**Lesson Plan: Speed Dating Databases**

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| **Activity Description** | **Resources** | **Time** |
| Summary:The Speed Dating Databases activity allows students to explore three different library databases by searching with keywords related to their research topics. The instructor will briefly show students how to access a database on the library website, and then students will have five minutes to search independently in the database for articles related to their topic. While they search, students will record what they like and dislike about the database on the Speed Dating Databases worksheet. After five minutes, they will debrief with a partner, sharing their likes and dislikes and whether they would accept a second “date” with the database. Then they will repeat the same process for two other databases. Learning Outcomes: * Students will evaluate the features of library databases.
* Students will develop preliminary search strategies for their research topics.

ACRL Framework for Information Literacy:This activity connects with the frames “Research as Inquiry” and “Searching as Strategic Exploration.”Instructions: 1. Introduce the activity to students. Explain that they will search three library databases using keywords related to their research topics.
2. Show students how to access Articles + from the homepage of the library website and how to use the advanced search option. Explain that Articles + is not actually a single database – it is a platform where you can search a bunch of different library databases at once. Because Articles + pulls from so many different databases, you will get the most results using this tool. However, you will have to do more work to narrow down your search results. Put five minutes on the clock for students to search and record their likes/dislikes.
3. After five minutes, ask students to have a two-minute conversation with their partners about what they liked, what they didn’t like, and whether they would go on another “date” with Articles +.
4. Show students how to find Academic Search Premier on the E-Research by Discipline page of the library website. Explain that this is a *general* database – search results could include social science, science, and humanities articles. Put five minutes on the clock for students to search and record their likes/dislikes.
5. After five minutes, ask students to have a two-minute conversation with their partners about what they liked, what they didn’t like, and whether they would go on another “date” with Academic Search Premier.
6. Show students how to find Scopus on the E-Research by Discipline page of the library website. Explain that this is a science database with peer-reviewed literature (so you don’t need to limit your search results to peer-reviewed). Show students how to add additional keywords in the basic search using the plus sign. Put five minutes on the clock for students to search and record their likes/dislikes.
7. After five minutes, ask students to have a two-minute conversation with their partners about what they liked, what they didn’t like, and whether they would go on another “date” with Scopus.

Extension Activity (if time permits):1. As a class, have a wrap-up discussion where partners share what features they liked and disliked about each database. Discuss what types of sources students found in each database, and who authored the sources. If time permits, ask students to help fill out the summary table on slide 8.
 | Required Materials:Students need a copy of the Speed Dating Databases worksheet and a list of keywords they can use to search for articles related to their research topics (either from the Keyword Challenge or another activity).Prep:Print out 19 copies of the Speed Dating Databases worksheet. | **24 minutes** |