## Conducting Academic Research

**Total Time:** 50/75 minutes

| Quote (2 minutes) | Ask students to pair up with someone next to them.  
What does this quote mean to you?  
How do you think this quote will relate to today’s session? |
|---|---|
| Learning Objectives (1 minute) | You will be able to identify electronic resources, such as library databases and internet sources, and explain how to use them.  
You will be able to identify when and why to use library and other scholarly resources.  
You will be able to locate and evaluate research material from electronic resources. |
| Introduction and Context (7/9 minutes) | Use Back-to-Back protocol: Students find someone and stand back to back. They are given a prompt by the librarian and are given 30 seconds to think of their response. Librarian tells them when to face each other and the pair shares their responses with one another. Librarian shares out student responses after giving them time to discuss with partners.  
- What is research?  
- What is academic research?  
- Show Scholarship as Conversation video and discuss (1:12) ([https://www.youtube.com/watch?v=79WmzNQvAZY0](https://www.youtube.com/watch?v=79WmzNQvAZY0))  
- Show Going Beyond Google video and discuss (1:25) ([https://www.youtube.com/watch?v=THH3VuZQ4as](https://www.youtube.com/watch?v=THH3VuZQ4as)) |
| Grapple (9/12 minutes) | Students are given divided up into 3 groups  
Librarian to give each set of students either: library catalog, Google Scholar, or Academic Search Complete database  
Librarian will direct everyone to ENGL 1030 LibGuide  
Students will have 7 minutes grapple with how to use these resources and are striving to answer the following questions:  
- What is the resource and how do you access it? What sources can you find with it?  
- How do you use the source?  
- Why and when might you use the source over another source? |
| Mini-Lesson (15/22 minutes) | Students present OR librarian to walk through resources asking/guiding them through information and answering the questions.  
Librarian to include:  
- Catalog: make sure they can answer each question and  
This may take longer and that's okay. |
that they highlight how to access the catalog, how to search and use filters, how to request an item, how to use PASCAL if item is out.
  
  ○ Database: make sure they can answer each question and that they highlight how to access databases, how to search and use filters, how to use synonyms, how to use Boolean operators and publication date in the advanced searching, and how to retrieve the citation.
  
  ○ Google Scholar: make sure they can answer each question and that they highlight how to access Scholar, how to add items to library, how to filter by publication date, how to retrieve citations.

| Practice and Application (10/22 minutes) | • You may or may not have additional time. If you do have any time, have them practice using a source they did not explore to find a potential scholarly source that will help them with their ENGL 1030 assignments. If they are not at the point of having a topic, have them practice using:
  
  ● Clemson football or Clemson sports
  ● Tourism in South Carolina
  ● Hurricanes and South Carolina
  ● Coyotes in the Carolinas
  ● Librarian to provide feedback as needed |

| Debrief and Assessment (5 minutes) | • Turn to a partner and identify three electronic resources you could use in your research.
  
  • Have students fill out the form and turn in on their way out the door. |

| Materials needed | • Computer
  ● Projector
  ● Ability to play sound for videos
  ● Conducting Academic Research PowerPoint (50 minutes or 75 minutes)
  ● Assessment sheets
  ● Timer (can try https://www.online-stopwatch.com/)
  ● 1030 LibGuide link |