

The screenshot displays a Google Drive interface with a video player. The video is a Microsoft PowerPoint presentation. The main slide visible is the title slide, which features a background image of a building. The text on the slide includes:  
**SYRACUSE UNIVERSITY LIBRARIES**  
**Navigating Databases using Summon**  
ANTHONY BISHOP, LEARNING COMMONS LIBRARIAN

The video player interface shows a progress bar at the bottom with a timestamp of 0:04 / 15:01. A watermark for 'RECORDED WITH SCREENCAST-O-MATIC' is visible in the bottom left corner of the video frame. The Google Drive sidebar on the left shows 'My Drive' and 'Shared with me' sections. The Windows taskbar at the bottom includes icons for Internet Explorer, File Explorer, Outlook, a media player, Chrome, and Word. The system tray on the right shows the date and time as 11:27 AM on 1/10/2017.

Anthony D Bishop

## Topic: **Scholarly v. Non-Scholarly Publications**

### **Needs Assessment**

The potential learners for the scholarly v. non-scholarly publications session are librarians from both the academic and the public sector. The learners will come into the session with prior knowledge of the topic based on their work and educational experiences. The topic is important for the learners to know because scholarly publications play a huge role in the field of library and information science. It is essential that every library (public or academic) have scholarly publications within its collection and directing patrons on when and how to use these publications as resources are important. The session is planned for thirty-minutes and it will focus on the differences and purposes of both scholarly and non-scholarly publications.

The D4L model provides the technical support needed to teach the lesson. The adobe connect software will be used to carry the lesson to all the learners in the cohort and the discussion forums and email options that exist will allow for feedback and questions from learners.

The instructor (Anthony D Bishop) is qualified to design the session because of his academic teaching background and current course training in instructional design. He is also qualified to teach the lesson because of his prior teaching and reference experience in academic institutions.

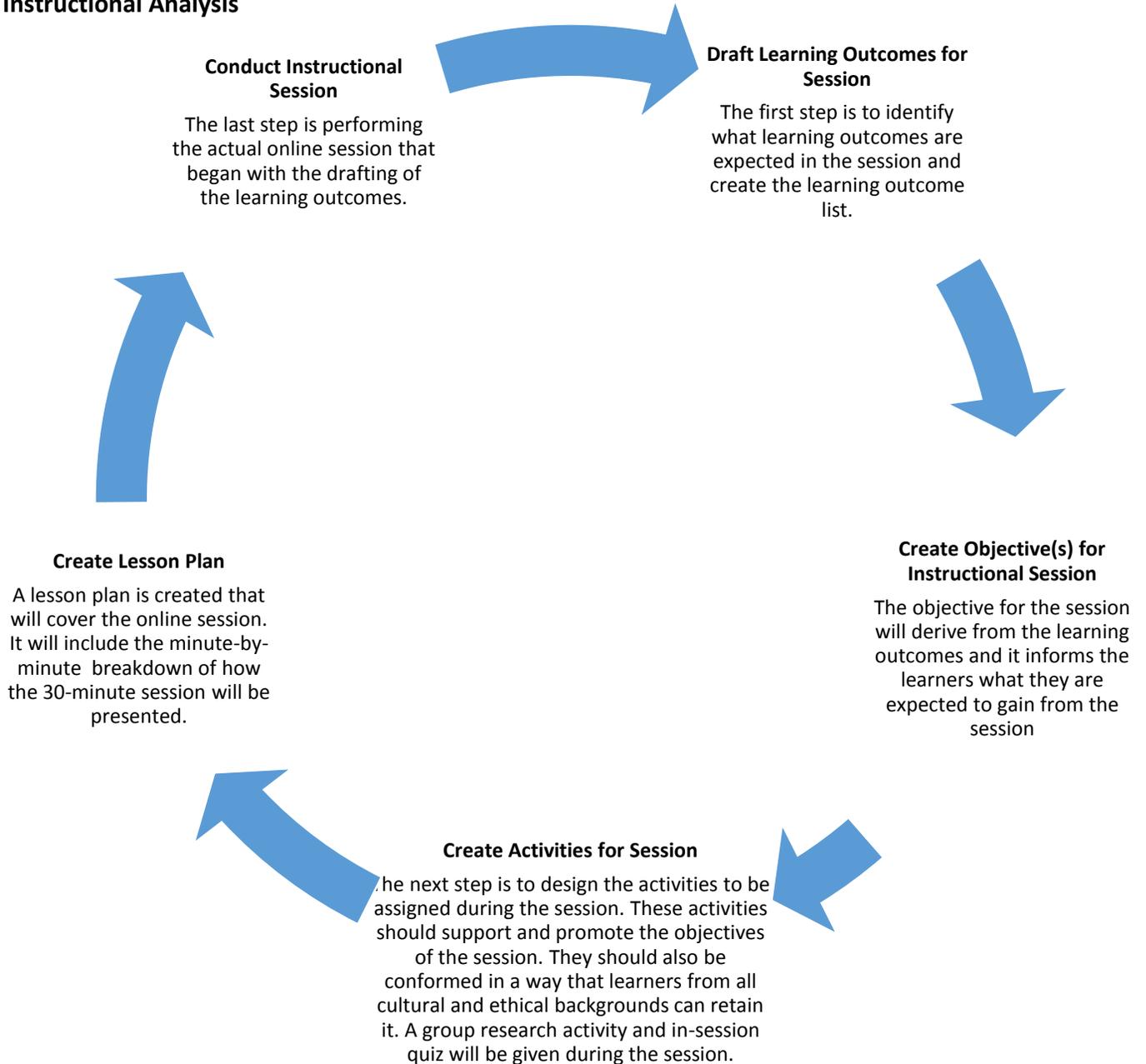
### **Instructional Goals**

The goals for the session are: (1) to inform the patron about the importance of scholarly publications and the purpose for its use. (2) To illustrate the difference between scholarly and non-scholarly publications. (3) To teach the learners when to refer a patron to a scholarly publication and when not to. These goals are important to the learner because it will teach them how to better inform the patron about the use of scholarly sources and how to identify when it is necessary to do so.

