

Glendale College Library Workshop

Locating Journal & Newspaper Articles – Outline

Core Competencies:

- Develop and implement an effective search strategy appropriate for an information need by:
 - Differentiating among various types of information sources (specialized encyclopedias, article databases, library catalogs, search engines, etc.) and the purpose of each.
 - Choosing and accessing appropriate information sources for the research question.
 - Transferring previously learned research skills to new projects.
 - Locate and retrieve information by:
 - Using the library's print and online resources effectively.
 - Accessing, downloading, printing, or emailing relevant information.
 - Organize, synthesize, and communicate information by:
 - Managing citations for research materials efficiently.
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Preparation:

Get copies of the Locating Journal & Newspaper Articles handout, which includes the worksheet for the problem-based exercise. Optional: also get an issue of a print index to show students what they look like.

Open up the NetOp Teacher classroom control software so that you can allow students to demonstrate their searches. Alternatives to using the NetOp software would be to 1) have students use the Gyro Remote and remote keyboard to demo their searches, or, 2) have students step up to the instructor's computer (very time-consuming). See the Instructor Info section of your workshop binder for a review of how to use the Gyro Remote and the NetOp Teacher classroom control software.

Workshop Outline:

1. Introduce students to the idea that we have many print and online journals and newspapers, covering the definitions on the handout about the difference between a citation and an abstract as well as the difference between indexes and databases. This is where you might hold up a print index volume and explain the limitations of the old print indexes and the advantages of online indexes. Also, review the definition of "periodical" and the concept that it is a generic term that includes many kinds of serial publications (see graphic representation on page 1 of the handout). **8 minutes**
2. Introduce the problem-based exercise by explaining that what students will be doing in this first part of the exercise is to explore the **ProQuest** database in order to find articles on a particular topic. Students will have about 15 minutes to work on #s 1-4 of the worksheet. You, the instructor, will consult with them as they work and the entire class will discuss the results of their explorations. Show students the **Basics of Online Databases** (page 2 of the handout). Don't go through it item by item, but suggest that it might give them ideas for how

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to begin the exploration. Move around the room as they work through this exercise, providing assistance where needed. **15 minutes**

3. **Discuss the results of PART I of the exercise:** Ask for volunteers to demonstrate their searches (This is where the NetOp software comes in handy. You can project the student's monitor on the projection screen while the student explains what he/she did.)
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Instructions to students: "Begin by telling us briefly what your topic is. Then demonstrate your search using the notes you made on your worksheet to explain what you did. Try to limit your presentation to about 3 minutes."

If students need prompting for their presentation, ask them some of the questions that are on the worksheet. They are meant as guidelines for what the demonstration should include.

As the student presents, or when he/she is finished, point out and praise the successful aspects of the search (EX: "the terms you used are right on target"; "The way you divided your search into three concepts was really a good strategy—how did you decide to do it that way?"). Likewise, make constructive criticisms of the obvious mistakes they make (EX: "Marijuana is harder to spell, but it might get better search results than the word 'pot'"; "If you want to search for the exact phrase "Belmont Art Park United", try enclosing the entire phrase in quotation marks so it will not be searched as random words." In other words, make sure that students get exposed to the most important concepts of searching various databases, and have some sense of how the contents of the different databases vary. Try to keep your critique short and simple; students will learn more from their peers, than they will from detailed, boring explanations. If you are perceived as being too "picky" or "judgmental" other students will be reluctant to present their work. Get 3 (or more if there's time) students to demonstrate their searches.

12 minutes

4. Introduce the second part of the problem-based exercise (#s 5-9) by explaining that students need to begin by using the **Database Descriptions** list to choose a second database in which to search for their topic. They will go through the same search process with their second selected database that they did with **ProQuest**. They should think about the two databases in comparison (see #s 7-9).

13 minutes

5. Discuss the second part of the exercise: Again, ask a few students to demonstrate their searches. Critique as before. The searches should be easier for them this time. Be sure to pay some attention to #s 7-9 on the worksheet (i.e. comparing the databases for which—if either—yielded better results, and if they were able to identify scholarly or peer-reviewed articles). [Don't spend a lot of time on the scholarly/peer-reviewed thing; students will get into it when they take the Improving Library Research workshop, but, it is worth mentioning, just to get them thinking about possible differences in sources of information.] **13 minutes**