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The Lesson Plan as a Tool for Library Instruction

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Publication Information

Price, Michelle, "The Lesson Plan as a Tool for Library Instruction" (2015). *Lavery Library Faculty/Staff Publications*. Paper 45.

https://fisherpub.sjfc.edu/library_pub/45

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The Lesson Plan as a Tool for Library Instruction

Abstract

A lesson plan is the backbone to a library instruction session, no matter what the time length, teaching methods, location or media used. When well-constructed, a lesson plan can provide a seamless integration of library instruction with a classroom assignment and can help create intrinsic motivation for students. Also, it can serve as a guide to scale the lesson objectives and activities to the time available. This living document can also expand and contract with each new session as different situations arise, allowing you to quickly adapt to different time or technology restrictions. It can also help to differentiate the lesson in order to reach both advanced and struggling students. The process of decoding an assignment in order to start building the lesson plan will be presented and then common components of a lesson plan will be explored. Finally, different teaching scenarios will be applied to a lesson plan in order to understand the strengths of a comprehensive plan.

Keywords

fsc2016

Disciplines

Library and Information Science

Comments

Presented at the Workshop for Instruction in Library Use (WILU) Annual Conference in Labrador, Newfoundland, Canada in June 2015.

<https://goo.gl/M4pz1J>

The Lesson Plan as a Tool for Library Instruction

MICHELLE PRICE, ST. JOHN FISHER COLLEGE, JUNE 2015

WILU 2015

A solid green horizontal bar at the bottom of the slide.

Session Objectives

1. Analyze a classroom assignment in order to select library instruction objectives.
2. Identify pieces of a lesson plan in order to create a comprehensive plan.
3. Test a sample lesson plan against different scenarios in order to evaluate the plan as a practical tool.

**Big Picture: A comprehensive plan
creates conditions for instructional success**

Nursing History

Course Outcomes help you figure out the surroundings to the assignment.

This class will need resources outside of nursing.

COURSE OUTCOMES:

At the completion of the course, students will be able to:



1. Examine the interplay of national events that shaped America's health professions and health care system
2. Discuss the role of professional nurses within a culturally diverse patient population throughout the profession's history.
3. Explore the development of modern hospitals and community health agencies and their impact on the health of citizens and the community.
4. Explore the growth of medical knowledge and technology and its impact on health professionals and nursing care of patients.
5. Compare and contrast the development of the nursing and medical professions.
6. Examine the nursing profession's enduring issues including, workforce shortages, professional image, remuneration for services, education, and advanced nursing practice.
7. Identify the nursing profession's leaders and their contributions to the profession

Wants & Needs

Nursing Leader/Nursing Movement History Paper:

Students will choose a historic nursing leader or nursing movement; all topics must be approved by course faculty. **Part 1:** Using the social history model, students will review the time/era in which the leader practiced or the movement occurred, taking into account society/culture, politics, economics, gender, class, race and the state of science and medicine. **Part 2:** The state of the nursing profession and an analysis of how the above factors influenced the chosen leader's actions and his/her influence and contributions to the profession will be discussed. Papers about nursing leaders should also discuss the individual's leadership attributes.

Papers are to be limited to 10 pages.

Hi Michelle -

I'm not sure why I didn't think of this before, but would you be willing to come talk to the NURS 321 students about resources/data bases that are available to them for their nursing history projects? I am attaching the syllabus with a description of the project - the complete project is due in April. I know this is short notice and I don't expect you to be available immediately - the first part of the project is due February 23rd and that part is the background/contextual discussion and finding material for that should not be as much of a challenge. I can help them thru out and plan to be working closely with them, but I thought that your expertise could also be a big help. We meet in Mondays, 4-6:00 p.m. and I can schedule you in anytime that works for you.

Thanks
John

Thanks Michelle. If you could also discuss copyright and permissions with regard to using photographs in presentations that would helpful. I'll wait to hear back from you.

John

Library Lesson Objectives

1. Recognize reference books as a starting point for era information.
2. Identify 3 different large multimedia collections: DPLA, NYH, NYPL.
3. Create an APA citation for an image.
4. Construct a search for a book in the catalog.
5. Identify one history database.

