

Lesson Plan

Title: Finding Information (Starting Stages)		
Stage / School: Stage 3 - SNES	Date of session: Autumn Term	Duration: 1.5 hours
Type of Session: Co-taught lecture.	Number of students expected: 83	
Context (<i>Is this session part of a series? Is it for a particular assignment?</i>): Students are about to undertake final year projects; structure, topic and approach to research project can vary greatly across cohort. This session is part of a four session skills-based course designed to support students with the writing up of their final year projects. The Library is involved in the first two sessions: Starting Stages and Writing a Literature Review, which are co-taught with an academic from the School.		
Aim(s) (<i>What is the purpose of the session?</i>): To prepare students for their literature reviews and projects, giving them the means of finding relevant information effectively and helping them to save time by saving results and setting alerts to keep up to date.		
Learning outcomes (<i>what the students will be able to do by the end of the session?</i>): <ul style="list-style-type: none">• Identify and follow up on key journal titles, authoritative sources, experts and networks in their discipline.• Refine their own search strategy:<ul style="list-style-type: none">• Perform advanced searching techniques in a range of subject-specific resources.• Use multiple synonyms and combination searches to build up a complex search string.• Explain what a 360° search is (moving backwards through references and forwards through citing documents), describe how it might be useful and employ it in their own searching.• Articulate and justify the decisions they have made in choosing and using sources appropriate to their information needs and the task at hand.• Follow the development of an area of research, comparing and contrasting evidence and synthesising information to form connections and build their own arguments.• Save searches and set up email alerts to keep up to date with key journals/resources.		
Pre-session work required by students: No	Resources Embedded on Blackboard: Lecture slides. Search planner. Finding information guide. Subject guide.	

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
Session 1 – Starting Stages				
5min	Introduction: outline activities and learning outcomes expected	Explaining.	Listening.	Slides.
20 min (25)	Developing a question	led by academic co-presenter		
	Project Management	led by academic co-presenter		
2 min (27)	What is a Search Strategy? Explain research cycle, how it works and how it can help with research projects – liken to the biodesign cycle: DESIGN, BUILD, TEST, LEARN	Explaining.	Listening / observing.	Slides.
1 min (28)	Scoping your search: Keywords and Synonyms. Take example question and identify keywords. Explain that while these are the words we've chosen to use to describe the topic, researchers may have used others so to make sure we can find relevant information we need to also search for synonyms and related terms.	Explaining.	Listening / observing.	Slides.
5 min (33)	Activity: Padlet Synonyms Students to go to Padlet page on their device and add synonyms or related terms to the live document. Briefly discuss responses, highlighting good keywords. Show list I prepared earlier and highlight useful places to find synonyms if you're stuck (online thesaurus, keywords / subject terms on Library search and Google Scholar)	Explaining / Facilitating.	Listening / participating in task.	Padlet Tablets/ Devices.
2 min (35)	Advanced Search Techniques – truncation, wildcards and phrase searching. Explain that once we have our keywords, there are some useful tools we can use with them to make our searches more effective. Look at three techniques then apply to example.	Explaining.	Listening / observing.	Slides.
3 min (38)	Constructing a search string: Model how to use BOOLEAN to construct different search strings using our example. Emphasise the need to reflect and review the	Explaining / modelling.	Listening / observing / participating.	Slides.

	<p>effectiveness of the search strings used.</p> <p>Students to have one minute to have a go at constructing a search string based on example (Write up on Padlet).</p> <p>Explain task and check search strings for accuracy on padlet.</p>			
2min (40)	<p>Types of Information and Subject Guide:</p> <p>Final step of planning a search is to think about what kind of information you need to search for. Highlight range of information types relevant to subject area.</p> <p>Model accessing Subject Guide and highlight key resources.</p>	Explaining / modelling.	Listening / observing.	Slides / Resource guides / Subject guides.
1 min (41)	<p>Refining and Limiting:</p> <p>Point out types of search limits/refining options that can improve search results</p>	Explaining.	Listening / observing.	Slides.
2 min (43)	<p>Search Planner:</p> <p>Model accessing and using the Search Planner tool on our online guide. Follows similar steps to today's session.</p>	Explaining / modelling.	Listening / observing.	Search Planner.
3 min (46)	<p>Searching demos: Using Library Search.</p> <p>Library Search Demo:</p> <ul style="list-style-type: none"> • Fertilizer (fertilizer OR pesticide) AND soil (microflora OR microorganism) AND agricultur* • Show effect of changing to "soil microflora" • Refine to peer-reviewed, reviews • Click through to full text of <i>FEMS Microbiology Reviews</i>... • Login, show pin, save and alert options. 	Explaining / demonstrating.	Listening / observing.	Slides / Library Search.
5 min (51)	<p>Using CAB Abstracts - Controlled Vocabulary.</p> <p>Explain what controlled vocabulary is then demonstrate using CAB abstracts:</p> <ul style="list-style-type: none"> • Thesaurus search for fertilizer • Fertilizers (explode) • Pesticides (explode) • RUN SEARCH 	Explaining / demonstrating.	Listening / observing.	Cab abstracts.

	<ul style="list-style-type: none"> • Soil – soil fertility • RUN SEARCH • Combine S1 and S2 with AND • View results and keyword search for “food security” View results and refine to academic journals – click through to full text of <i>Adoption of agroforestry...</i> • Show registration and save/alert options 			
5 min (56)	<p>Using Scopus:</p> <p>Scopus Demonstration:</p> <ul style="list-style-type: none"> • Citation search for specific article – trace elements in agroecosystems and impacts on the environment, limit to 2005. • Click through to full record. Point out keywords, headings, CAS Registry numbers, references, citing documents, analytics and author profiles. • Demonstrate 360 Searching on Scopus. 	Explaining / demonstrating.	Listening / observing.	Slides / Scopus.
1 min (57)	<p>Accessing resources:</p> <p>Describe options for obtaining books and other materials not available at the Library, including ILL, SCONUL access and Books on Time.</p>	Explaining.	Listening / observing.	Slides.
2 min (59)	<p>Keeping ahead:</p> <p>Recap ways to save searches and set up alerts to have information come to you.</p> <ul style="list-style-type: none"> • Demonstrate BrowZine • Sign up for Nature Briefing • Find Nature through Library Search – News and Comments – scroll down to sign up • Mention Financial Times and other papers allow you to follow science news by topic – use our institutional access via Library Search 	Explaining.	Listening / observing.	Slides / Browzine.
30 min (89)	Strategic Reading	led by academic co-presenter		
	Phases of Reading	led by academic co-presenter		
	Critical Reading	led by academic co-presenter		
	Note taking	led by academic co-		

		presenter		
	Maintaining an Overview	led by academic co-presenter		
	The WDC	led by academic co-presenter		
1 min (90)	<p>Where to find help and opportunity to ask questions.</p> <p>Highlight ways to contact Liaison Librarians and WDC for further support. Emphasise availability of one-to-one appointments to discuss search plans.</p>	Explaining / answering.	Listening /Asking,	Slides.