

Lesson Title	Lesson #1 Getting acquainted with a librarian and the research process
Course	Psy 1730 - Strategies for Academic Success
Lead	Course instructor & reference librarian
Location / # of students	Psy 1730 classroom; 25-30 students
Duration	20 minutes
Learning Goal(s)	<ul style="list-style-type: none"> • Describe information literacy and its role in everyday life and the formal academic research process. • Become acquainted with the librarian who will work with the class. • Identify and improve confidence in information seeking behaviors and skills. • Challenge unrealistic and inaccurate beliefs and attitudes about librarians, their roles, and the research process.
ACRL Standard(s)	1
Summary	Instructor delivers a mini-lecture that describes research as a conversation, a process of questioning, the importance of information literacy, and how the class and research assignment will help students develop their skills. The librarian's role is discussed as an integral part of this process. The librarian is introduced and conducts a get-acquainted activity with the students. A pre-assignment for Lesson 1 is then distributed and explained.
Handout	Information-seeking pre-assignment
Suggested Sequencing	Next up – Lesson #2, Daily life to academic research: Research as a conversation

Lesson Overview

Topic	Time
Mini-lecture about the research process	5 min.
Librarian introduction and get-acquainted	10 min.
Pre-assignment explanation by instructor	5 min.

Mini-lecture/introduction to the research process [5 min.]

		Est. Time
Gain the learner's attention	"What is the first thought that comes into your mind when you hear the word "research"?" I just engaged you in a research process and it was relatively painless.	1 min.
Activate prior learning	What do you do when you go to a party and you want to meet people. You engage in a conversation, ask questions, the 5 W's: who, what, where, why, when? (how?) Humans are innately question-asking, information-seeking beings.	1 min.
State the learning goals	Research is a process of asking questions. Asking questions is a sign of a "good" (e.g., critical) thinker. Because you innately and constantly ask questions, you all	3 min.

	<p>have the basic skills needed to be a good researcher: But, students tend to lack confidence when they think of asking questions, engaging in conversation – i.e., doing research – in an academic environment.</p> <p>•Today you will meet the USU librarian who will work with our class and receive a pre-assignment before our first class on the research process.</p>	
--	---	--

Get acquainted game with librarian and discussion on librarians [10 minutes]

		Est. Time
Game	<p><i>I want to get to know some of you and for you to get a chance to get to know me, so we'll play a game. I need four volunteers. Volunteers are index cards divided into four sections. They are asked to write three things that are true about themselves in the boxes, and one thing that's false. The librarian also fills out a card. The librarian and four students come to the front. The instructor shuffles the cards, then reads them and has the class guess which card describes which person and which statement is false.</i></p>	5 min.
Librarian discussion	<p>Distribute index cards. <i>On your card, write what comes to your mind when you think of a librarian or what a librarian does.</i></p> <p>Collect the cards, read some to the class, and facilitate a discussion about the myths and realities of librarians and their roles. Include some information about yourself.</p>	5 min.

Explanation of pre-assignment [5 minutes]

		Est. Time
Distribute and explain pre-assignment	<ol style="list-style-type: none"> 1. Distribute assignment tracking form (attached). 2. Students are expected to track their question-asking, information-seeking events throughout the next day. 3. Instructor models this for students, using examples from his/her life to which students can readily relate. <i>Where can I get a better price on those shoes? How can I find out? Etc.</i> 4. Bring the completed form to the next class for discussions. 5. What questions can I answer about the assignment? What will you come prepared to do in the next class? 	5 minutes

Credits	Betty Dance, Pam Martin, Julie Pelletier, Carol Rosenthal, Sandra Weingart, Deleyne Wentz	
---------	---	--

Psy 1730 Information Seeking Pre-assignment

Name _____

Due by next class period

Directions: You will record and reflect on your information-seeking activity for one day. Use the first page to keep track of your activity and then complete the second page to reflect on what you did. Bring both pages with you to class for group discussion.

Time of Day	Information You Were Looking For	Questions You Asked Yourself in Your Head	Method(s) You Used to Find the Information	Successful? (Yes / No)
<i>Example:</i> Morning	Weather ----- Breakfast	What should I wear today? Is it going to rain? ----- Is there any oatmeal left? Do I have time to eat before I need to catch the bus?	Looked outside Weather.com ----- Looked in cupboard Looked at watch & double checked bus schedule	Yes- found out it is ----- Yes- found out I was instead Yes- found out I had
Morning				
Afternoon				
Evening				

Psy 1730 Information-seeking Pre-assignment

Name _____ **Due by next class period**

1. Number of times I went looking for or obtained information: _____

2. How I obtained information: (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> from/in person | <input type="checkbox"/> newspaper |
| <input type="checkbox"/> phone | <input type="checkbox"/> book (including text book) |
| <input type="checkbox"/> television | <input type="checkbox"/> magazine |
| <input type="checkbox"/> radio | <input type="checkbox"/> Internet |
| <input type="checkbox"/> iPod | <input type="checkbox"/> Palm Pilot or similar device |
| <input type="checkbox"/> Calculator | |
| <input type="checkbox"/> Other: _____ | |

3. What types of information did you acquire or attempt to obtain: _____

4. Did you find what you were looking for? Why/why not? _____

5. What were your most successful methods for getting information?

6. What conclusions can you make about your “everyday” methods for obtaining and using information?

7. Describe how you believe librarians and professors obtain information for academic purposes (e.g., for preparing class lectures, writing papers or articles, conducting experiments, helping students with projects, etc.).