

Using ACRL Frames in Your Instructional Design

Presented by Sheila Stoeckel and hosted by WiLS on November 3, 2016 at 1pm

What are the enduring ideas? What do you want your students to remember five years from now about your library instruction session, or even your reference interview?

- librarians are here to help; it's ok to ask us questions
- Remember how to contact the reference desk for help
- Research is about learning
- That the library is invested in your success as a student (and as a person!)
- Ask the librarian for help
- The biggest thing for me when I'm teaching is to ensure students (and faculty) are available to help.
- Evaluate your sources!
- The student is not alone and the library staff wants to help them.
- evaluating info is challenging. We are friendly. We can save you time.
- Research is an ongoing process. It's okay to ask for help!
- How to evaluate and find credible sources
- Common theme here: Librarians are there to help.
- I want them to remember that learning is a lifelong process- that info literacy skills relate to their lives beyond college
- That what you are learning now is applicable to other research assignments that you will have in the future.
- We have a 10 Minute Guideline - basically stating if you are searching and can't find something or need help narrowing the focus and you've been working for 10 minutes stop and ask a librarian for help. We have a button on our web page as well as in the databases. All of the classes I have gone into also have that link on their course page.
- take advantage of the resources available to you
- A takeaway for a session yesterday on microbiology was the terms you use (lay versus scientific) effect the results.
- verify facts
- Students will articulate the characteristics of a scholarly article
- Students will be able to distinguish appropriate search terms to locate resources from both books and articles in order to write a research paper based on a humanities area (fine arts or social sciences).
- Students will be able to locate a peer-reviewed resource and understand why that's credible.
- be able to list alternative search terms
- generate questions in order to develop search strategies
- Students will be able to narrow their search
- Students will be able to construct a keyword search
- Students will be able to evaluate scholarly sources for relevance based on their research topic
- Students will evaluate an online source for potential biases and inaccuracies
- Students will be able to assess where a piece of information sits on a spectrum of popular to scholarly.
- Students will learn that using the terminology and language of the field (healthcare) will effect results. Choosing an appropriate database, source or website will determine the quality and number of results (general academic versus nursing database, for instance.) You won't find sports on the animation channel.