June 14, 2021

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LESSON PLAN

1. Short Intro and general library environment (10 min) 1:00 - 1:10
    a. Include Library Search, Research Guides, emphasize discovery tool
    b. Highlight how to get to an article
    c. Highlight links to popular databases including Google Scholar
    d. Ask a Librarian--most important takeaway is that we are here to help you
2. 1 slide for the guide
3. 1 slide for the activity questions
    a. What is the impact of school or academic libraries on student learning?
    b. What is the role of libraries in the era of “fake news”?
    c. Are senior citizens able to find quality health information online?
4. What is a lit review and how to search for articles (20 min) 1:10-1:30
    a. Refer to 623 Guide
    b. Discussion - what is a lit review? (ask them) highlight some points below
        i. *Not* summaries of prior research; more than annotated bibliography
        ii. Synthesis of research that has come before you, and informs your own
        iii. Synthesis means you not only understand prior research but also have thought more deeply about how they interact with each other - think about similarities, differences, common methods, audiences, spheres, etc. Part of the process is reading, evaluating and organizing the literature for yourself.
        iv. By doing your own research, you are participating in the scholarly conversation - important for that to be informed participation [purpose]
        v. Helps identify gaps [purpose]
    c. How to find review articles
    d. How to find LIS articles - highlight suggested databases, resources, course research guide. Mention may want to use other disciplinary databases - for example, school libraries topics might use ERIC. Do *not* rely on a single database.
    e. Demo a search using LISTA (show how to combine with Library Lit in Ebsco) [note that we need to update databases entry for Library Lit to be sure to link to most comprehensive option]
    f. Example topic: what patron data should libraries be collecting and what should they do with it - prompt for suggestions on how to search, encourage use chat if want
        i. patrons, “patron data” “personally identifiable information”
        ii. usage (of collections, electronic resources, circulation) - “usage statistics”
        iii. library analytics. Privacy, security, design.
        iv. ("patron data" OR "circulation statistics" OR "borrow* history") AND (privacy OR security)
        v. (patrons OR borrow* OR usage OR circulation) AND (privacy OR security)
        vi. Note narrowing filters - source type - ‘reviews’ is an option, but primarily book reviews
    g. In LISA patron data collection [example] - leads to “patron data” and “patron privacy”, opt-in/out, “user data”, patrons and borrowing history.

h. Practical: MGetIt to get to full text, Boolean operators, phrase searching

Learning goal for following activity is to both build up lit searching skills but also to expand thinking about ways in which to approach organization of lit review itself

5. **Individual/Group activity** (45 min) 1:30 - 2:15
    a. (Intro: 5-10 minutes)
    b. Have the questions on a slide, assign to Groups 1&2, Groups 3&4, Groups 5&6
    c. (Group work: 15 minutes) brainstorm what literature review might look like - short worksheet - brainstorm different ways might synthesize all the work being done in this area. What are similarities/differences, methods being used, changes over time, population studied?
    d. (Report out 20-25 minutes): Have them report out

6. If there is time: they can begin with their own questions