Frame(s): Searching as strategic exploration	Level: 200	Learning Objective: Students can define their information need and then re-fine it based on initial search results.
Duration: 50 minute class, 2 hours preparation in eLearn	Discipline: Any	Learning Outcomes for Lesson: Students will practice iterative searching, evaluating a range of resources then pursuing new avenues and resources as their research question develops.

LESSON PLAN:

Flipped model
- This session works well when linked to a particular resource, such as a film students view for class or an article/book they are reading, in preparation for a paper they are writing. Prior to class students read/view assigned material and:
  ⇒ Brainstorm keyword concepts in preparation for more in-depth research
  ⇒ Create an initial hypothesis for their paper, along with one target resource and ideas for where to start their research

Introduction (5 minutes)
- Class begins with a brief introduction to locating Yewno, HillSearch, and disciplinary databases.

Hands on activity (15 minutes)
- Students test the keywords they brainstormed before class using Yewno and are instructed to:
  ⇒ Make note of connections between topics
  ⇒ Write down new potential keywords for additional searching
- Using the new list of terms they developed in Yewno, students then:
  ⇒ Conduct a number of searches in HillSearch
  ⇒ Make note of books, ebooks, and/or films that may be useful
  ⇒ Conduct a number of searches in disciplinary databases
  ⇒ Make note of articles that may be useful

Paired activity (15 minutes)
- Students break into pairs to discuss their topics.
  ⇒ Pairs are encouraged to suggest new keyword ideas and avenues for exploration.
  ⇒ Students are instructed to test some of their peer's suggestions
  ⇒ Students make note of any new resources or databases they identified based on peer input.

Reporting back (10 minutes)
- Students share their search process and findings with the class, and write down one question they have remaining about the research process.

Wrap up (5 minutes)
- The Librarian answers any short questions the students have remaining, outlines next steps for their research process, and shows them how to make an individual research appointment.
- After class, students write and post a research reflection on eLearn.

Habits addressed by this lesson:
- Consider Google and other popular tools as a first step in a process that will grow more complex and involve more sophisticated tools.
- Understand the different disciplinary modes of conveying information.
- Seek help when needed.