



<b>Frame(s):</b> Searching as Strategic Exploration, Research as Inquiry, Scholarship as Conversation	<b>Level:</b> 200	<b>Learning Objective:</b> Adapt an initial research question to incorporate new knowledge and adjust search terms accordingly.
<b>Duration:</b> 45 minutes	<b>Discipline:</b> History, other 200-level Social Science courses	<b>Learning Outcomes for Lesson:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Analyze research questions to determine whether they are sufficiently clear, appropriate in scope, and researchable</li> <li>• Adapt a research question to accommodate new information</li> <li>• Identify potential keywords and information sources</li> </ul>

**Notes:**

*This lesson would ideally take place after students have been assigned their term-end research paper and have had some time to consider their topic.*

**LESSON PLAN:**

**Initial Discussion (10 min)**

- Give students example of good vs. bad research questions and have them comment on same
- Suggest “good” research questions contain the following components: engaging and arguable; provides new insight on old question or solve problem, appropriate in scope; researchable given time constraints and available information.

**Think-Pair-Share Activity (15 min)**

- Give students two minutes to write down their proposed research question
- Share the research question with a partner who will be asked to consider comment on: whether the research question is clear, whether it is appropriate in scope and where you might search for information on this topic. They two students will then share their observations with each other.

**Reporting Back (10 min)**

- Ask whether anyone will have changed their research question based upon peer feedback
- Ask whether anyone has added additional components to their question based on peer feedback
- Ask whether students have identified potential information sources for their question

**Revising Research Question (10 min)**

- Ask students to type revised research question (using tablet or own device)
- Ask students to include a list of three potential information sources to review
- Ask students to send that information to librarian teaching session
- Explain that librarian will respond to them within 48 hours with suggestions and comments on their proposed research question and search strategy