Lesson Plan

Teacher name: Eiman Elnoshokaty   **Date:** March 18th, 2020
Subject of Lesson: Searching the library using "Summon"
Location: Forest Sciences Centre Room 1611
Materials needed: Worksheets, PowerPoint presentation, PCs, data show projector, students' laptops

Audience: A group of 18 freshmen enrolled in an undergraduate forestry class at UBC. This class is one of a series of three classes that are embedded within the FRST 150 Scholarly Writing and Argumentation in Forestry course. The Forestry department describes this course as communicating concepts of forestry and links to human and environmental activities through writing, elements of argumentation, evaluating evidence, and searching for and citing references to back up claims; small-class experience. Students' assumed knowledge of library searching is minimal, however since this session is part of a series, it builds on freshly acquired knowledge (offered in previous classes in the series) on identifying keywords, Boolean operators, and the use of wildcards and truncation.

Duration: 45 minutes

Learning outcomes:

Students will be able to…

- Differentiate between the library discovery searching tool "Summon", the catalog, and the online databases as searching tools in order to make optimum use of the available search engines and clear up any ambiguity on their distinct functions
- Use the simple and advanced Search features to conduct searches in Summon
- Narrow search results by applying appropriate limiters and experimenting with selections on the Summon search results page
- Use the link resolver to reach items' details.
- Put together a search strategy for a problem statement
- Use Summon to retrieve suitable results related to the problem statement

Lessons Activities:

Time	Activity	Comments
6:00	Start and Introduction	Instructor introduces themselves. Instructor makes it clear that this session is part of a three-classes series that aims at enabling the best use of the library and its resources, learning efficient searching and citing references.
6:03	Summon Explained!	Start by asking warm up questions to encourage participation and test the students' level of knowledge of the subject, questions such as "Do you know what Summons is?" and probably ask follow-up questions to explore the circumstances in which the students' have approached and used Summon before. Using PPT, Introduce Summon, when is it best to use it, explaining how it differs from individual databases and the library catalog.
6:13	Searching Summon	Move away from PPT, show how to find Summon from the library website. Demonstrate how to use the library basic and simple search features, in addition to the results page and the limiting options it offers.
6:25	Group activity	Students are divided into groups of 3. Each group will be given one worksheet with a set of instructions to conduct on their laptops. Instructor walks around the class to answer questions and ensure every student is assigned in a group and to do formative assessment along the way
6:35	Class reflections	Instructor asks each group of the 6 groups to briefly share their steps and the results counts they noted with the class
6:45	End of class	