipedia.org/">https://www.wikipedia.org/</a>

Scopus (access via Pratt's Library Database link)

[http://library.pratt.edu/find\\_resources/articles\\_databases/](http://library.pratt.edu/find_resources/articles_databases/)

How to contact the library:

Email: [libref@pratt.edu](mailto:libref@pratt.edu)

Call us at 718-636-3704

<http://library.pratt.edu/>