Pre-planning

Assignment Considerations

*What is the assignment?*
Mini literature review on a topic in the natural or social sciences

Goals

*What are the major goals of the upcoming feeder(s)?*
- Decide on a topic from list of 3 possibilities
- Find 10 "strong and relevant sources" on that topic for Feeder 2.2

Learning Needs

- *Where are students in their unit?*
  Feeder 2.1--preliminary topic selection and info gathering
- *What, if any, understanding of the research process do students already possess?*
  N/A--haven't met with library instructor before, though presumably they have basic understanding, as students are now working in Unit 2

Stage 1: Desired Results

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>MEANING AND TRANSFER</th>
<th>ACQUISITION</th>
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</table>
| *What course- and/or assignment-related goal(s) will this lesson address?*
  - Beginning to establish a potential paper topic
  - Finding relevant, credible sources
  - Navigating the catalog to find books
| Students will understand that…
  *What do you want students to understand about research?*
  - Different disciplines write in different publications and consequently approach subjects through different lenses
  - Writing on a broad topic greatly increases the amount of material needed to sufficiently cover it
  - Research is not a straightforward process; it works circularly
| Students will know…
  *What facts and basic concepts should students know and be able to recall?*
| Students will be able to independently apply their understanding to…
  *What kinds of long-term understandings, beyond this course or assignment, are desired?*
  - Point of view of an author is an important consideration not only as a tool for choosing a DB to use, but also for framing the way groups of people talk about/conceptualize a subject
| Students will develop skills in…
  *What discrete skills and processes should students be able to use?*
Stage 2: Evidence

Performance Tasks
Students will show that they really understand/have achieved session goals by…

How will students demonstrate their process of acquiring understanding, skills, and knowledge through authentic performance?
- Responding to instructor’s questions posed throughout the session
- Asking relevant, advanced questions about their assignment
- Demonstrate skills through free-search time
- Final product

Stage 3: Learning Plan

Pre-Assessment
What pre-assessments will you use to check students’ prior knowledge, skill levels, and potential misconceptions?
- Questions asked at the start of class
- Ask at the beginning of class for concepts students struggled with during prep for feeder 1 and what they anticipate struggling with

Learning Events
Student success at meaning, transfer, and acquisition depends on…

What learning events can ensure meaning, transfer, and acquisition? How will these events facilitate desired results?
- Brain dump--brainstorm everything you know about one of your topics
  - Gets students thinking about their topic and the possible ways they might take it
  - Gives students jumping off points for questions they may be interested in answering
- Think-pair-share: who might be talking about your topic?
  - Students begin to think in terms of researchers’ POV
- Modeling search process in databases and catalog
  - Demonstrate how POV conceptualizing can relate to E-Research subject
  - Demonstrate subject heading narrowing
  - Clarify misconceptions over what sources are appropriate

Progress Monitoring
What are potential rough spots for misunderstanding?
- When books are more appropriate than articles and vice versa
- Searching for topics that are too narrow

How will students get feedback on their performance?
- Responding to struggles posed at the beginning of class
- Talking during individual consultations
- Clarifying fuzzy/incorrect responses to questions
- Demonstrate mechanics of database search
  - Prompting students to “drive” the database and catalog search
    - Opportunity to demonstrate transfer of POV to subject-specific DB
    - Experience translating brain dump topics to LC subject headings
    - Come up with keywords
- Free search time with individual consultations
  - Individual assistance to clear up misconceptions, help facilitate understandings that were missed during class time