

Build Your Own Research Race

"The students run the session: hands-off one-shots with a library game"
LILAC Conference Presentation, 21 March 2016

To begin: Think about a class you have taught previously (or have been asked to teach) where a Research Race would be appropriate. If not, pretend that you are leading a session for first-year students who have no experience with using the library.

Brainstorm your ideas:

Take some time to consider these questions and fill it out based on your class:

1. What type of course will you use this for? (subject matter, skill/experience level)
2. How much time will you have?
3. What skills will they need? / What library resources will these students need to use?
4. Other considerations:
 - a. Will the students be doing this in a library computer classroom? Or will they have computers in their classroom?
 - b. Will there be books or other physical items that students need to find? If yes, are they nearby and easily accessible?

Develop learning outcomes

The learning outcomes for your race might include some of the following.

"At the end of the library session, students will be able to..."

- Use [your university] Library research guides to locate [specific database];
- Practice locating scholarly sources in [specific database] and [your university] catalog;
- Given a call number/shelfmark identify a physical book in the [your university] Library.
- Use the appropriate resource (interlibrary loan, link resolver, ask for help, etc.) to get a copy of a source.
- Recall ways to get help if they get stuck."

What are the learning outcomes for these students?

- 1.
- 2.
- 3.

Let's begin! Creating your own Research Race:

Use the example questions and legs as a starting point for creating your own Research Race session. Select and edit the legs and the questions within each leg to best match the needs of the class you have taught, will be teaching, or a pretend class for first-year students who have no experience with using the library.

Be sure to build skills from leg to leg. For example, if you expect students to do the "Find a Book" leg, then you'll want them to learn about how to read a location/call number/shelfmark for a book first. You could do this with a question in any prior leg, where they're exploring the basic features of the library website, or in a fully separate "Finding Encyclopedias" leg in which they learn and test these skills in a smaller reference section to test their shelf reading skills before advancing to the "Find a Book" section.

Use the starter kit for a database of questions and for additional information:

http://blogs.uoregon.edu/annie/lilac_2016

1. Leg ____ of ____: Website / Basics / Getting Help

****Note about this leg for the instructor:** Use between 4-5 questions for this leg. You may choose to bold the names of the links that students need to click on from the library's homepage to give them a clue**

In this leg of the race, explore [X] Library website ([link to library website]) to answer these questions! Bring up your completed sheet to get the next leg.

[Choose what questions you'll use for your class:]

1. _____
2. _____
3. _____
4. _____
5. _____

End the Leg with the instruction: *Bring up the completed sheet to get the next leg.*

Question examples:

What are today's hours for [X] Library?	What study spaces are available?
How long can most [students] borrow library books?	Name one software available on the library computers
What's the phone number to text a librarian for help (hint: ask a librarian)?	To connect from off-campus what software should you install?
When something is not available at [the Library], you can still get it through:	Some professors put readings for their classes on Course Reserves so that everyone can use the material. For the [X] class, how long can you check out [book Y]?
Librarians create Research Guides by subject area to help students get started with research. If you're in [X-subject] research guide, what is the first suggested database for finding peer-reviewed articles?	Some faculty members put materials for their classes on Course Reserves so that everyone can use it. For the [X] course, what is the book on reserve? Fill out this info: a. Book title; b. Call number/shelfmark (letters and numbers in parentheses); c. Policy/Loan period:

2. Leg ____ of ____: Finding Encyclopedias / Encyclopaedias

****Note for the instructor:** Consider whether you would like your students to find print or online encyclopedias. Both are useful skills to learn, however if they are using online encyclopedias, the students will not be introduced to finding books on a shelf with this leg.**

1. Go find this encyclopedia:

[Each team should have a different encyclopedia to find. Insert a screenshot of the encyclopedia's catalog record. For example:]



