

Instruction session outline:

## Introduction

Karen Downing and me -- PLEASE SEEK US OUT!

If you take one thing away from this course: Resources & Expertise are available to you -- seek them and us out!

- Library Modules in the Canvas site
  - Academic Integrity
  - Searching Databases
  - Evaluating Sources
  - How to read a scholarly article
  - Library skills challenge
- Research guides
  - Citation help (<https://guides.lib.umich.edu/citationhelp>)
  - Citation Managers  
(<https://guides.lib.umich.edu/citationmanagementoptions>)
- Ask us! Or “Ask a Librarian”

## Situating ourselves within the course

- What’s just happened: Your proposals should be done -- so hopefully you know what your topic is!
- Next assignment is Lit Review, which will take the form of an annotated bibliography-- this session will focus mainly on skills and tools you’ll need for this assignment

## 2-minute Brainstorm question(s) :

- What \*kinds\* of sources might you be looking for? Two minutes -- think on your own.
- What questions are you trying to answer?
  - Who uses this technology
  - Does it work?
  - What are the strengths and weaknesses?
  - How does it compare to peer products?

## Then we’ll share and discuss:

- Reviews
  - <https://www.edsurge.com/product-reviews>
  - Common Sense media (education) -- reviews
    - <https://www.commonsense.org/education/>
- Scholarly sources

## 2-minute brainstorm question:

- What do we mean by a “scholarly” source?
  - Journal article

- Book
  - Peer reviewed
  - Published
- Where would you begin to look for “scholarly sources”?
  - Google
  - Google Scholar
  - Library Website
  - Subject-Specific databases

## Library Search

Search bar

Popular databases

## Database search

- Guides:
  - Education: <https://guides.lib.umich.edu/education>
    - ERIC
  - Info & Library Science: <https://guides.lib.umich.edu/infoscience>
    - LISA
    - LISTA

## Databases

- ERIC
  - Reviews, tutorials, interviews

## 2- minute Brainstorm question:

- What terms or key words might you start with?
  - What kind of technology is this?
  - What do people use it for?
- Share -- but these are for examples only

## Demo

UMSI 549

Graduate seminar

95% masters students

School of Ed / UMSI -- really different orientations to social science research

Sometimes a few students from other places like engineering and public policy

The class is about educational technology

Key focus: students to pick one example and do a deep dive

What is it, where does it come from, research into its implications, problems, personal experiences, etc. successful use, frequent use, etc.

This is a secondary research project -- not a survey.

Thinking big picture

Observations:

- Students are bad at knowing how to use library resources and tools
- Working from a general source to something more specific (following references back, etc.)
- Weirdly resistant to learning how to cite things -- want a recognizable and consistent citations, want in text citations (not numbered, footnotes, endnotes)
- Plagiarism is a continuous problem -- particularly w/ international students who may be unfamiliar with language and conventions
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Propose topic

POster/sharing session

Then report

Mastery based grading --

6 learning goals

- Professional presentation
- Others are Content-focused

Find the plagiarism and self citation modules and send to him

Focus for professional writing

Sourcing, citation, originality

