

## What's in Your Discovery Layer?:

### *An Introduction to Format*

*Lisa Eggebraaten, Humanities Librarian, North Dakota State University, lisa.eggebraaten@ndsu.edu; Beth Twomey, Head, Research and Instruction, North Dakota State University, beth.twomey@ndsu.edu*

#### **NUTRITION INFORMATION**

The purpose of this activity is to introduce students to the "Information Creation as a Process" frame using the variety of resources retrieved from a discovery layer. Students are asked to use a discovery layer record to determine the format of a specific resource. This activity prompts a discussion about how and for what purpose resources were created. Through this activity students will be able to identify different formats, the process that leads to their creation and how to determine if resources are appropriate to use for a given assignment.

#### **Learning Outcomes**

Students will be able to:

- Identify a resource's format from the information in the record.
- Explain why a resource type would be acceptable for a given assignment.

#### **NUMBER SERVED**

20 to 30 students

#### **COOKING TIME**

Preparation is 15 to 20 minutes. Length of lesson is approximately 20 minutes.

#### **DIETARY GUIDELINES**

*Frame:* Information Creation as a Process

*Knowledge Practice:*

Assess the fit between an information product's creation process and a particular information need.

*Disposition:*

Inclined to seek out characteristics of information products that indicate the underlying creation process.

#### **INGREDIENTS & EQUIPMENT**

- Computer and projector
- PowerPoint slides
- Handouts

#### **PREPARATION**

- Select and print out records from the discovery layer prior to the instruction (lamination is an option if they will be used many times).
- Transform records into a PowerPoint presentation and store on a flash drive (if needed).
- Print out assessment sheets.

#### **COOKING METHOD**

1. Begin by asking students what happens when they search for "black jacket" (or other generic item) on Amazon. Since most students have used Amazon, students are able to confidently engage in a discussion about how they narrow their searches and make decisions about what jacket would meet their needs. This conversation then switches to the discovery layer and the similarities between it and Amazon.
2. The instructor can bring up the concept that, just like in Amazon, the search results in a discovery layer will not all "fit". They may not be the correct format or have the content they need for their assignment.
3. Briefly introduce the activity: students will examine the discovery layer record for evidence of what type of format it is.
4. Divide students into groups of two to three and distribute a handout to each group. Small group discussions should last no more than a few minutes.
5. Ask each group to report back on what they found. Encourage them to identify the resource and explain their reasoning.

6. As students talk about their record, display the corresponding record on a screen using the PowerPoint slides.
7. Use this opportunity to talk about the different format identifiers found in the discovery layer records, discuss the publishing cycle of different types of publications and the process of peer-review.

ask students to circle and name two format identifiers. Have a slide prepared with the citation on it to discuss answers after collecting the assessment.

### **ALLERGY WARNINGS**

Make handouts that show the greatest variety of formats possible, as well as enough handouts so that students can work in groups of no more than three people.

### **CHEF'S NOTES**

When we first switched to our discovery tool, we found that the number of results overwhelmed students and they assumed that everything retrieved was a physical item held by the library. We developed this lesson for the first-year composition course to engage students with their search results and encourage them to reflect on the variety of information processes that go into the resources they use.

### **CLEAN UP**

The assessment sheet should have a new citation on it. Use a record that presents format information in a different way, such as a Google Scholar item description or a full item citation, to see if students are able to transfer and apply what they learned about discovery layer records in the lesson plan activity. Hand out the assessment and