Initial observations/reflection

This section was taught in a room that has workstations for the class. All appeared to be working (at least no students had troubles logging in.) The room was a little warmer then the week before, but no students complained about this. I was only warm by the end after moving around a lot. The class only had three be 11:01 and the instructor forgot some materials, so as she went to find them in the faculty center we waited. By the time she returned and the class discussed the attendance issue and the possibility of rescheduling the mid-term due to “Taste of Derby” it was 11:10 and there were six students. A few more trickled in after I started and by the end of class there were ten total students. Since this was part two I noticed that several from the week prior were missing and at least one was there that was absent the week before.

Before class had started the instructor had mentioned that she had asked them to write out research questions for the topics that they had been firming up in the week since I last visited. I mentioned that the questions from the worksheet (see part 1) were not strong and we refocused the class on writing better questions.

I started at the board and went from broad topics (drugs, college students, effects) to a more focused questions (“what are the effects of marijuana on college student attendance?”) From there I assured them that they all had done a good job of identifying the keywords from the questions they wrote out the week before, reviewed searching in EBSCOHost’s ASC and showed them how to find the abstract, mark items, and then print, email, or save.

The rest of the time the instructor had them write out a question on an index card, have me look at it and offer suggestions, and then try searching and saving some potential articles.

Rubric Assessment

There was nothing formally turned in to me to assess, but from looking at most of their questions they did a much better job of writing the questions.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level 3 success (both open-ended and focused)</th>
<th>Level 2 success (either open-ended or focused)</th>
<th>Level 1 success (neither open-ended nor focused)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wrote a research question. (10 total students)</td>
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If I had to guestimate I think all of them were above the level 2, since they were much more focused than last week. A few probably would fall into the level 3.
Final observation/reflection

I think that this session went really well. I will begin discussion with the instructor about how we approach this for next quarter. My initial thought would be to flip the first two weeks. Spend day one working primarily on the research questions. If time allows I can also cover the keyword part of my “old” presentation (though they all seemed to do well on that... I should be able to try this out with one or two more classes this quarter to see if this holds true) Then I can assess them and come back the next week with comments on the specific questions and then can give the presentation on database searching on the second day.