Online Lesson Plan (Asynchronous):

Choosing a Topic

# LEARNING OBJECTIVES

1. Know the difference ­between a research topic and a research question
2. Recognize developing a research topic is an iterative part of the research process

# CHOOSING A TOPIC

## INSTRUCTION: Choosing a Topic

* Ask students to watch the following tutorial in lieu of recorded lecture
  + [Refining Your Research Topic](https://www.lib.montana.edu/services/research-and-instruction/tutorials/refiningtopic/story.html) (10 minutes)
    - This short overview of topic selection will walk students through how to choose a topic for a research assignment, how to expand a topic if they aren't finding enough information, and how to narrow a topic if they are finding too much information.
    - Includes PRACTICE ACTIVITY at the end of the tutorial.

## DISCUSSION BOARD: CLASS ACTIVITY

* Create a Discussion Board within Brightspace for “Choosing a Topic”.
  + Ask students: *What topic are you planning to select for this assignment? After watching the library tutorial, use your proposed topic to answer the 5 W’s described in the “Narrowing your Topic” section.*
    - Students who complete the Practice Activity in the Refining Your Research Topic library tutorial will have already completed this question and can copy/paste or screenshot answers for this Discussion Board.

# WRAP UP

* Get help & additional resources on [**MSU Library Research Guide**](https://guides.lib.montana.edu/libraryresearch)
  + - [Topic Exploration section](https://guides.lib.montana.edu/libraryresearch/Topic?_ga=2.68358417.1019379729.1654018346-1037583482.1653883421)

# SUGGESTED HOMEWORK

* + MSU Library:
    - [Topic Exploration Worksheet](https://guides.lib.montana.edu/ld.php?content_id=65360670)

# ADDITIONAL RESOURCES:

1. CREDO Information Literacy CORE multimedia content:
   1. [Research Process and Choosing a Topic](https://vle.credoreference.com/montana-state-university-ilcm/7751/research-process-and-choosing-a-topic-section-module" \t "_blank)
      1. MSU Library subscribes to Credo Information Literacy - CORE  multimedia content. The **videos, interactive tutorials, and quizzes**use innovative technology and proven pedagogy to build essential research, information literacy and critical-thinking skills.

Online Lesson Plan (Asynchronous):

Keywords

# LEARNING OBJECTIVES

1. Use broad/narrow keywords and synonyms related to a research topic to effectively find relevant information

# KEYWORDS

## INSTRUCTION: KEYWORDS

* Ask students to watch the following tutorial in lieu of recorded lecture
  + [Identifying Keywords](https://www.lib.montana.edu/services/research-and-instruction/tutorials/identifyingkeywords/story.html) (5 minutes)
    - This tutorial will show students how to identify the main concepts of their research and turn them into searchable =, including major concepts, broad keywords, and synonyms.
    - Includes PRACTICE ACTIVITY at the end of the tutorial.

## DISCUSSION BOARD: CLASS ACTIVITY

* Create a Discussion Board within Brightspace for Keywords.
  + Ask students: *What is your research question? Using the information from the MSU Library tutorial, identify the major concepts of this question and share them here. List the keywords for this question along with at least one synonym for each. This will be your roadmap for your information searching.*

# WRAP UP

* Get help & additional resources on [**MSU Library Research Guide**](https://guides.lib.montana.edu/libraryresearch/)
  + - [Keywords section](https://guides.lib.montana.edu/libraryresearch/keywords)

# SUGGESTED HOMEWORK

* + MSU Library:
    - [Brainstorming Keywords Worksheet](https://guides.lib.montana.edu/ld.php?content_id=65601838" \t "_blank)

# ADDITIONAL RESOURCES:

1. CREDO Information Literacy CORE multimedia content:
   1. [[Keywords & Search Terms](https://vle.credoreference.com/montana-state-university-ilcm/7751/reference-and-searching-techniques-section-module" \t "_blank)](http://vle.credoreference.com/montana-state-university-ilcm/7751/reference-and-searching-techniques-section-module)
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Framework for Information Literacy in Higher Education

(Choosing a Topic and Keywords)

From the [Association for College and Research Libraries](https://www.ala.org/acrl/standards/ilframework#process)

# [**ACRL Frame: Research as Inquiry**](https://www.ala.org/acrl/standards/ilframework#inquiry)

Aligned Dispositions:

*Learners who are developing their information literate abilities…*

* Consider research as open-ended exploration and engagement with information
* Maintain an open mind and a critical stance.
* Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process

Aligned Knowledge Practices:

* Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
* Determine an appropriate scope of investigation
* Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations

**[ACRL Frame: Searching as Strategic Exploration](https://www.ala.org/acrl/standards/ilframework" \l "exploration)**

Aligned Dispositions*:*

*Learners who are developing their information literate abilities…*

* Exhibit mental flexibility and creativity
* Understand that first attempts at searching do not always produce adequate results

Aligned Knowledge Practices:

* Determine the initial scope of the task required to meet their information needs
* Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching
* Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately