

Lesson Plan

Title: Finding Information		
Stage / School: Stage 3 - ECLS	Date of session: Spring	Duration: 1 hour
Type of Session: Workshop	Number of students expected: 20	
Context (<i>Is this session part of a series? Is it for a particular assignment?</i>): First session of the academic year with stage 3. Students are in the process of developing a research proposal with a supervisor and will be expected to work on it over the summer.		
Aim(s) (<i>What is the purpose of the session?</i>): To give an overview of advanced literature searching techniques for a systematic approach and how they can be applied in subject specific databases.		
Learning outcomes (<i>what the students will be able to do by the end of the session?</i>): <ul style="list-style-type: none">• Locate the library website to access essential service information.• Describe the difference between a keyword and subject heading search.• Identify appropriate subject headings, keywords, synonyms and alternative language to be combined in a successful search.• Identify appropriate subject specific resources and be able to locate their Subject guide.• Analyse a search strategy to identify key concepts, keywords and operators, in order to apply to own search topic.• Produce and refine their own search strategy using advanced search techniques.• Perform a keyword search and/or subject heading search in subject specific databases.• Describe the different types of information available in Medline, CINAHL, ERIC and Scopus and when they would be appropriate to use.• Recognise the need to evaluate the information you find and modify your search strategy based on the information need.• Outline where you would go to get help and support with your literature searching.		
Pre-session work required by students: No	Resources embedded on Blackboard: Lecture Slides Library Subject guide Annotated search strategies. Advanced searching: https://libguides.ncl.ac.uk/finding/advanced_searching	

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
5	Introduction and overview of session: <ul style="list-style-type: none"> - Focus on understanding an advanced search strategy - How to search more complex databases such as Medline 	Explaining.	Listening.	Slides.
5 (10)	Search cycle: <ul style="list-style-type: none"> - Emphasise the need to perform a scoping search in order to ensure they are using correct terms - Export into EndNote at every stage and deduplicate 	Explaining / demonstrating.	Listening.	Slides.
5 (15)	Keyword Searching: Controlled vocabulary searching. Which resources do what? Focus on Medline, CINAHL, ERIC and Scopus as 3 essential databases but all work differently: <ul style="list-style-type: none"> - Subject trees. - Focus. - Explode. 	Explaining / demonstrating.	Listening.	Slide.
7 (22)	Activity Using the search strategy given, students work in pairs to: <ul style="list-style-type: none"> • Underline in one colour all of the subject headings. • Put a star next to all of the keyword terms. • Underline in a different colour each stage of the search that has combined the alternative terms for each key concept. • Underline the search line that combines the key concepts. • What wildcard has been used? • How has proximity searching been included? • What are the key concepts? • What is the question that is being researched? Look at how it translates into Scopus – simplified and much shorter.	Explaining / presenting.	Listening / thinking / writing.	Slides / Cochrane/ Medline Search strategy / Coloured pens.
5 (27)	Demonstrate Specialist Resources from subject guide www.libguides.ncl.ac.uk/education Medline: <ul style="list-style-type: none"> • Search exp rehabilitation of speech and language disorders • AND exp child/. • AND exp language development disorders or language delay.mp. • Combining each key concept search with AND. • Show search refinement, adding items to a folder and making use of full record. • Highlight export option. 	Demonstrating / Answering.	Listening / Practising.	Slides / Education subject guide / Medline / Cinahl / ERIC / Scopus / Search strategy document.

<p>5 (32)</p> <p>5 (37)</p> <p>5 (42)</p>	<p>EBSCO CINAHL:</p> <ul style="list-style-type: none"> • Search exp rehabilitation of speech and language disorders • AND exp child/. • AND exp language development disorders or language delay.mp. • Export option to Endnote. <p>EBSCO ERIC:</p> <ul style="list-style-type: none"> • Search language delay OR language development AND children AND (speech therapy OR language therapy OR speech pathology. • Thesaurus option and how to build it into search. • Show search refinement, adding items to a folder and making use of full record. • Highlight export option. <p>Scopus:</p> <ul style="list-style-type: none"> • Search: "language delay" AND child AND "speech therapy". • Show option to do each stage again and combine S1 AND S2 or to do it in the advanced search option. • Option to search from a known article, use citations and references. 			
<p>10 (52)</p>	<p>Activity: Using the search strategy that we annotated earlier, students to try building a shortened version of the search in:</p> <ul style="list-style-type: none"> - Medline or Cinahl. - ERIC or Scopus. 	<p>Explaining / demonstrating / answering</p>	<p>Listening / questioning / searching</p>	<p>Slides.</p>
<p>3 (55)</p>	<p>Any Questions?</p>	<p>Answering.</p>	<p>Asking / Listening.</p>	<p>Slides.</p>