

# Lesson Planning: Conducting Literature Reviews

## Pre-planning

### Assignment Considerations

*What is the assignment?*

- 75-minute class session teaching students about the literature review process so that they can begin working on their own projects for the course.
- Students are expected to conduct a literature review to identify potential gaps for their work to fill or controversies for their work to contribute to.
- It's important to remember that students will be using the literature as a foundational piece leading to a final project.

**Comment [MJ1]:** This is preparing students for later work. There's no busy work. Further, literature reviews seem to be one of the best representations of the ACRL framework to which I connect much of my teaching philosophy.

### Goals

*What are the major goals of the upcoming feeder(s)?*

- Produce a literature review that meets the standards of the primary instructor and identifies pertinent literature to set groundwork for the student's final paper.
- Establish from ACRL Framework:
  - Searching as Strategic Exploration
  - Scholarship as Conversation
  - Research as Inquiry

### Learning Needs

*Where are students in their unit?*

- Students have just started in their graduate programs – this is likely one of their first classes
- This session would occur early in the semester (within the first two weeks) to get students started on this assignment
- Many may be coming from different places in terms of knowledge about searching, research, and literature reviews
- Students should have already selected topics that were approved by the instructor

**Comment [MJ2]:** I mention the ACRL Framework in my pre-planning because I have a personal and professional commitment to the Framework. I only mention three of the concepts in order to maintain a focus on the specific Framework aspects that I think will be most useful to the specific work that they're beginning here. Tackling all of the concepts was too difficult for one session and perhaps not prudent for students.

**Comment [MJ3]:** I want to make students feel comfortable with an assignment that is new for them and provide them with expectations early on. This also sets the stage to begin building a relationship between the librarian and students in the course, so they have plenty of time to get help on their search strategies or chat about the assignments

**Comment [MJ4]:** I am attempting to recognize that these students are each individual human beings and they're all coming from different backgrounds. I can't make assumptions about what they do or don't know, but rather, I need to assess where they are at in their studies and meet them there.

**Comment [MJ5]:** I'm establishing a flow of assessments throughout the course rather than just expecting all of these things to come together in a final project.

**Comment [MJ6]:** I'm referring back to the ACRL Framework again here in thinking about what the research process is and how to convey that to students. I repeat this phrase several times throughout my lesson plan, perhaps as a reminder to myself.

**Comment [MJ7]:** I'm utilizing a constructivist approach. My teaching philosophy mentions Vygotsky and feminist pedagogy, which I'm trying to entertain here through discussion by students

**Comment [MJ8]:** I hope that students will be able to use classroom time to develop a piece of their literature review. I think searching is important as from the ACRL framework, but I also think that in recognizing that students are real people too, we need to recognize the importance of their time and help them get some things done in the classroom. This also provides for time for the instructor to discuss search strategies individually or in groups with students.

## Stage 1: Desired Results

### ESTABLISHED GOALS

*What course- and/or assignment-related goal(s) will this lesson address?*

- Students will understand the iterative, cyclical nature of the research process
- Students will discuss their understandings of the research process
- Students will develop an initial search strategy

### MEANING AND TRANSFER

Students will understand that...

- Research is an iterative and cyclical process

Students will be able to independently apply their understanding to...

- Develop their own literature review
- Conduct scholarly research

### ACQUISITION

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- Students will be able to identify useful library resources
- Students will learn about the research process in relation to 3 primary elements of the ACRL Framework:
  - Searching as Strategic Exploration
  - Scholarship as Conversation
  - Research as Inquiry

Students will know...

- Different ways to conduct literature reviews
- Various library resources they can use for their research
- 

Students will develop skills in...

- Literature searching
- Synthesis and summary of academic literature
- Effective integration and description of academic literature

## Stage 2: Evidence

### Performance Tasks

Students will show that they really understand/have achieved session goals by...

*How will students demonstrate their process of acquiring understanding, skills, and knowledge through authentic performance?*

- Students will participate in discussion of how they envision the research process
  - Assessment: students will be expected (and guided) to realized that research is a cyclical and iterative processes
- Students will develop searches individually and then discuss in groups with intermittent feedback from the instructor
  - Assessment: students will extend their original searches to include different keywords, different ways of searching, and different sources for finding literature

**Comment [MJ9]:** Again, I see this as an implementation of feminist and constructivist pedagogies.

**Comment [MJ10]:** I'm attempting here to better define how I will assess discussion portions of my lesson.

**Comment [MJ11]:** Again, I think this engages feminist and constructivist pedagogy. I'm allowing students to do some individual work and reflection and then discuss in smaller groups so that students who might be less comfortable in larger groups will have an opportunity.

