Lesson Study 2009/2010

Mirlyn

*Description: This is meant to be a guide for teaching students how to use Mirlyn in 2010. This lesson takes approximately 10-15 minutes total, and can be used as part of a larger lesson on how to use the library. You may use as little or as much of the lesson as is appropriate. A sample script is included (under the “for example” pieces of the lesson plan). This script was used to accomplish the lesson in 10-15 minutes.*

*Adaptation: It is advised that you tailor the example search, activity sheet, and assessment to fit with the topic of the class so that the lesson feels relevant to the students. Ideally, the activity sheet will have a sample record that has a variety of locations and formats.*

*Additional Materials: There are three additional materials in this lesson. There is a handout that has information that could not be included in the lesson due to the time parameters. The handout could be adapted as needed. There is an activity sheet and also an assessment sheet which may also be adapted.*

OBJECTIVES

Objective One: Students will be able to understand the purpose of Mirlyn and be generally oriented to the catalog.

Objective Two: Students will be able to conduct an effective search in Mirlyn.

Objective Three: Students will be able to interpret their search results.

LESSON PLAN

 I. Introduction

1. Discussion of objectives and what will be covered about Mirlyn

*For example: “Welcome to the UM Library. My name is \*your name\*, and I work at the \*your library\* Library. Today I will be teaching you about Mirlyn, the UM Library catalog. By the end of this session you will be able to understand what Mirlyn is; you will be able to search Mirlyn and get a reasonable number of relevant results; and you will be able to understand the results of your Mirlyn search. In the end I will give you an assessment sheet which you will need to complete to show that you understand today’s lesson.”*

1. Questions?

II. Objective One: Students will be able to understand the purpose of Mirlyn and be generally oriented to the catalog.

1. Navigating to Mirlyn

*For example: “Everyone should already be logged into the computer, but please do so if you haven’t already. Once you’re logged in, please open a web browser. The home page for your web browser will be* [*www.lib.umich.edu*](http://www.lib.umich.edu)*, which is the library’s web site.*

*In the upper right corner, you will see a link to Catalog (Mirlyn). Click on that to get to the catalog, which is called Mirlyn. You can also come straight to the catalog by typing in the URL.”*

1. Purpose of Mirlyn

*For example: “Mirlyn is an online University of Michigan database. You would use Mirlyn to find out if the libraries on campus own a particular item like a book or ebook, a video, a dissertation, an electronic indexing database, or a journal. It is important to note that Mirlyn does NOT contain descriptions of articles or chapters from books. It describes items at the level of entire books or entire journals. This database is online so you can get to it from any computer that is connected to the internet.“*

1. Questions?

III. Objective Two: Students will be able to conduct an effective search in Mirlyn. *Instructors: You may want to tailor your example search to your class and their subject area or upcoming assignment. You can make it relevant for the students. Your example search should have these criteria: produce many results; produce results in many of the different categories of facets. This iteration of Lesson Study used the topic below and did the search from the basic search page.*

1. Search for books about Lord of the Rings but NOT the novel

*For example, “So … for this session, we’re going to do an example of searching for literary criticism on Lord of the Rings. This means you want to find what people have written about Lord of the Rings. For our purposes today, we’ll pretend that you want to find a book. In summary, there are three criteria that we want to look for:*

1. *About the Lord of the Rings*
2. *Is literary criticism*
3. *Is a book*

*Does all of that make sense? Are there any questions about what you are looking for?*

*A logical starting point is to search for "Lord of the Rings" in the search box and wait for the results. If you type this phrase in without quotation marks, you will get a very large number of results that relate to the words Lord and Rings. This happens because a lot of resources contain either the word 'lord' or the word 'rings'. Using quotes create a phrase and lets you look for the words together.”*

1. Reduce the number of results and get more relevant results by using facets

*For example, “We got a decent number of results, but it’s a rather large number to sort through. So we can use the sidebar on the left to narrow the search down.*

*Along the left there are different ways to narrow your search. Remember that we are looking for something that is literary criticism. On the left you can narrow your search by Subject. You should find that one of your subject choices is “Fantasy fiction, English History and criticism”. Please click on that. We now have a much smaller number of results. You could also narrow by Format, to make sure you aren't getting the movies or the soundtrack. Or you could narrow by Date of Publication or by library, so that you can get more specific results.*

*You should now have about 30 results, and these should all be literary criticism on the series—in other words, we’re not getting copies of the novel.*

*Are there any questions?”*

IV. Objective Three: Objective Three: Students will be able to interpret their search results.

1. Navigate to an item record.

*For example, “Now we’re going to look at an item record. You get to an item record by clicking on the title of an item.”*

1. Activity Sheet – Students learn about various aspects of the results screen and item records. Pass out activity sheet (can also be given at the beginning of class). *Instructors: You may want to tailor your activity sheet to include an image from a relevant book for your class. Some criteria for this might include an item that has different call numbers; different locations; different formats.*

*For example, “To start, I’m going to give you several minutes to do an activity sheet. You can work on it with a partner if you like. We will discuss the answers after you are finished.*

*Are there any questions? Feel free to raise your hand at any point if you need help.*

*<3 minutes -- Answer questions>*

*(Pass out assessment sheet during activity.)*

*Let’s discuss your results:*

*Let’s look at location. Location describes where the library material is within the library system, since there are many different libraries on campus. It may list a floor or specific location in addition to the library name. The informational handout lists some of the more popular locations that are listed in Mirlyn.*

*Let’s look at the call numbers. The call number helps you find the book on the shelf. Each library labels their shelves with the call numbers that are on each shelf. You may need to ask at the library where their different items are located. Once you find the book on the shelf, you can take it to the library’s circulation desk to be checked out using your MCard.*

*Status describes things like whether you can check out an item or not. It also may have the phrase Available Online in this section. If you click on “Available online” you can go to an online version of the item. Although some books may say that they have an electronic version available, many are not available in full-text. It’s important to check the entire status of your item in case it’s checked out or can only be searched online. The informational handout lists some of the statuses that an item could have.*

*How many people had items that could be checked out? Remember that if it says Building Use Only, it cannot be checked out. If someone has already checked out the item, there will be a return date under the Status column.*

*Types of materials include books, electronic resources and journals among many other things. Look for the icon on your results page.*

*What do you think the “Get this” button is? It submits your request to have an item delivered to another library, or place a recall on a book that is currently checked out.*

*We covered a lot in a short time - Does anyone have any questions?*

*The informational handout has reminders about some of the information we discussed today. I encourage you to take it with you as a reference sheet!”*

V. Assessment: *Instructors: You may want to tailor the assessment sheet so the students do a search that is relevant to their class. It is advised to create an assessment search that has the following criteria: produces few results, is interesting to the students and relevant.*

a. Check for understanding: pass out assessment sheet.

*For example, “Okay … We are now going to see if you can do a search on your own and interpret the results of your search. When you’re finished, I will collect them.”*