The screenshot shows a library catalog record for the book "Cultural encyclopedia of the body" by Victoria Pitts-Taylor. The record is available at Knight Library Reference (HM636 .C85 2008). The interface includes navigation tabs for "Get It", "Details", "Tags", and "Nearby Items". Below the tabs, there is a "Request Options" section with a link for "Interlibrary Loan / Document Delivery". The location is listed as "Knight Library Reference HM636 .C85 2008". There are filters for "Year", "Volume", and "Description", all set to "All". A table shows 1 - 2 of 2 records:

Type	Policy	Description	Status	Options
Book	6 Days Loan	v.1	Item in place	Request UO item
Book	6 Days Loan	v.2	Item in place	Request UO item

2. What's something interesting about [X topic] on [page Y of volume Z]?

[For example: What's something interesting about Mayans on page 5 of Vol. 1?]

Turn in this completed sheet to complete this leg.

3. Leg ____ of ____: Finding Books

****Note about this leg for the instructor:** Every team should be given a different topic to find that relates to the course. A few examples of how to design this leg are listed below for you to choose from. Or you can design your own option.**

Finding Books Leg, Example A:

In this leg, you are asked to use [the Library] box on the main library homepage to look for a book.

1. [Give basic instructions to locate the search box, using the terminology at your library. Add any special instructions about limiting the results, such as using drop-down menus to only search in a specific library or for a specific item type such as "book"]
2. Find a book on the topic of: _____.
3. Complete the following:
 - a. Title _____
 - b. Author _____
 - c. Location and Call Number/Shelfmark _____
4. Use the map provided to find the floor of [the Library] where the book should be. Floor/Level # _____
5. As a group, go find the book on the shelves and bring it back. (Note: If the book you're looking for is missing, grab a book next to where yours should be.)

Bring the book and this sheet to the librarian to complete this leg.

Finding Books Leg, Example B:

1. Find books on software programming in the QA76 [or 005.133] section of the library stacks.
2. Find a QA76..... book of interest to you or is relevant to the class.
3. Take it off the shelf and use a phone camera to take a photo of the book with at least 1 person from your team. If you don't have a working camera, bring the book back to the classroom.
4. Tweet it or email: annie@uoregon.edu. Include 1 tag to **explain your choice** plus #UOstartup.

Show the photo to an instructor in the class to finish this round and get the next one.

Finding Books Leg, Example C:

1. In this leg, go to the **Library home page**, [give explicit directions about how to find an electronic book, tab here, advanced search, etc.] You are asked to find an electronic book about javascript, CSS or HTML that you as a [your Library] student have access to.
 - a. Author(s) last name only: _____
 - b. Year of publication: _____
 - c. Book title (first 5 words are fine) _____
 - d. What is the title of one of the chapters in this book? _____
2. Use your phone to take a photo of the book on your computer screen.

Turn in this completed sheet and show the librarian a photo of the book on your computer to complete this leg.

4. Leg ____ of ____: Finding Journal Articles

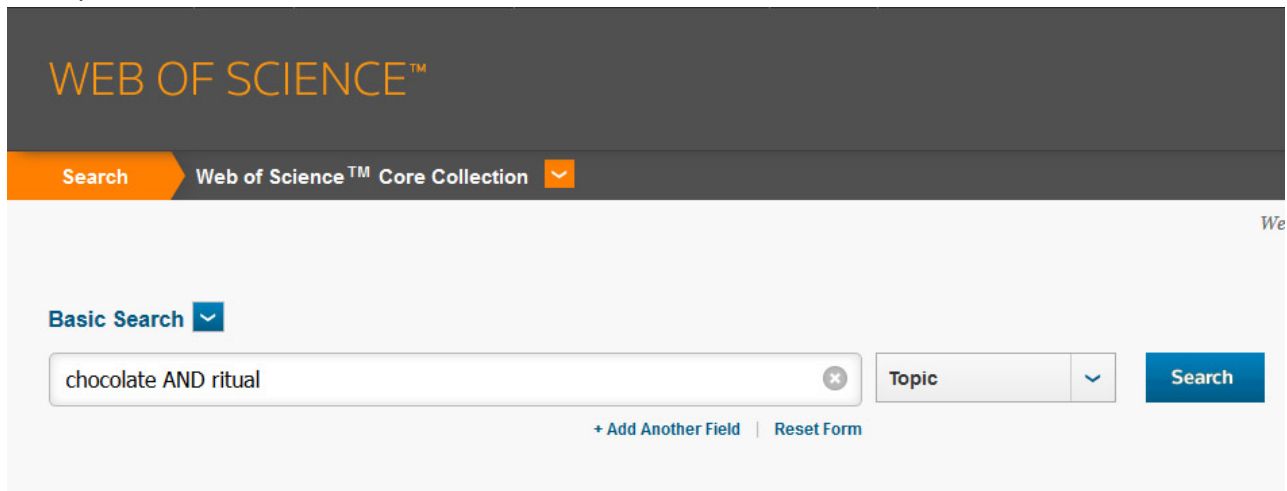
****Note about this leg for the instructor:** The point here is to take students through the process of finding a journal article. You can choose to find an article that we don't have to teach them about your Link Resolver, or you can choose to have two parts (one with an article that we have digitally, and one where they have to use the Link Resolver). Options are below, additional ideas online.**

