**Lesson Plan**

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| Librarian | Carolyn Schubert |
| Instructor Name | Jennifer Walsh |
| Course Title | NUTR 495 |
| Lesson Title | Developing a Researchable Question |
| Date, Time & Location | September 8, 2020, 2:45-4:15PM, Zoom |
| Number of Students | 23 |
| Preparation | “The senior students are now in teams and are starting to develop their question and consider search criteria” – Instructor noteThis is part 1. There is no pre-assignment activity. Students will complete a post-class session activity – [Developing a Research Topic](https://jmuedu.sharepoint.com/%3Aw%3A/r/sites/hub/administration/academicengagement/researcheducation/Shared%20Documents/Health%20Sciences%20Team/Dietetics/Undergrad/NUTR%20495/Fall%202019/NUTR%20495_developing_a_research_topic_assignment_Fall2019.docx?d=w51acb8bc14954a918b942a2863d2a371&csf=1&web=1&e=YzGuba) |
| Teacher Materials | Dietetics LibGuide > Develop a Research Question page\*make sure I’m a co-host |
| Student Materials | Computing devices |
| Learning Outcomes | Research as Inquiry* Develop a researchable question & PICO(T) appropriate for healthcare
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| Introduction | Introduce self |
| Teaching Strategy 1Research as Inquiry | * Review that question development is a process
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| Comprehension Check | Activity * Start with a topic (diabetes)
* Brainstorm ways to describe the topic more specifically together
* Contribute suggestions to Zoom Whiteboard; use Text option to write (3 minutes)
* Identify that we aren’t all associating the same things, terms are ambiguous and open to interpretation between people and between people+machines, more precision = better likelihood for good resource outcomes
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| Teaching Strategy 2Research as Inquiry | * Demo search problems re: ambiguous terms
* Introduce PICO(T) format (link)
* Introduce the Template for Asking PICO(T) Questions handout
* Common types of questions – Intervention, therapy, prognosis, diagnosis, etiology, meaning
* Demo search terms w/ more precise terms; compare/contrast
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| Comprehension Check | Activity – Breakout Rooms* Reorganize brainstormed ideas on Whiteboard into PICO(T) format
* Patient/problem terms, intervention/comparison terms, outcome terms, time terms
* Review what is missing (ex: do we have I/C terms for a therapy question vs diagnostic question?)
* Take 5 minutes to think of terms for PICO structure + plot
* What terms can you easily come up with for a therapy question?
* What don’t you know and need to learn before developing search terms for an etiology question?
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| Teaching Strategy 3Research as Inquiry | Background Resources* AND resources
* Professional resources
* Book resources
* How to access online materials off-campus
* How to request books through delivery
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| Comprehension Check | Breakout Rooms?* Get them into the resources
* Brainstorm more key terms
* What did you learn about therapy? What did you learn about etiology?
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| Conclusion | Assignment – individually take a topic and work it into the PICO(T) format individuallyFeedback on Instruction <https://forms.gle/g7eU1z8LiWAN7uuF6>  |
| Wrap Up |  |
| Student Learning Assessment  |  |
| Lesson Evaluation | Self-reflectionList 3 things I think I did well todayList 2 things I’ll do differently in the futureList 1 thing that brought me joy today in the classroomStudent reflections below  |
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Adapted from: Oakleaf, M. (2010). Library workshop lesson plan. Retrieved from <http://libguides.tulane.edu/ld.php?content_id=14818070>