**ENGH 101**

**Length of Class**: 75 minutes

**Materials Needed**: Worksheets, whiteboard and markers, computer to play audio

**Previous Knowledge:** A basic understanding of Boolean operators and research questions

**Learning Outcome**s:

* Students differentiate between types of information and the kinds of sources that hold that information.
* Students match information needs and search strategies to appropriate search tools.

**Assessment:** Two worksheets/activities attached to lesson plan.

**Lesson Plan:**

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| **2 minutes** | Introductions |
| **7 minutes** | Types of Information vs. Sources for Information   * *Use the attached chart to document students’ responses and send to instructor after class to share with them.* * Short discussion about the different types of information available, e.g. firsthand accounts, statistics, background information, projections, empirical research, etc. * Short discussion about what sources have that type of information, e.g. firsthand accounts might be found in interviews, news stories, social media, etc. |
| **5 minutes** | Listen to a short news story, e.g. an NPR story   * A 3-4 minute story is ideal and one with an available transcript * Here is a link to the one previously used: https://www.npr.org/sections/thesalt/2016/10/12/497578413/coffee-and-climate-change-in-brazil-a-disaster-is-brewing |
| **8 minutes** | Potential topics   * As a class spend a few minutes brainstorming potential topics you could research based on the story. Write these on the white board. * Using the topics, select one as a class to work with for the next task |
| **35 minutes** | Small groups   * *Use handout attached below, or have students write on the whiteboards. Students should be given handout regardless so they can use it for their own research topics.* * In groups of 3-5, students will brainstorm 3-4 “research questions” related to their topic. These aren’t formal research questions, but may be thought of as “sub-questions.” They can be binary questions for students to research to learn more about the topic with the goal of using these questions to develop a working research question. * For each question, students will generate a list of search terms and/or strategies, i.e. Boolean search strings. * Students will then list the type of information they need to answer their questions. * Finally students will list the types of sources that will likely have that type of information. * *If groups finish early, they can use the worksheet to beginning thinking about their own research topic.* |
| **15 minutes** | Reporting Out   * Each group (or only a few depending on how much time is remaining) will report out on one of the four columns from the worksheet. This should be determined with the course instructor based on what the students need the most help with. |
| **3 minutes** | Wrap-up and Questions |

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| **TYPES OF INFORMATION** | **SOURCES FOR THAT INFORMATION** |
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| **RESEARCH QUESTION OR SUB-QUESTION** | **SEARCH TERMS AND/OR STRATEGIES** | **TYPES OF INFORMATION NEEDED TO ANSWER QUESTION** | **TYPES OF SOURCES THAT HAVE THE INFORMATION NEEDED** |
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