LIBRARY INSTRUCTION SESSION OUTLINE: INFORMATION LITERACY AND TESTIMONIO WRITING
(Estimated class time: 1.0-1.5 hours)

ACRL INFORMATION LITERACY FRAME(S) ADDRESSED
- Authority Is Constructed and Contextual
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

BLOCK 1 – INTRODUCTION
- Purpose of the library session
- Review learning outcomes
    - Develop a research question or topic
    - Find scholarly journal articles in an interdisciplinary database
    - Locate examples of testimonios the library collection
    - Distinguish between types of information resources for research in education
    - Integrate library research into a course writing assignment
    - Cite scholarly articles in APA style
    - Evaluate sources for relevance and appropriateness for an assignment
- Point out a few basics about the library for first-year students

BLOCK 2 – DEVELOPING A RESEARCH QUESTION OR TOPIC
- Guidance on developing a research question or topic
- Distinguish between a single-answer question and an explorable question
- Student quick quiz: How would you characterize each research topic? (see slides)

BLOCK 3 – IDENTIFYING DATABASES AND SOURCES
- Brief overview of types of information resources for education research; use only one (library discovery database) in the library instruction session
- Explain the difference between scholarly and non-scholarly information sources (assignment requires scholarly articles)

BLOCK 4 – SEARCHING FOR ARTICLES
- Demonstrate how to search for scholarly articles in the library discovery search
- Search strategies and database functions: developing keywords (broad and narrow) and combining terms with connectors (AND, OR, NOT), reading abstracts, marking/saving articles, cite feature in databases
- Explain the in-class activity - students complete testimonio worksheet or online form
- Debrief search exercise; clarify muddy points

BLOCK 5 – REVIEW RADAR FRAMEWORK FOR EVALUATING SOURCES
- Explain how the RADAR criteria are relevant to the assignment (e.g., refer to worksheet question, 'Why did you select this article'?)

BLOCK 6 – REVIEW APA 7TH EDITION REFERENCE STYLE FOR SCHOLARLY ARTICLES
- Explain that machine-generated citations from databases may need to be edited for accuracy

Kimberly Y. Franklin, California State University, Los Angeles, University Library

- Show students how to find the library APA guide to help with citation

BLOCK 7 – SUMMARIZE LIBRARY SESSION
- Summarize the library instruction session
- Remind students about office hours and ways to get help outside of class
- Online student feedback survey (optional)