## Stage 3: Learning Plan

### Pre-Assessment

*What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions?*

- The class will begin with 5 minutes to reflect about how students envision the research process. This can be done as a textual document or by drawing a diagram of how they envision the process.
- Students will report back about how they understand the research process and will be grouped together. Students will have the opportunity to volunteer to report back and then others can say if their understanding fits with other people. For example, if Student A says research is a linear process, students B, C, D, and E could go with them. Then student F could report back that it's cyclical and students G, H, I, J go with him. Hopefully all students in up in groups or are willing to report back, but if they aren't, a group can be formed of those who are left when it starts dwindling

**Comment [MJ12]:** I think reflection time is important for constructivist modes of teaching because not everyone can immediately jump in. I position in my teaching philosophy an attachment to reflection.

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or a group can be allowed to watch the next part without being forced to participate.

- Students will be asked to discuss and defend their understanding of the research process, showing the ACRL Framework threshold concept of “**Research as Inquiry**”
- Students will similarly have opportunities to report back about the library resources that they use or are aware of and their ideas for going about their searches.

**Comment [MJ13]:** I’m trying to make the process of getting to the ACRL framework concept more enjoyable. To make them realize by doing. However, I am concerned about students who might feel uncomfortable participating. I think this activity could use more thought and development, but I like the idea of trying it out to see how it works.

## Learning Events

Student success at meaning, transfer, and acquisition depends on...

- Students will discuss and define the research process/research life cycle together
- Students will discuss their ideas for library resources to use
- Students will discuss how to evaluate resources
- Students will discuss their ideas for search strategies
- Students will discuss how best to organize literature for the literature
- Students will discuss different tools for organizing a literature review

## Progress Monitoring

*What are potential rough spots for misunderstanding?*

- Using collective knowledge means that people could accidentally incorporate misunderstanding into their understanding of concepts
- There could be too much information for individuals to remember
- Because the students come from a wide range of backgrounds and are just starting their research, there could be difficulties getting the discussions on track
- It might be generally difficult getting students to discuss things readily especially at the beginning of their graduate careers and in the first few weeks

**Comment [MJ14]:** Defining together is an example of constructivism.

**Comment [MJ15]:** We’re focusing on their ideas and their experiences. I think the learning about the resources that have been most useful to them will be beneficial for the library to know as well as for other students to know.

**Comment [MJ17]:** This is a potential downfall of a constructivist approach that I always include. It’s something that worries me; however, I hope that I will be prepared to clarify any misunderstandings in the classroom, though this might not be possible in smaller groups.

**Comment [MJ16]:** Evaluation is importantly linked to the idea that the library is not neutral and to my favorite ACRL framework concept that Authority is Contextual. While I didn’t mention this concept in my pre-planning, it is central to my teaching philosophy, so I included it.

**Comment [MJ18]:** This is another attempt to recognize that students are humans and to address their needs as whole people.

**Comment [MJ19]:** This is a general anxiety that I have about using a constructivist approach. I hope that I will learn to trust in the process.

*How will students get feedback on their performance?*

- Students will primarily receive feedback from the instructor and each other through discussion
- Students will submit an exit ticket with the resources they intend to consult, the search string they developed, and their idea about how to organize the literature review and what tools they might use to organize it. Students will receive feedback from the instructor about their exit tickets

**Comment [MJ20]:** I think this is an important piece of the instruction that will allow the instructor an opportunity to develop a connection with the students by following up with suggestions on their exit tickets and individually inviting them to come get additional help at the library.

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# Classroom Agenda

## 0:00 Introduction

## presentation of learning goals and classroom agenda

0:05	5-minute reflection	Students will have time to reflect individually about how they envision the research process. What does it look like? How is research conducted, created, disseminated?
0:10	Report out on reflection	Students will voluntarily report back on their reflections. They will hopefully organically form groups based on similarities between the ways they think about the research process.
0:15	Group Discussion	Groups will have time to discuss amongst themselves about how they together see the research process
0:20	Debate/Conversation Between Groups	The instructor will moderate a structured debate between the groups about the research process. The goal is to show that research is a conversation by enacting that conversation in the classroom.
0:30	Discussion of Library Resources used by students	Students will be asked what resources they already use from the library (or other places) to learn to share possibilities with each other to help each other with their research.
0:35	Presentation about resources	The instructor will present briefly about the resources available to students through the library using a LibGuide and the online component (so that they're aware of both of these for later).
0:45	Resource Evaluation Activity	Students will be given a chapter of Sara Ahmed's book, <i>Living a Feminist Life</i> , and will be directed to her website feministkilljoys.com. They won't be given authorship information for either of these resources, but they'll be asked to evaluate them and discuss authority. Students will also be given an additional controversial article in order to discuss the failures and successes of the article

**Comment [MJ21]:** I think this is important for feminist pedagogy. The students should be aware of the process and should have the opportunity to interject or make comments or help decide how we approach the less.

