

EDU 100 / 300: Contexts of Education - Lesson Plan

Original lesson plan by Debbie Feisst with some modifications by Kim Frail

Background

EDU 100 / 300: Contexts of Education is a required course in the undergraduate Education program; EDU 300 is for after degree students. They submit a research paper (library assignment) related to a current educational issue in Canada. For this assignment they need to locate at least four different sources: two sources must be articles from peer-reviewed academic journals, the remaining two sources may include additional peer-reviewed articles, books, book chapters, professional education-related journals (trade journals), newspaper articles, videos, etc. They need to focus their research on Albertan or Canadian sources. Although this particular session was presented in a classroom rather than a computer lab, most of the students had laptops so were able to take part in the “hands-on” portion.

The lesson plan integrated the following interactive tutorial:

Popular and Scholarly Resources

<https://www.library.ualberta.ca/tutorials/foundational/understanding/2-2>

We went through key portions of the tutorial together in class but this could easily be assigned as pre-class homework as part of a flipped classroom approach.

The lesson takes about 50 minutes.

1. Libguides and Peer Review 5-10 mins

- a. Showed them the [libguide](#) for edu100/300
- b. Assignment: What is a peer reviewed journal ? Introduced the concepts of “Authority is Constructed and Contextual”, “Information Creation as a process” in relation to how educational issues are presented in trade publications and newspapers versus scholarly, peer-reviewed journals (i.e. the former will cover more recent and local topics while the latter can include primary research and evidence to support an argument or position) .
- c. Tutorial/Group activity: I asked them to direct me through the interactive portion to assess and activate prior knowledge - [Popular and Scholarly Resources](#)
<https://www.library.ualberta.ca/tutorials/foundational/understanding/2-2> I encouraged them to watch the rest of the tutorial on their own for more information (i.e. how to use Ulrich’s to identify peer-reviewed journals).

2. Search the Library Search 10 min - Books can be part of their sources, or book chapters

- a. Did the following searches together
 - i. Full day kindergarten
 - ii. Inclusive education
- b. Showed hold button, location, call number, limiting to Canada
- c. Explained library catalogue and subject terms
- d. *Free time for searching on their own - librarian circulates - 5 min.*

3. Databases 15 -20 min - from the EDU 100/300 guide

- a. Did a search in ERIC
 - i. Inclusive education, alternative education, standardized testing...
- b. Full-Text vs. Get It Citation Linker (SFX link resolver)
- c. Showed same search in CBCA Education (Canadian Business and Current Affairs - Education subset)
- d. *Free time for searching on their own - librarian circulates - 5 min.*

4. Citing Libguide (APA), Ask Us Page and Subject Librarian list. 5 min

- a. Showed APA quick guide

Assessment

Some formative feedback took place in the classroom as I circulated while during the “hands on” portion to observe their searching and answer questions. I gathered feedback on the assignment from the instructors, asking specifically about the selection of sources (Authority is Constructed and Contextual, Information Creation as a process).