

## DESCRIPTION

After watching an educational video at home, students will use class time to discuss information access, as well as identify and access sources through OPACs, databases and/or search engines to a research assignment. This lesson plan explains how to incorporate an educational video into a flipped classroom lesson focused around information access/retrieval.

## SUBJECTS

- English Language Arts
- Social Studies
- Library/Research Instruction

## MATERIALS

- Access to the Internet and YouTube video, *ResearchReady: Finding Sources*
  - Video link: <http://goo.gl/Y1pxxJ>
- Access to library databases and OPAC
- Access to ResearchReady course on information access/retrieval (optional)

## GOALS

- To understand where to access different sources of information for research assignments
- To gain a foundational understanding of types of information found through OPACs, databases and search engines
- To apply these learned skills to a research assignment during an in-class exercise

## AT HOME

Timeframe: 25 minutes

Students watch the educational video, *ResearchReady: Finding Sources*, at home and summarize the:

- Three types of information sources discussed in the video
- Pros and/or cons of using these information sources in research

Optional: Students can complete corresponding ResearchReady lessons or assessments on information access/retrieval.

## IN CLASS

Timeframe: 50 minutes

### Review & Discuss (15 minutes)

Split students into small groups. Students will review their video summaries together, discussing the pros and cons of the information source types and which might be best to use for their assignment and why. Teacher/librarian guides students through this process and answer questions on a case-by-case basis.

### Apply It! (25-30 minutes)

Next, students will apply these skills to a current research assignment. They can visit the library and/or its online resources to locate relevant information for the assignment using different points of access (i.e., OPAC, databases and/or search engines).

### Reflect & Discuss (5-10 minutes)

Facilitate a brief discussion with the class on the what they learned from this exercise.

- Did certain sources of information provide better results than others? Why might that be?
- How can students determine which information sources (e.g., search engines, databases) are appropriate to use at different stages in the research process?

## ADDITIONAL RESOURCES

Free, online resources to assist with this activity include:

- Directory of Open Access Journals
  - <http://doaj.org/>
  - *Free, full-txt, scholarly journal articles*
- State databases
  - *Where available; content and access varies*