**Comment [MJ22]:** My teaching philosophy maintains a commitment to reflection.

**Comment [MJ23]:** It's important that this process be as voluntary as possible for feminist pedagogies and to respect students who might be at different places in the research process or who might be more or less comfortable in the classroom. It will be important to establish a friendly and communicative classroom environment.

**Comment [MJ24]:** This allows time for some smaller group work to get a better array of voices.

**Comment [MJ25]:** This is an attempt to keep things from getting out of hand, but also to allow them to come to the realization that scholarship is conversation by doing it.

**Comment [MJ26]:** This is incorporating a constructivist approach relying on discussion.

**Comment [MJ27]:** This was mildly unavoidable but I think it doesn't align with my teaching philosophy. I think it's important for some students to receive a tutorial and to get introduced to the library, its website, and its resources, but lecturing is not my preferred mode of teaching—it just seemed like it might be effective here.

**Comment [MJ28]:** This relates to my connection to the ACRL Framework concept that Authority is Contextual

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0:60	Development of Search Strategy	Students will take 5 minutes to develop search strategies including search terms and databases or other resources they plan to use for their literature review
0:65	Pair and Share	Students will pair up to discuss and expand their search strategies with the instructor roving to provide feedback
0:70	Exit Ticket	Students will submit an assignment through the course management software that includes name and topic with their search strategy

**Comment [MJ29]:** This is time to reflect and also gives them time to develop some concrete information in their

**Comment [MJ30]:** This gives me an opportunity to interact more with students in smaller settings and also contributes to the constructivist approach.

**Comment [MJ31]:** This makes it easier to follow up with students so that the instructor can begin to develop the connection between the student and instructor that I believe is important for learning. It also provides an opportunity to individually invite students to meet one-on-one to discuss their projects.

Other potential topics if things go faster than imagined (I could also just spend more time on developing search strategies):

I didn't really include anything about how to organize the literature review – perhaps this is something that can be saved for a later class. So, this class would focus on finding and collecting the literature, and then a later class could talk about how to organize the literature for writing

Introduce students to reference management software as a way to intrigue them for one-on-one discussions later

### Online Learning Component (Learning Object)

My goal was to design an interactive dendrogram that would be something close to a choose your own adventure or choose your own research path. It would allow students to easily find resources based on their needs without overwhelming them with an extensive array of resources. I coded part of it earlier in the semester, but somehow, when I went back to finish it, I ran into a variety of issues. As a result, I've provided a mind mapped diagram of how the final interactive object should have looked—of course, the mind map is more cluttered because I can't close off certain subjects. I will include the interactive object that I began working on that is incomplete and the mind mapped diagram that I made as a significantly less effective replacement.

The goal of the interactive dendrogram was to provide students with easy access to resources after class. It would provide them with video tutorials on designing a literature review, with information about the various phases of the literature review, and with resources for finding literature in the humanities, health, and the health humanities, including links out to these resources so they wouldn't have to look for themselves. Further, it would allow students to easily find important tools like writing, reference management, mind mapping, and organization tools that might be useful for students as they continue through the research process. It would also provide ideas for organizing the literature review when they get to that point, and additional resources about different ways of going about developing search strategies that we didn't have time to cover in class. So, it would have provided a useful and condensed way to quickly access the particular information needed by the students at the time that they needed it.

The learning object was supposed to be a mixture of potential databases, readings and tutorials on different search strategies and developing search strings, as well as easy links to try out different software that might be useful for the literature review process. These were primarily things that we

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didn't have time to get to during the class session but would be helpful for them as they move from the current lesson to future lessons. Thinking back, the learning object doesn't really address the notion of scholarship as conversation that forms the majority of course discussion. I'm not sure if there is a way that I could incorporate that or if I have to hope that students will remember that from class, though that means the learning object would still be missing an important piece of course material for students who miss that day.

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