Preparation:
- Distribute copies of the Library Databases handout
- Open the Workshop webpage (CampusGuide) created for the Library Databases workshop: http://campusguides.glendale.edu/libworkshops/databases
- Queue up the Choosing a Database video, linked on workshop page listed above

1. Introduction: Introduce yourself and welcome students to the library and the workshop. Take care of bureaucratic business, explaining the attendance roster, sharing the session agenda, and answering questions students may have. (3 minutes)

2. Video - Choosing a Database (7 minutes)
Ask students if any have used a library database before, then to name which database they used and why they chose to use it. Facilitate brief discussion to highlight strengths of library databases, including but not limited to…

- Databases are free of cost to GCC students and can be accessed from home;
- Databases provide full-text, credible sources – mainly newspapers, magazines, and scholarly journals;
- Databases make it easy to organize sources and cite them later.

Show Credo video on Choosing a Database (3.5 minutes).

When video is complete, briefly review the video (different types of databases) then demonstrate how to access GCC Library’s database page. Briefly explain the “Recommended Databases” list and full alphabetical list. Also demonstrate how to view databases by subject (use dropdown menu from “All Subjects”).

3. Library Catalog (10 minutes)
Demonstrate how to access the Library Catalog (from the GCC Library’s databases page, as well as from the homepage). Briefly define (or ask students to help you define) a library’s catalog.
- An index (or list) of everything held by a specific library
- Mostly print books or e-books
- Some CDs, DVDs, web sources, special items

[Continues on next page…]
3a. Catalog Search Screen
- Briefly explain that the catalog, as with any database, has field searching (keywords, titles, subjects), location, language, and other filters. Point out advanced search tips below.
- Search for “dolphin” as a keyword.

3b. Catalog Results Page
- Explain the Results Page (for the dolphin as a keyword search) and the information displayed (title, call number, location, availability).
- Point out that the search results for “dolphin” as a keyword retrieved some results that aren’t relevant, and that’s because the database is searching for the search terms *anywhere* in the field.

3c. Catalog Bib Record
- Show the students an example of bib record that isn’t about dolphins, and another one that is relevant. Point out that the subject heading for the marine animal dolphin is “dolphins” so search results will be different depending on search terms and search type.
- Point out the fields in the bib record: Title, Author, Subjects, etc.
- Point out info below: Location, call number/link, availability

Explain that in today’s workshop, all students will use the pretend research question:

*How might body cameras worn by police officers affect community policing and community safety?*

3d. Guided Tour of Catalog
Ask students to open their internet browser and follow your steps:
1. click on Library Catalog (from homepage or Library Databases page)
2. Type the following keywords in the search box: body cameras police
3. Browse through the Results page. Point out print books have a call number and ebooks have a link. Direct students to click on one of the records from the Results page (you can assign this per group) and have students take a minute to look through the bib record.
4. Share out: ask for volunteer per table to tell us about their assigned bib record. Specifically,
   a. Is the book currently available?
   b. Where can you find this book?
   c. Based on the catalog record, will this book help you answer our pretend research question?

4. Exercise I (15 minutes)
Introduce students to the Handout, the pretend research question, and point out that the handout lists a number of relevant search terms related to this issue.
Students complete guided-exercise exploring first database. Spend 5 minutes demonstrating how to use Advanced Search strategies in Academic Search Complete or ProQuest Research Library, including how to add focusing search terms with AND/OR; phrase searching; and date limiters.

[Continues on next page…]
Allow students 10 minutes to individually complete Exercise I; circulate through classroom as students work and provide individual assistance as needed.

Spend 5 minutes in class share-out, reviewing discoveries and answering questions. Have students check email to verify they received the full-text for one article located. Point out and **briefly** demonstrate that the Citation tool in any database is computer-generated and therefore prone to make mistakes. Common mistakes often made by ProQuest & EBSCO products include…

- The citation is not double-spaced
- The citation is not formatted with hanging indentation
- The citation uses all capitalized letters for an element (such as the author’s name or article title)

The focus of this workshop is NOT on the rules of correct citation, so do not spend too much time on this! But it’s important for students to understand that the Citation tools provided by databases are not automatically correct—**students must proofread all citations before including them in college assignments.** For more detailed information about how to correctly format citations, direct students to ask for help at the Reference Desk or take the separate, 60-minute library workshop on **Citing Sources.**

5. **Exercise II (15 minutes)**
   Students complete guided-exercise exploring second database. The structure of Exercise II and its basic instructions are the same as Exercise I, except students search for articles using **Opposing Viewpoints in Context** (or another database of your choice, as long as it is different from the database used in Exercise I).

   Spend 5 minutes demonstrating how to use Basic and Advanced Search strategies in **Opposing Viewpoints in Context**, including how to add focusing search terms with AND/OR; phrase searching; and date limiters.

   Allow students 10 minutes to individually complete Exercise II; circulate through classroom as students work and provide individual assistance as needed.

   Spend 5 minutes in class share-out, reviewing discoveries and answering questions. Have students check email to verify they received the full-text for one article located. Again emphasize that the Citation tools provided by databases are not automatically correct—**students must proofread all citations before including them in college assignments.**

5. **Students complete Post-Quiz (5 minutes)**
   Direct students to the link for the Post-Quiz included on the workshop CampusGuide, [http://campusguides.glendale.edu/libworkshops/databases](http://campusguides.glendale.edu/libworkshops/databases), and ask them to answer the questions posted there.

   Encourage students to take other workshops and/or Library credit classes such as LIB 100 to further improve their research skills.