Fall 2011 FTLC Conference

Meat and/or Potatoes: Information Literacy Instruction à la Carte

Part 3

Locate and Gather Information

General Education and Basic Skills Courses

- Identify sources of information inside and outside of the library.
- Develop awareness of information lifecycle and ability to determine which types of information are appropriate for topic.

Lesson:

I showed students the Library Subject Guides and how they worked:

Example = Psychology Subject Guide

Small group activity: Students found 4 <u>different kinds</u> of sources of information from at least <u>two</u> <u>different</u> library guides on their topic. Topics corresponded as much as possible to what was being studied in class. Each group gave an explanation for why each source was chosen.

- 1. Discuss Subject Guides, Psychology Subject Guide in particular. [Show Psychology Guide on screen.]
- 2. Divide class into groups of 4.
- 3. Give each group a topic. Each group will find 4 **different kinds** of sources of information from at least **two different** subject guides on their topic.
 - a. It cannot be 4 different databases, for example.
 - b. Each group will give an explanation for why each source was chosen. In other words, what do you expect to get from this source that will help you complete your assignment/paper/project on this topic?
 - c. One member of the group will report on the 4 sources and reasons for choosing them.

Group One: Ethnic Relations in America Today

Group Two: Infant Mortality in America

Group Three: College Students' Management of Personal Finance

Group Four: 19th Century Gangs Group Five: Michael Jackson

Manage Information and Communicate Knowledge Major Program

• Use a citation management system (e.g., RefWorks). [Show RefWorks on screen.]

Lesson:

RefWorks is a citation management system.

Meat and/or Potatoes, Kathryn Waggoner

One of the things RefWorks allows you to do is collect citations from many different databases or other sources and then format them into a bibliography according to the bibliographic style of your choice, including MLA, 7th edition. First I walked students through the steps of doing exactly that, using only one database.

Small group activity: Collect citations from 2 databases from different vendors and format them into a bibliography. Then report back to the group as a whole, answering questions about the process.

Sample topic: Gender discrimination in employment

- 1. Objective of this instruction: To show you how to manage information from a variety of sources by using a citation management system called RefWorks. One of the things RefWorks allows you to do is collect citations from many different databases or other sources and then format them into a bibliography according to the bibliographic style of your choice, including MLA, 7th edition. That's what we're going to learn today.
- 2. Go to Library Homepage: Services>More>Citation Tools. Open RefWorks.
- 3. Sign up for an individual account.
- 4. Login to RefWorks.
- 5. Create new folder called WRT 150.
- 6. Go to new tab and back to Library homepage.
- 7. Go to Academic Search Premier. SEX DISCRIMINATION and DISCRIMINATION IN EMPLOYMENT. Add references to folder. Go to folder view. Export to RefWorks.
- 8. RefWorks: Save references to WRT 150 folder. Create bibliography.
- 9. Organize folders: 3 references. Select all in list. Delete. Delete WRT 150 folder.
- 10. In-class assignment. Not all databases export to RefWorks exactly the same way. All the Ebsco databases export the same way as Academic Search Premier. However, you should be able to figure the other ones out. For this exercise, you will be using one Ebsco database and one CSA database, so you will have to figure out how to export citations to RefWorks in CSA databases.

In-class assignment:

- 1. Divide into groups of 4 each.
- 2. Use one person's RefWorks account.
- 3. Choose a topic that you will search in one Ebsco database and one CSA database. (See other side of this sheet for a list of databases.)
- 4. Create a folder in RefWorks for that topic.
- 5. Find at least one citation in an Ebsco database and export it to RefWorks.
- 6. Put it/them in the folder you created.
- 7. Find at least one citation in a CSA database and export it to RefWorks.
- 8. Put it/them in the folder you created.
- 9. Create a bibliography, using the references in your folder, in MLA style (7th edition).
- 10. Write down the answers to the following questions and have one person on the team report the answers.

Questions:

- 1. What was your topic? What Ebsco database did you use? What CSA database did you use?
- 2. Were you successful using RefWorks? If not, why not? Where did you get hung up?

- 3. If you were successful, did you have any problems with RefWorks? What were they, and how did you solve them?
- 4. What questions do you still have about RefWorks?

Evaluate Sources

General Education and Basic Skills Courses

Know the difference between scholarly and popular sources.

Lesson:

I showed students the <u>Evaluating Resources Subject Guide</u> with the chart "What Kind of Journal Is This?" along with the video "Information Literacy: Identify Your Sources."

Small group activity: Each group was given an article and was asked to determine whether the article was popular, trade/professional, or scholarly. Each group reported to the class on: (1.) the criteria used to decide whether the article was trade/professional, popular, or scholarly, and (2.) what problems the group encountered in deciding how to determine the article type.

- 1. Objective of this instruction: To show you a method for evaluating the quality, usefulness, and relevance of information in periodicals by teaching you to know the differences among trade/professional, popular, and scholarly sources.
- 2. Go to the Library homepage and click on Subject Guides.
- 3. Click on the "Other Guides" tab.
- 4. Click on "Evaluating Resources." [Show guide on screen.]
- 5. Explain chart "What kind of journal is this?"
- 6. Play video.
- 7. In-class assignment.

In-class assignment:

- 1. Divide into groups of 4 each.
- 2. Each group will have an article and will determine whether it is a trade/professional article, popular, or scholarly article based on the criteria in the chart on the "Evaluating Resources" guide.
- 3. Each group will choose a spokesperson who will:
 - a. State the title of the article.
 - b. State whether the article is trade/professional, popular, or scholarly.
 - c. Explain the criteria used to decide whether the article is trade/professional, popular, or scholarly.
 - d. State what problems the group encountered in deciding how to determine the article type.