**Lesson Plan: Database Jigsaw**

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| **Activity Description** | **Resources** | **Time** |
| Summary:  The Database Jigsaw activity invites small groups of students to explore different library databases, and then to share their findings with students from other groups. The activity is framed with a research scenario in which students are members of a campus task force developing a response to a meningitis outbreak. Each group plays the role of a research team contributing peer-reviewed articles to a literature review.  Learning Outcomes:   * Students will evaluate and share the features of different library databases. * Students will develop strategies for researching natural sciences topics.   ACRL Framework for Information Literacy:  This activity connects with the frames  “Scholarship as Conversation” and “Information Creation as a Process.”  Instructions:   1. Introduce the research scenario to students – they are members of a public health task force dealing with a meningitis outbreak on campus. 2. The task force is putting together a comprehensive literature review on this topic. Explain that each group will be searching a different database for relevant, peer-reviewed articles. 3. Pass out a Database Jigsaw worksheet to each group, and then tell the groups they will have fifteen minutes to explore their database. They should try different keyword combinations, use limiters to narrow down their search results, and identify at least one relevant, peer-reviewed article they believe should absolutely be included in the literature review. 4. With ten minutes on the timer, stop to ask students how their research is going and if they need more time. 5. When fifteen minutes are up and each group is finished, tell students they are going to regroup. Ask each team of students to count off from one to four. (If a team has more than four students, they can repeat numbers.) Ask number ones to go to one table or area of the room, number twos to go to another, number threes to another, and number fours to another. 6. Explain that each of the four numbers is a new team, and every team should include at least one member to represent each database.  * Team 1: A, B, C, D, and E * Team 2: A, B, C, D, and E * Team 3: A, B, C, D, and E * Team 4: A, B, C, D, and E  1. In this phase of the activity, members from different groups will convene to share their findings. First, for at least five minutes, group members will report out to their team about the database they searched in the first part of the activity. They should describe the scope of the database their group searched, as well as different search strategies they used. 2. Next, team members will share the peer-reviewed articles they identified for the literature review. They should describe the research presented in the article, including the methodology and findings, and why they think it should be included in the literature review. 3. Finally, the teams should negotiate among themselves to determine which articles to include in the final literature review. Which articles should be included and which should not be included, and why? What were common themes and ideas presented in the articles? And what conclusions can be drawn from the articles included in the final literature review?   Extension Activity (if time permits):   1. If time permits, ask each group to share which articles they decided to include in the final literature review and how they made decisions. | Required Materials:  Each group needs at least one copy of the Database Jigsaw worksheet.   * You may want to print out four copies of the document, so each student has their own worksheet. | **40 minutes** |