Consensus on the goals will be obtained by creating a questionnaire for the learners to gauge their knowledge of scholarly publications. The in-session activity will be used to measure if the goals have been met during the session. There will also be a post-session quiz given to determine if the outcomes were met. **It is also a goal for this instructional session to create an online learning community for learners to participate and share ideas and thoughts on the**

instructional as well as other topics of interests. To create this community several social media platforms will be utilized such as Twitter, Instagram and Facebook to facilitate a safe online space for learners to gather and exchange ideas.

## Instructional Analysis



### **Entry Behavior and Learner Characteristics**

The learners need to be aware of what periodicals are and they need to have experience conducting reference interviews to understand the importance of knowing the difference between scholarly and non-scholarly publications. These skills are vital to the effectiveness of the session because the session will be taught from the perspective of a librarian who has experienced the importance on knowing the difference between the two types of sources for patrons who will have varying levels of knowledge and application for scholarly and non-scholarly sources. To evaluate this knowledge a pre-session questionnaire will be given out prior to the start of the session to determine every learner's knowledge of the topic prior to the session.

### **Learner participation**

The learner's will be told during the introduction of the learning outcomes that there will be an in-session activity around the outcomes. This will keep them engaged and actively listening during the lecture to prepare for the activity.

### **Testing / Assessment**

The in-session activity is the assessment tool used to evaluate if the learners retained the outcomes of the session. This assessment is important because it determines the overall success of the session. Without some assessment tool being used there is no way to determine if the learners retained the information or not.

### **Follow – through Activities**

A post-session questionnaire will be distributed a month after the session to see if the learners used the tools and techniques learned in the session on their jobs.

An online community will be formed for the session. I will create a google hangout space where learners will be prompted to participate in various activities and tutorial videos that will be placed there.

The learners will be asked to create (if they do not have accounts set up already) accounts on two social media platforms e.g. Twitter, facebook, etc. where I would have a page pertaining to the class set up for learners to join. The page will contain icebreaker activities to initiate learner participation in the social media platform.

### **Planning Instructional Tools and Materials**

What Specific materials or learning objects will you develop?

I will develop various reference scenarios and ask the learners to decide which is the best resource for the inquiry? Scholarly or non-scholarly sources.

Will you make use of classroom communication tools?

I am not sure if that is applicable to session but as I matriculate through the D4L modules I will see what, if any tools, would be appropriate.

I will develop probing questions to facilitate and promote online discussion in a virtual forum. This will allow learners to share amongst each other different ideas or thoughts they are having around the instruction topic.

### **Formative Evaluation**

How will the instruction be evaluated to improve it for the future?

The evaluation for the session will consist of a post-session questionnaire given to the learners to gauge adequate feedback on the effectiveness of the session. I will also take the critique of

the instructors for cohort 2 and apply their suggestions to revise my instructional design and delivery for future instructional sessions.

## Scholarly v. Non-Scholarly Publications

**Course:** *TBA*

**Instructor:** Anthony Bishop

**Date:** TBA

**Time:** TBA

### **Overview:**

This lesson plan is designed for a 60-minute online instructional session focusing on scholarly and non-scholarly publications. The purpose of this instructional session is to educate the students in the class on how to effectively identify scholarly and non-scholarly publications and to know what each source type is used for.

### **Outcomes:**

Upon completion of this session learners will be able to:

- I. Identify the differences between scholarly and non-scholarly publications.
- II. Know what to use each source type for in terms of research needs.
- III. Find each source type using online research databases.

### **Assessment Plan**

To assess whether students fully grasp the material the instructor will require that each learner complete a pre and post-session assessment quiz. This quiz will show what the learners prior knowledge of the topic was/is before demonstrate their knowledge of the material by independently navigating through a search inquiry. Each student will have the opportunity to search and retrieve scholarly and non-scholarly articles related to.

## **Session Outline**

### **Welcome and Introductions (10 minutes)**

- Introduction of Instructor
- Brief student introduction and pre-session assessment quiz given
- Learning outcomes for session provided

### **Introduction and description of Scholarly and Non-Scholarly sources (30 minutes)**

- Define what a periodical is
- Define what makes a source scholarly and what a non-scholarly source is
- Explain the benefits of a scholarly source in terms of research needs
- Explain the benefits of a non-scholarly source in terms of research needs
- Demonstrate to learners how to use databases to find scholarly and non-scholarly sources
- Walk learners through the process of saving resources using Syracuse University's databases

### **Student Demonstration of Basic Inquiry Search (15 minutes)**

- Have each student search through databases to retrieve scholarly and non-scholarly sources related to (TBA)
- Have students post one scholarly and non-scholarly article to a social media site (e.g. Twitter, LinkedIn, Facebook.)

### **Q& A and Distribution of Handout (5 minutes)**

- Give post-session assessment quiz
- Answer any questions or respond to any comments from students