Non-Comprehensive Lesson Plan

Nursing History

Spring 2015

Objectives:

Recognize reference books as a starting point for era/decade information.

Identify 3 different large multimedia collections: DPLA, NYH, [NYPL](#).

Construct a search for a book in the catalog.

Create an APA citation for an image.

Identify one history database.

Outline:

-Reference Books: What is a Chronology? - Think, Pair, Share. Pass around some books:

Encyclopedia? – [same](#): pass around.

Show them Credo & Sage Knowledge

-Online Collections: Archives – letters, images: They have a list in their syllabus. Point out DPLA, NYH, [NYPL](#).

<http://libguides.sjfc.edu/english/onlinearchives>

-History Resources

Books – [Worldcat](#).

<http://libguides.sjfc.edu/history> JSTOR, Project Muse.

Pieces of a Lesson Plan

- **Course Information**
- **Enduring Understanding – Big Picture Item**
- **Objectives/Student Learning Outcomes**
- **Outline:**
 - Mental Set
 - Icebreaker / Bell Ringer / Anticipatory Set
 - Introduction
 - Activities - Checks for understanding
 - Assessment

Non-Comprehensive Lesson Plan

- Course Information
- Big Picture Item
- Objectives
- Outline:
 - Mental Set
 - Icebreaker / Bell Ringer / Anticipatory Set
 - Introduction
 - Activities - Checks for understanding
 - Assessment

Nursing History

Spring 2015

Objectives:

Recognize reference books as a starting point for era/decade information.

Identify 3 different large multimedia collections: DPLA, NYH, [NYPL](#).

Construct a search for a book in the catalog.

Create an APA citation for an image.

Identify one history database.

Outline:

-Reference Books: What is a Chronology? - Think, Pair, Share. Pass around some books:

Encyclopedia? – [same](#): pass around.

Show them Credo & Sage Knowledge

-Online Collections: Archives – letters, images: They have a list in their syllabus. Point out DPLA, NYH, [NYPL](#).

<http://libguides.sjfc.edu/english/onlinearchives>

-History Resources

Books – [Worldcat](#).

<http://libguides.sjfc.edu/history> JSTOR, Project Muse.

Semi-Comprehensive Lesson Plan

- Course Information
- Big Picture Item
- Objectives
- Outline:
 - Mental Set
 - Icebreaker / Bell Ringer / Anticipatory Set
 - Introduction
 - Activities - Checks for understanding
 - Assessment

Semi-Comprehensive Lesson Plan

NURS321 History of Nursing

Dr. John Kirchgessner, Spring 2015
Library session, 60 minutes. Class length 1 hr 55
36 Students, Juniors
In School of Nursing Classroom

Enduring Understandings:

Books, Articles and Images can be used for historical analysis of an event or person, each with a different strength and purpose.

Objectives:

Recognize reference books as a starting point for era/decade information.

Identify 3 different large multimedia collections: DPLA, NYH, NYPL.

Construct a search for a book in the catalog.

Create an APA citation for an image.

Identify one history database.

Materials for Class:

- An assortment of reference books with post it notes marked for certain sections.
- Handouts.

Outline:

Mental Set: I am second half of class, meet after their break. These are first semester juniors, taking this class as an elective. The students have had instruction twice already this semester in other classes. They understand my interactive style and that the library instruction will involve their assignment directly.

Icebreaker: Skip since I just saw these students two weeks prior in another class.

Introduction: Go over the objectives, make sure each student has a handout, and recall upcoming assignments.

Reference Book Activity:

- Students fill out questions on worksheet.
- Groups share their reference book entry.

Online Collections: Show libguide. Point out DPLA, NYH, NYPL

Catalog: Search books and media for their own topics, write down a call number.

History Databases: Demonstrate JSTOR

Comprehensive Lesson Plan

- Course Information
- Big Picture Item
- Objectives
- Outline:
 - Mental Set
 - Icebreaker / Bell Ringer / Anticipatory Set
 - Introduction
 - Activities - Checks for understanding
 - Assessment

Comprehensive Lesson Plan

NURS321 History of Nursing

Dr. John Kirchgessner, Spring 2015

Library session, 60 minutes. Class length 1 hr 55

36 Students, Juniors

In School of Nursing Classroom

Enduring Understanding:

Books, Articles and Images can be used for historical analysis of an event or person, each with a different strength and purpose.

