

Lesson Title	Lesson #2 Daily life to academic research: Research as conversation
Course	Strategies for Academic Success
Lead	Course instructor & reference librarian
Location/# of students	Psy 1730 classroom; 25-30 students
Duration	50 min.
Learning Goal(s)	<ul style="list-style-type: none"> • Recognize the skills you already have and use for obtaining information and doing research • See parallels between everyday information searching and academic research. • Gain understanding of the flow of information • See that research is a process. Information is not merely a commodity to be collected. It is available to be interpreted and shaped to make new knowledge. • Understand that different types of sources are available in different places and are useful for different purposes. The library gives students access to information not available on the web. • Realize that you can enter a research conversation most effectively AFTER becoming familiar with some of the surrounding conversation and know the “lay of the land” regarding a topic in which you’re interested.
ACRL Standard(s)	1
Summary	Instructor and librarian will introduce students to the idea of a research conversation happening around a certain topic/issue previously identified by instructor and librarian as being of interest to the majority of the members of the class.
Materials/samples/ Handouts	Completed information-seeking pre-assignment Librarian brings sources on the topic/issue: Government documents Books Journal articles Newspaper/magazine articles Websites, radio stories
Prerequisites or Suggested Sequencing	Lesson #1, Getting acquainted with a librarian and the research process Next up, Lesson #3, Asking questions/Ask a librarian

Lesson Overview

Topic	Time
Discuss pre-assignment	20 min.
Examine ‘conversation’ about an academic topic	30 min.

Introduction/Opening

		Est. Time
Gain the learner’s attention	Librarian models information-seeking from daily life using example(s) students identify with.	2 min.

Learning Activities

		Est. Time
Discuss pre-assignment in small groups and report out to large group	1. Form small groups of 3-5 students. Assign a recorder and/or a reporter. 2. Discuss the results of the pre-assignment and answers to the questions.	9 min.
	----- 3. Librarian brings the groups together to summarize their discussions and explicitly point out commonalities and connections between the academic research process and what students do in their “everyday” lives. ▪ Reinforce examples of critical thinking that students demonstrated. ▪ Reinforce that what students did/do is similar to what experts (i.e., librarians) do. ▪ Clarify the role of a librarian: they ask questions, they love questions, that’s their job; they don’t find answers. ▪ Emphasize importance of students being comfortable asking questions.	9 min.
Research as conversation group activity	Instructor and librarian will introduce students to the idea of a research conversation happening around a certain topic/issue previously identified by instructor and librarian as of interest to students (perhaps poll them the class before).	2 min.
	Divide students into groups and have each group examine a source.	10 min.
Instructor and librarian lead discussion introducing topic and sources as groups report out	Discussion prompts: 1. The shape of the conversation: Identify the parameters of the conversation • Timeline of information/ – information moves from popular periodicals to academic journals to books.	13 min.

	<ul style="list-style-type: none"> • How long has this conversation been going on? • Who is talking about this subject? (government, scholars, journalists) and when and where are they talking about it? • How are all these sources linked? How do they speak to each other? <p>2. Organization/preservation of information</p> <ul style="list-style-type: none"> • Where were sources found (in the library, online)? • How do libraries preserve research conversations? • What is the point of access for this information? (i.e., how do we find out about it?) • How and why do these ideas get communicated? (free press, public access to government documents, published proceedings of academic conferences) Why is it important that they ARE communicated to “average citizens”? 	
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Closure

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Closure	Conclude with “So what?” question – transfer to larger goal of _____? (Writing a research paper? Learning how research happens? Learning about the library? Developing information literacy?)	5 min.

Assessment	<ul style="list-style-type: none"> ▪ At the end of the class, students are assigned to find an article or website about another topic that they are interested (may potentially lead to topic for research paper). They should identify an article about a topic that they believe will have a research conversation happening around it (provide links to <i>New York Times</i>, local newspaper, etc.).
Future lesson in library	<ul style="list-style-type: none"> ▪ Students bring their articles to class. Instructor and librarian lead discussion on how students can identify the parameters of the conversation happening around their topics. Discuss entering the conversation. Briefly demonstrate how to use the library catalog and a general academic database (EBSCO, Academic Search

	<p>Premier). Help students link their found articles to other (academic) sources. Will require one-one-one interaction with librarian, peer mentor, or instructor. [If time permits, conclude with a discussion of additional voices they discovered about their conversation. This could model the following writing assignment.]</p> <ul style="list-style-type: none"> ▪ Students will be assigned to write a short evaluative paper on the research conversation that they explored. They will write a 1-2 page paper that answers the following questions: <ul style="list-style-type: none"> · Describe the initial piece of the conversation that you found. Then describe the additional voices that you found after the library research class. · Why is this topic interesting to you and what do you most want to learn about it? · Who is talking about it (academics, politicians, journalists) in what field(s)? · How is this information being communicated? Through what means? · Where did you access the information and how do you think others would learn about this topic? · How long has this conversation been going on? · Why should people learn about this?
Lesson extensions / Independent practice options	Flow of Information http://www.library.ucla.edu/libraries/college/help/flow/hint.htm
Suggested readings / Links	McMillen, P. S., & Hill, E. (2004). Why teach “research as a conversation” in freshman composition courses? A metaphor to help librarians and composition instructors develop a shared model. <i>Research Strategies</i> , 20(1/2), 3-22.
Key vocabulary / concepts	Research as conversation
Credits	Melissa Bowles, Wendy Holliday, Sandra Weingart, Deleyne Wentz