Lesson Plan: Research using the Pratt Institute Libraries (PIL) catalog
Expected number of attendees: 20-25 college freshman, in one of their first semester Game Design & Interactive Media AOS courses. (The demo uses ASGM-103: Storytelling and Interactive Narrative Design (Fall/Spring) as its audience, due to the mention of the final project.)
ACRL Framework: Searching as Strategic Exploration, Research as Inquiry

Objectives/Outcomes	After participating in a tour of the library, Game Design and Interactive Media A.O.S. freshman attendees will: • Listen to a demo of the Pratt library catalog • Complete a scavenger hunt worksheet • Further their understanding of the help they can find at the reference desk
Materials Resources, Space, Time	Scavenger hunt worksheet, instructor station with laptop & projector, library computer lab. 40 minutes (total: 1 hour including the tour).
Anticipatory Set/Bridge	Physical tour of library. 20 minutes. Explanation of a possible situation that would necessitate the use of the library catalog, incorporating core ideas of ACRL frameworks.

Teaching input:
 	
Demo
 	
Checks for understanding during and after activity
	Show how to use and read the catalog efficiently in a research scenario. 15 minutes.
	
	• Quick Search
	   ○ Keyword search
	   ○ Explore different options of navigating the physical collection (as opposed to an electronic book)
	   ○ Explore different options of identifying and accessing an online resource
	• Advanced Search on the EBSCO Discovery Layer
	   ○ Introduce accessibility of students to special collections at PIL
	   ○ Point out the Pratt Cat and the specific resources it is useful for finding

Scavenger Hunt	After the demo, the students break into groups of two or three based on seat location and complete the Scavenger Hunt worksheet comprised of the following tasks: • Choosing either Chinese, Scandinavian, or Mexican architecture as your world-building, please find the following (and write down your keyword search(es) as you go!): ○ A physical book in one of the Pratt libraries. Write down its call number. What floor and which stack number is this resource on and in?

	- A resource that would need to be requested through Interlibrary loan. Is there a way to request a material through ILL without using the catalog? - A resource that is available through one of Pratt's partnered online databases. Which database was it? Was it a PDF or a HTML web-based text? - An item that needs to be requested from the reference desk. Write down the call number (if available) and the special collection it is from (if available). - If you have time, challenge yourself with these questions: - On which page would you find links to information about the library's zine, artist's book, and thesis collection? - On which page would you find information on how to borrow equipment and suggest a library purchase? - How many databases does Pratt offer access to? - Use the chat to ask a librarian a question! Librarian roams the room during group work to answer questions; active watching & listening as initial form of feedback. 20 minutes.
Wrap Up	Librarian answers any additional questions, asking which was the most difficult resource to find, and ends by reminding the group where to find the reference desk in person and online for any and all research and library use questions. 5 minutes.

Method of assessment/Check for understanding
As this is meant as an introduction to the library catalog as a multi-faceted resource, and one that is given to college freshmen, I want a method of assessment of understanding to be multifarious/ accessed from multiple vantage points, as there is no one way to understand and utilize that catalog. Problem-solving group-by-group during the activity, and then opening the floor to general questions, or a group discussion of questions that the librarian noticed more than one group had, should help give the guidance needed without putting pressure to be immediately correct for new students already, and naturally, overwhelmed by other factors.

A reflection on my demo
I don't think I truly realized how overwhelming all of this information could be! I created a simplified checklist of what I thought was most important and fundamentally necessary for students to learn about the catalog, without thinking of how much it could still appear to be for students who don't know it at all. I'm thrilled that so many of my classmates retained the Map It! Feature, as asking students to learn how to translate a call number from the online catalog into a real life perusal of physical stacks is a challenge for the reference desk *and* the students; but this also highlighted how overwhelming all the electronic options (databases, journals, ebooks, etc.) for student and librarians alike to wrap their heads around. To help compensate for this, I refocused the rest of the lesson plan on breaking down the resource options into more digestible parts.