FYS: Fall 2016

Learning Goals:

- Articulate the capabilities and constraints of information developed through various creation processes.
- Assess the fit between an information product’s creation process and a particular information need.
- Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline.
- Recognize that information may be perceived differently based on the format in which it is packaged.
- Recognize the implications of information formats that contain static or dynamic information.
- Monitor the value that is placed upon different types of information products in varying contexts.
- Transfer knowledge of capabilities and constraints to new types of information products.
- Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.
- Understand that a new researcher must develop a foundational knowledge base
- Understand that research questions are formed where there are gaps in the current information or research topics are often based on societal, personal, and professional needs.
- Develop a basic, researchable, question.

A. Pre-class assignment
   1. Watch a brief video created by UNHM Librarian about developing research questions
   2. Ask students to develop a research question
   3. Provide students with research questions from more experienced researchers and ask students to compare their research questions.

B. In Class
   1. Divide students into groups
   2. In groups students analyze some of the differences between their research questions and those from experienced researchers. Help students determine what elements they might be able to incorporate into their next research question.
   3. Review various information formats with students.
   4. Discuss uses and implications of information formats
   5. Use poll everywhere poll (or something similar) to assess student knowledge about format
      - Tweets may be a valuable source of information for certain topics True or False
      - What is a reason that using a news story would be better than a scholarly source in an academic paper (choose as many as you think apply)
         1. The scholarly community has not examined your topic
         2. You don’t have enough time to find out if researchers have looked at your topic
         3. You are examining the popular perception of a topic
         4. There is a local event that you are using as an example within your research
      - How might you share your original undergraduate research?
         1. At a conference
         2. On a department blog
         3. In a scholarly journal
         4. All of the above
C. Homework (submitted one week before final assignment due):

1. Students watch Research is a process video. https://youtu.be/zVOWoxZPmMY
2. Students fill out research / evaluation log as their looking at sources for their assignment.

<table>
<thead>
<tr>
<th>Type/Format</th>
<th>How is it created?</th>
<th>Who is able to create it?</th>
<th>Is there a review process? Should there be?</th>
<th>What is the best use of the information from this format?</th>
<th>How can I locate information in this format?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia of Careers</td>
<td>Gradually over time. Through treatment of topic</td>
<td>Many editors, often expert within that field or topic</td>
<td>Internal editing process</td>
<td>Background information and concept overviews</td>
<td>Library catalog</td>
</tr>
</tbody>
</table>

Lesson freely adapted from library guide created by Robert Freeman:
http://guides.libraries.uc.edu/infoliteracy/guidehome