

ENG 119 Lesson Plan

Instructor Objectives/Goals: Learn to search library databases for peer-reviewed journal articles in their disciplines, for Project 2 Literature Review.

Assignment: “Project 2. Literature review– For this assignment, you will critically approach selected literature from your field—a vital part of successfully writing about your work. You will synthesize and evaluate the sources to provide a context for and help understanding of your own research. You will also briefly summarize and evaluate the quality of a few of the sources employed for your Literature Review from multiple perspectives.”

Materials: pens or pencils; handouts

Number of Students: 12

SLO 1: Searching as Strategic Exploration

Session Level Learning Outcomes:

- Students will compare and contrast library resources and select resources appropriate to their research need.
 - Students will develop a topic and a list of terms in order to search databases effectively, efficiently, with confidence.
 - Students will construct a search strategy using Boolean operators and keywords relevant to their topic.
 - Students will determine if retrieved information satisfied need and will refine search, if necessary, utilizing provided evaluation criteria.
 - Students will implement more advanced searching skills to respond to a discipline-based information need.
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Introduction and Overview (3 min)

Introduce yourself! (Your name and title? What do you do at the MU Libraries?)
Give a quick overview of the agenda for today's class.

Library Databases by Topic/Discipline/Major (10 min)

Unlike some classes I lead, it sounds like everyone here will be using different databases because everyone has a different topic. Selecting the right databases for your research doesn't have to be difficult. The first step is always to think carefully about the kind of research you're doing and ask yourself, "What is my discipline/field of study? What is my topic for this project/paper?"

Show "Databases A-Z" versus "Subject and Course Guides," give an example of the process of selecting a LibGuide (ex: Education or Educational Psychology for research into autism interventions in the classroom) and ask students to determine the best LibGuide(s) for their research.

- [ENG 119 handout: Question 1 & 2](#)
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Planning for Searching (10 min)

Once you know where you're searching, you need to begin planning what exactly you're searching for. Unlike searching in Google or other online search engines where you might search with a question or sentence, most of our databases are searchable using keywords. So, planning for the keywords you'll use to describe your topic when searching is important.

In Education Research Complete, demonstrate an example of a poor search using a question (ex: What are the best interventions in the k-5 classroom for children with autism?) and discuss how it could be improved by searching with keywords instead.

Show example of the completed handout on ENG 119 Google Site to get students thinking about what kind of keywords to use to describe their topic/thesis. Emphasize importance of thinking of as many synonyms and alternate keywords as possible, but also that you'll continue to add to your list as you search and discover new keywords. Allow students 5 minutes to brainstorm keywords for their topic.

- [ENG 119 handout: Question 3](#)
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Search Strategy (10 min)

Once you've brainstormed keywords, you need to think about how you'll develop a strategy for searching with those keywords, and you do that with a concept you may already be familiar with but just may not know the name for: Boolean operators.

Boolean operators connect keywords. Each operator has a different function.

Connecting keywords with AND means you'll get fewer results. Connecting with OR means more results. There is also an option to use NOT as an operator, but I would use that sparingly, only when you truly need to eliminate a particular keywords from your search results.

Show example on Google Site of two different searches with Boolean operators. Explain the differences, then conduct a search live in Education Research Complete in order to demonstrate reading the results.

- [ENG 119 handout: Question 4](#)



Refine and Read Search Results (10 min)

Explain Subjects and Find Similar Results options as a method for expanding search. Discuss how to narrow with limiters, including source type. Demo options for reading or finding the full text, including the Find It! button. Discuss useful tools, including Cite, Email and Permalink.

Solo Searching (with Search Strategy) (10 min)

Allow students to work through demonstrated techniques on their own, with time to ask questions. Request that they locate and email to themselves at least one useful article.

Advanced Techniques (10 min)

Citation Mining — Introduce the concept of citation mining by displaying a PDF and talking through the thought process involved.

Finding Literature Reviews — Demonstrate CINAHL Advanced Search option to limit by Publication Type to “Review” or “Systematic Review” articles. Also demo simply adding “literature review” as a keyword.

Searching for Cited References — Demonstrate Cited References option in Education Research Complete, as well as how to find cited references in a PDF. Talk through steps of finding a citation.



Solo Searching (with Citation Mining) (15 min)

Allow students 10 minutes to work through demonstrated techniques on their own.

- [ENG 119 handout: Question 5](#)

In the final five minutes, request that two students share their citations with me and the class. Ask for one they were able to find, and one they had trouble finding. I will demonstrate searching for the articles for the class. *Goal is to demonstrate, or at least discuss, both articles that we have access to and those we don't! Need to talk here about OhioLINK and Interlibrary Loan.*

Assessment & How to Get Further Research Help (5 min)

Demonstrate chat feature and point out my contact info on the bottom of the handout. Request that students complete survey before the end of class today. Any remaining time can be used to answer questions and work with students one-on-one.

