**I. Welcome: What We’ll Cover Today — PPT [2 min.]**

Help is available

Web and Library resources

How to use the Libraries’ website

How to find an article using a general databases (Academic Search Elite)

How to find a book using Smart Search

Your turn to practice

Your feedback and questions

During the class you will have time to begin work on a worksheet that I will collect at the end of class.

[The PowerPoint slides are optional, of course. They can be a handy visual cue for the students.]

[You may decide to use the worksheet in a couple of different ways: you could pass it out at the beginning of class or after the section on Academic Search Elite and let the students work on the ASE section of the worksheet directly following the presentation on ASE ; or you could wait until the last 15-20 minutes of class and have the students work on it only during that time.]

**IIa. Why Should You Care? — PPT [2 min.]**

You may not need this information right now, and we don’t expect you to remember everything, but you’ll know where to go and who to ask when you do need to work on a paper.

Using library resources can save you TIME and MONEY.

Using library resources can help you do better research and GET BETTER GRADES.

[Related to The IOWA Challenge, The UI Libraries can help you STRETCH and EXCEL. More information at: <http://thechallenge.uiowa.edu/about.html>]

**III. What Can You Find using Google? — PPT [5 min.]**

 Sample topic for Google search: **service learning**

Let’s say that I’m in an education class, and we’re looking into a new type of teaching and learning called service learning. “**Service-learning** is a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community.” (from Wikipedia ☺)

[Demonstrate one of the sites resulting from the Google search. Ask students to talk about where they go for their research and any problems they’ve had using search engines like Google for their school projects (questions about authority and finding good stuff should arise).]

What are the characteristics of good information? How do you know a site and its information are good?

[Remind students of criteria that can be used to evaluate information, including web sites: authority, accuracy, currency, comprehensiveness, etc. ]

What if you want to find some authoritative or comprehensive coverage on the topic? Or a scholarly article? What about a book? That’s what we’re looking at today as we explore the UI Libraries’ resources.

1. **Libraries Website — Help Is Available — PPT [3 min.]**

Let’s look at our Libraries’ resources for help with finding articles and books on our topic. [Guide students to the Libraries’ home page.] Let’s get a quick overview of the site before we look for an article and a book on our topic.

Help is Available! Libraries’ website >> Contact Us & Ask A Librarian links
 Chat

We don’t expect you to remember everything we cover today. The most important things are:

* We have a lot of books and electronic databases with articles that are accessible through our web site (even from off-campus).
* We are here to help you.
1. **Finding An Article : Using An Article Database [10 min.]**

Libraries’ website: [Demonstrate Smart Search or Articles tab for locating databases Academic Search Elite]; these are subscription/paid resources that live on the Web; we recommend that you use them because they are a higher quality than what you’ll find on Google and you pay for them with your tuition; ASE and hundreds of other databases and electronic resources can be accessed from off campus with HawkID.

Let’s see what kind of articles we can find from news magazines and other publications. For that we’ll use EBSCOhost Academic Search Elite. EBSCOhost ASE is a multi-disciplinary database with a lot of full text. Because it includes articles from a wide variety of magazines, newspapers, and scholarly journals, it is often a good place to start looking for articles on your topic.

Demonstrate EBSCOhost Academic Search Elite—Libraries website >> Smart Search (or Articles>General Databases> ASE) >> Academic Search Elite

Allow students to practice search on service learning.

Ask student how they might focus their search. (Offer suggestions like: use quotes—“service learning,” then use Subject Thesaurus term link Service Learning)

Discuss results; look at pdf of popular article found in EBSCO (discuss characteristics of popular articles); Read through some of the citations

More about EBSCOhost ASE: Multi-disciplinary database; popular and scholarly sources; print/email options; folder options; Use InfoLink to guide you to full-text and other options

[You can let students work on the first part of the worksheet here. Allow 5-10 minutes. Or, pass out worksheets at end of Smart Search demo.]

[If time: Anything on the topic published in scholarly journals? Limit search to scholarly publications by checking the Peer Reviewed box. Talk about what “scholarly sources” means. Look at an example. Talk about the differences between searching on Google and EBSCOhost, and the differences between the results. The back of the student handout also discusses trade publications. Two trade publications that may come up with the service learning search are Educational Leadership and the Chronicle of Higher Education.]

1. **Finding a book on our topic : use Smart Search to find books [10 min.]**

**Smart search example : Service Learning**

What kind of books do we have on service learning?

Give students time to search for books about service learning. Look at resulting records together.

Catalog: basic search screen; types of searches; brief/full records; subject headings; location information; check out; recall; emailing records;

* Talk about where the books are in our library. [A Smart Search for “service learning” could be used to demonstrate the facets for narrowing results.] [The call number for From passion to objectivity : international and cross-disciplinary perspectives on service-learning researchis [Main Library (LC220.5 .F76 2007 )](http://infohawk.uiowa.edu/F?func=item-global&doc_library=IOW01&local_base=piowa&doc_number=004242036), so the book would be on the 5th floor of Main. A-N on the 5th floor; P-Z on the 4th floor. Some books, such as electronic books may not have call numbers. Student could simply write “no call number” on the worksheet.]

[If time, expand on creating more search terms using related topics. Students may be able to generate terms: volunteerism, citizenship, students and community, etc.]

1. **Student worksheet — Your Turn — PPT [15 -20 min.]**

[Students will have a worksheet to complete during this part of the session. You will need to collect the worksheet after the session. Students can use their own topics. You may choose to have some preselected topics for your class, in case students come unprepared. Here are some sample topics: portrayal of terrorism in the media; body image and advertising; Asperger’s syndrome; cosmetic surgery for teenagers; reality television.  **\*\*\*Each library presenter is asked to collect the worksheets, mark them with comments, and return them to the instructors. The College Transition is a pass-fail course, and this worksheet may be considered as part of their grade. You need not put a grade on the worksheet; only comments are necessary.\*\*\***]

1. **Conclusion— Please Complete Our Survey — PPT [2 min.]**

[Repeat] main points: need to evaluate what you find on the web; it can be a lot easier to find articles (both popular and scholarly) by using a library database than by looking on the web; use the libraries’ databases—we used the catalog to locate books and EBSCOhost ASE to locate articles; don’t pay for Web access to newspaper or magazine articles—use the library; help is available and that’s what we’re here for

Thank you.