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
  o Develop a research question or topic
  o Find scholarly journal articles in an interdisciplinary database
  o Locate examples of testimonios the library collection
  o Distinguish between types of information resources for research in education
  o Integrate library research into a course writing assignment
  o Cite scholarly articles in APA style
  o 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
• 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)