Finding Journal Articles, Option 1:

In this leg, you are asked to find a journal article in a library database.

1. Go to the Anthropology Research Guide
2. Under "Articles (Scholarly / Peer-reviewed)", select the Web of Science database.
3. In the search boxes, type: chocolate AND ritual

Example:



The screenshot shows the Web of Science search interface. At the top, it says "WEB OF SCIENCE™". Below that, there is a search bar with the text "chocolate AND ritual". To the right of the search bar is a "Topic" dropdown menu and a "Search" button. Below the search bar, there are links for "+ Add Another Field" and "Reset Form".

4. Click the "Search" button to search for results
5. Scroll down the page until you find an article titled "Chocolate in the underworld space of death: cacao seeds from an Early Classic mortuary cave" Fill in the following information:
 - a. Authors of the article _____
 - b. Source of the article:
The Journal it is in: _____ Year published: _____
Volume # _____ iv. Issue # _____ v. Pages _____ - _____
6. Click on the [LINK RESOLVER] link to see if the full article is available online
Is there a link to access the full text of the article? Yes / No

Finding Journal Articles, Option 2:

[Note: Option 2 is a two-part option.]

Part 1:

1. Fill in the information below for the most relevant article that is peer-reviewed (remember – the most relevant articles may not always be at the top. Articles not deemed relevant will be returned. Article cannot be the one mentioned in Part 2):

Article title: _____

Author(s): _____

Name of journal article was published in: _____

Year of publication: ____ Volume number: ____ Issue number: ____ Page numbers: ____

2. Is the entire article available in full-text online? (hint: find the “FindText” link for best results)

If so, from what database? _____

If not, how can you get the full-text of the article? _____

Part 2 (Two options):

Option 2a:

1. Find the article: “Teaching Gender and Sexuality at Public Universities in Argentina”

2. Is it available electronically through the FindText link? _____

If yes, from which database? _____

If no, how can you get the full-text of the article? _____

Turn in this completed sheet to the librarian. If your answers are correct, you will move onto the next leg.

Or Option 2b:

Find this article:

Miller, A. L., Kaciroti, N., LeBourgeois, M. K., Chen, Y. P., Sturza, J., Lumeng, J. C., ... Lumeng, J. C. (2014). Sleep Timing Moderates the Concurrent Sleep Duration–Body Mass Index Association in Low-Income Preschool-Age Children. *Academic Pediatrics*, 14(2), 207–213. doi:10.1016/j.acap.2013.12.003.

1. Is it available electronically (remember to check [Find Online] to be sure)? _____

2. If it isn't available, fill out the View it > Interlibrary loan/Document Delivery > Article Request form. You'll log in and fill out a form, take a picture of the screen where you request the article and bring it up with your completed sheet. Or bring your laptop up to the front.

Fill out an evaluation online: http://blogs.uoregon.edu/annie/lilac_2016/