

## Finding the Right Ingredients: Using Discovery Layers to Find Different Types of Sources

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### NUTRITION INFORMATION

This recipe was created to encourage first-year students to explore the different flavors of materials available in the library using the discovery layer.

### Learning Outcomes

Students will be able to:

- Identify multiple formats of information in print and electronic media in order to understand the types of content delivered by a discovery tool.
- Articulate at least two characteristics of each information format covered.

### NUMBER SERVED

20 to 30 students

### COOKING TIME

15 to 20 minute activity  
20 minutes prep time

### DIETARY GUIDELINES

Frame: Information Creation as a Process

*Knowledge Practices:*

- Articulate the capabilities and constraints of information developed through various creation processes.

- Recognize that information may be perceived differently based on the format in which it is packaged.

*Dispositions:*

- Are inclined to seek out characteristics of information products that indicate the underlying creation process.
- Value the process of matching an information need with an appropriate product.

### INGREDIENTS & EQUIPMENT

- Computer access for all students
- Space to sit in groups of four or five
- A print item for each major format described in the discovery layer (e.g. books, articles, videos).

### PREPARATION

- Retrieve an example of each format in print version for students to compare to the format examples found in the discovery layer.
- Create a worksheet (Figure 1) where students can:
  - » List the digital example of each format they find in the discovery layer.
  - » List the print example of each format they identify from the print versions provided.

- » Fill in their observations about each format.

### COOKING METHOD

1. Introduction
  - a. Explain how the discovery layer includes resources from different formats and why being able to recognize and understand the characteristics of different formats is important.
2. Activity
  - a. Divide students into groups of four or five. Assign each group a format type.
  - b. Provide each group a worksheet where they can record a digital example of their format, a print example of each format, and their observations of the characteristics of each format.
  - c. First, students will use the discovery layer to search for a topic of interest.
    - » Students will use icons and citation information to identify their format (e.g. books).
    - » Students will record an example title from the discovery layer for their source format on their worksheet.

### 3. Tapas

**FIGURE 1.** Characteristics of Different Publications

	Title from discovery layer	Title from provided items	Who writes this type of source? (e.g. scholars, journalists)	Who reads this type of source? (e.g. scholars, general public, students)	What kind of evidence is provided? (e.g. citations, research data)
Journal					
Book					
Review					
Article					
Reference Entry					
Audio or Video					

- d. Next, students will record an example title from the print format versions provided for their source format on their worksheet.
  - e. Finally, students will compare the print and digital examples of their source format and record their observations of characteristics for that format.
3. Discussion
- a. Students will share group results with the class, explaining their format's characteristics.
  - b. Librarian will lead a discussion about what makes each format of information different (e.g. different formats may have different audiences and content types).
  - c. Explain how recognizing different source formats in the discovery layer can help students identify content that will be best suited for their projects or research.

**CLEAN UP**

Don't forget to collect students' worksheets! These artifacts are useful summative assessment tools, and evaluating this work against a rubric can help you determine whether learning objectives are being accomplished.

**ALLERGY WARNINGS**

Ensure that you have enough copies of each print source format (e.g. bound journals) for each group to have at least one.

**CHEF'S NOTES**

This activity was created to help students discern the differences between materials such as an e-book and a reference entry. It gives students an opportunity to explore information formats in two different modalities and is intended to help them see different examples of what each format can look like.