Standards:

ACNE Essentials Skills

1.3. Use skills of inquiry, analysis, and information literacy to address practice issues.

1.7. Integrate the knowledge and methods of a variety of disciplines to inform decision -making.

3.4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.

Objectives:

Recognize reference books as a starting point for era/decade information in order to summarize large amounts of contextual information.

Identify 3 different large multimedia collections: DPLA, NYH, NYPL in order to maximize quality and depth in a search.

Construct a search for a book in the catalog in order to identify at least one item to use for project.

Create an APA citation for an image in order to give credit to each image.

Identify one history database in order to get a critical analysis of a specific piece of a movement or leader.

Materials for Class:

- An assortment of reference books with post it notes marked for certain sections.
- Handouts "NURS321H"

Outline:

Mental Set: I am second half of class, meet after their break. These are first semester juniors, taking this class as an elective. The students have had instruction twice already this semester in other classes. They understand my interactive style and that the library instruction will involve their assignment directly.

Comprehensive Lesson Plan

- Course Information
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- Outline:
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 - Activities - Checks for understanding
 - Assessment

Comprehensive Lesson Plan

Icebreaker: Two truths and a lie about myself. I was once a history major. I've written a 25 page paper, I've written a book chapter. (5 minutes)

Introduction: Go over the objectives & enduring understanding, make sure each student has a handout, and recall upcoming assignments. (5: 10 minutes)

Reference Book Activity:

- Students fill out questions #1 and #2 on worksheet. Take a verbal response for each, one from each side of the classroom. (8: 18 minutes)
- Groups look at their reference book entry.
 - Ask if any group wants to share what their item. Wait for at least one volunteer.
Prompts: Was this an encyclopedia, a chronology, something else? (15:33 minutes)
Optional: Have more groups talk about their entry.

Online Collections: Show libguide for Online Archives. Point out DPLA, NYH, NYPL. (3:36 minutes)

- APA citation activity. (10: 46 minutes)
Prompts: Go to the URL on your worksheet to retrieve an image from New York Heritage. Fill out the citation pieces on your worksheet. When you are done, use the example on your worksheet to put the pieces into proper APA format.
- Give a dry erase marker to # different groups/individuals. Ask them to put their APA citation up on the board.
- Evaluate each of the APA citations on the board in order to build a complete, correct citation.
- *Optional: Bring up this image*
<http://cdm16694.contentdm.oclc.org/cdm/singleitem/collection/p15085coll4/id/24/rec/2>
Prompts: What can we tell from the title? What's a ward? What type of building is this in? Do you think all women were placed in this ward? What do you think their ailments were?

Catalog; (8:52 minutes)

- Have students Search books and media for their own topics
- They Write down a call number on their worksheet and/or title of book
Prompts: Who found an ebook on their topic? Show of hands? Who found a print book? Who is having trouble finding something?

History Databases (3:55 minutes)

- Demonstrate JSTOR – everything is in full text.
- Use a topic from class.

In-Class Assessment: (5:60 minutes)

- Email librarian the following: What is a reference book and how can it be useful for my project?

Post-Class Assessment:

- Ask for 3 samples of student work evaluate; APA citation for image, did they include a scholarly article in their bibliography, did they use a book.

Let's Test the Plan: Different Scenarios

- 1: The professor has enrolled 3 seniors in the class.
- 2: The break lasted long and the library portion is now only 50 minutes.
- 3: Professor interjects about different social movements during the Reference Book activity.
- 4: You are sick with the flu and another librarian needs to cover for you.
- 5: One student complains loudly that she can't find a book on her topic in the library.
- 6: You are 30 minutes into the lesson and want to know if you have time for 3 groups to respond to the reference book activity.
- 7: Your boss asks you how the class went?
- 8: The director of nursing assessment asks you how the class went?
- 9: The professor wants you to teach it again and do "The same thing you did last time."