

Example Lesson Plan

Workshop: Library Resources (+ Evaluating Resources, beginning level Citations): **Jigsaw**

Class details:

ENG100, 20 students, students are working on their argumentative research paper.

Time: 75 minutes

SLOs addressed:

[SLO#1] Students will be able to access needed information.

[SLO#2] Students will be able to evaluate information and its sources.

[SLO#3] Student will be able to acknowledge sources.

Objectives:

[SLO1A] Gain familiarity with the library (resources).

[SLO1E] Use electronic resources to find journal articles.

[SLO1F] Email/print/save articles found in electronic resources.

[SLO2C] Recognize that searches may be limited or expanded by modifying search terminology or logic.

[SLO3A] Retrieve the source's citation information found in electronic databases.

(objectives will change depending on what databases/topics are assigned)

Criteria to assess achievement of objectives:

I can:

- Present my group's findings to the class (e.g., how to find articles in a database, retrieve article citations from databases, email/print/save articles, modify searches)
- Show that I understood the content of the group presentations by passing a clicker quiz.

Assessment instrument:

One or more of the following:

1. **Student survey:** pre- post test/survey (or just post-test) using clickers or paper.
2. **Post-class feedback form:** to be completed by instruction librarian and/or course instructor, assessing the class' performance.

Resources needed:

Computers, projector, presentation guideline handouts.

Roles of course instructor and librarian:

This lesson is best taught in the library instruction room or a classroom equipped with computers and projector. The librarian will take the lead while the course instructor will support the librarian in helping groups learn about their assigned topic, and facilitating group presentations.

Procedure:

1. Greet class; go over goals of the library session:
This will be a jigsaw-style class, where students are split up into four groups and will go off on their own to learn about their assigned topic (1. Issues & Controversies, 2. NewsBank, 3. EBSCO, 4. Keywords –or change the databases/topics depending on class needs). After 20-30 minutes, the class will come back to the center of the class, and each group will present their findings.
2. Model an example presentation for the class, using a database that is not assigned to a group.
3. Number students off to assign groups. Have groups start their task. Make sure students have the appropriate presentation guideline handouts. The librarian and course instructor will circulate to assist students.
4. After 20-30 minutes, bring students back to the center. Start group presentations.
5. During presentations, make sure all points were covered.
6. After presentations, quiz students with clickers. If there is no time for clickers, make sure the course instructor is asked to distribute paper quizzes the next time the class meets.
7. Complete post-class feedback form.

Samples of any assessment tools, handouts:

See attached handouts, copy of clicker/paper survey question