Lesson Plan

|  |  |
| --- | --- |
| Module/session | 2QTSP2 |
| Session leader | Clare McCluskey Dean |
|  |
| Date |  | Time |  | Session length | 120 mins | No. of students | 30 |
|  |
| The aim of the session is to allow students to… | Find and evaluate resources appropriate to academic researchUnderstand the difference between the aims of policy, academic research and theoretical worksSynthesise information from different types of resources to present academic arguments and cite/reference these in the Harvard styleAccess RefWorks and use it to save and reference information sources |
|  |
| Activity | Who | Content | Timing |
| Introduction presentation | Librarian | Introduction of learning outcomes and what we will cover. | 10 mins |
| Class poll on resources | Students | Answer a polling question about the different types of resource that have been used so far in their studies. | 5 mins |
| Discussion of resource types | Librarian and students | Evaluation of poll results.Are any common or important resource types missing from the list?How do these different resource types differ from each other? How are they similar?What are the aims of the people writing these types of resource, generally?Are they resources you have used in school or in assignments, or both? | 15 mins |
| Demonstration of search tools | Librarian | The tools you may want to use to find the different types of information identified.Stress that choice is theirs – use tool and process that works best for them.Tips on to evaluate the results you get quickly. | 10 mins |
| Class poll and discussion | Librarian and students | Use poll to gain ideas of different concepts linked to **classroom setup**. Try these in the search tools. Should come up with concepts such as **classroom behaviour**, **classroom management**, **classroom environment.** | 15 mins |
| Presentation on integrating sources and referencing | Librarian | Why reference? Not only to give credit – a reference helps the reader to see the type of resource you have used and access it themselves.More importantly, reference lists allow you to see who has been included/excluded from the argument. Are there sections of society missing?Quote vs paraphrase vs synthesis. | 10 mins |
| RefWorks set up | Students | Set up a RefWorks account (instructions given). | 10 mins |
| Individual task | Students | Locate 5-10 references on one of the topics for your assignment from the search tool(s) of your choice.Choose the ones that could fit together to provide a paragraph of argument in your assignment.Send them to RefWorks and create a reference list.  | Until 15 mins before end of session |
| Round up and evaluation poll | Students | Answer polling questions on what has been learned today. | 10-15 mins |
|  |
| How will you know the aims have been met by the students? | Evaluation pollFeedback in classAnalysis of reference lists |
|  |
| Additional notes | Will either need to take place in IT room or devices to get online to be provided.Poll questions:1. Name a type of resource you have used in your studies so far (e.g. books, web sites)
2. If you were going to look for resources on classroom setup, what other concepts link to this?
3. Evaluation

What is the one key thing you have learned about resources today?How did you learn this?How will this impact on your research for this module and others? |