

Lesson plan - Research skill building with JSTOR

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1. Research on JSTOR: Lesson Plan

Read this planning document first

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Introduction

The JSTOR Education team has created this lesson plan for anyone to use in teaching how to use JSTOR in academic research. This **Lesson Plan** (below in this document), is accompanied by [Instructor's Notes](#) and a [slide deck](#).

You are welcome to copy all or part of each of these documents to adapt them to your own teaching and learning environment. This lesson plan is [CC0](#) and there is no need to ask JSTOR's Education team for permission. We suggest you read through the Lesson Plan, Instructor's Notes, and Research on JSTOR slide deck. Make a copy of each, and then edit and adapt your copy to best meet your pedagogical goals within whatever time constraints apply to your teaching situation.

We have provided rough timing for each section for both the teaching and learning activity of this lesson to help you plan. For example, you might have a simple goal to help students understand what JSTOR is, log in, and create personal accounts. This can be accomplished in your live lesson of 10 to 15 minutes. If you have 50 minutes to an hour to teach these skills, the

activities can make the lesson interactive as students share results of their search queries and Workspace folders.

For questions and feedback, get in touch with JSTOR Education at support@jstor.org.

Lesson plan components

- 1. READ ME: Research on JSTOR: Lesson Plan
- 2. Research on JSTOR: Instructor's Notes (make a copy)
- 3. Research on JSTOR: slide deck (make a copy)

Procedures

Step 1: Make a copy of the slide deck for your own use.

Step 2: Review and copy this Lesson Plan to edit as needed.

Step 3: Review the Instructor's Notes for lesson notes and student activities and copy as needed.

NOTE: Google files can be copied by choosing "File" from the menu at the top of the page and then "Make a copy".

Glossary

Lesson experience: An outline of each segment of the lesson so that you can plan according to your time constraints and needs.

Student Activities: Interactive components designed to reinforce the concepts being taught.

ACRL Information Literacy Framework alignment: ACRL developed the "Framework for Information Literacy" as a set of six concepts referred to as "Frames". Each frame is evident in a set of knowledge practices for students to develop. We have aligned our suggested activities with these Frames and Knowledge Practices to support alignment with the ACRL Framework.

Instructor's notes: These notes are designed for you to refer to while preparing and teaching. They contain key points to make and links to related resources for you to explore. They are repeated in the speaker's notes of corresponding slides in the slide deck.

Related resources: The JSTOR support site and other teaching resources (available in both the Instructor's Notes and slide deck's speaker's notes).

Learning objectives

After this lesson, students will:

- Know how to conduct basic and advanced search activities.
- Understand the value of various approaches and methods for refining searches.
- Know how to save and cite primary and secondary source materials on JSTOR.
- Understand the benefits of saving content found on JSTOR.
- Be able to create folders and share content from JSTOR.

Lesson experience

30 - 45 minute lesson

3 min	Introduction and JSTOR Access <ul style="list-style-type: none"> • What is JSTOR? • How does it fit into library materials at your institution? • Accessing JSTOR for your institution. • Creating a personal JSTOR account.
4 min	Access activity: Make personal JSTOR account
3 min	JSTOR content <ul style="list-style-type: none"> • Journals, books, research reports. • Primary sources.
5 min	Basic search <ul style="list-style-type: none"> • Search bar • Limiting searches by category • Refine results page • Search filters
2 min	Basic Search activity #1: locate the search bar on any page in JSTOR
2 min	Basic search activity #2: refine results sidebar
7 min	Advanced search and browse <ul style="list-style-type: none"> • Advanced search options: Boolean operators • Browse menu • Item page

3 min	Advanced search and Browse activity #1: basic vs advanced search
2 min	Advanced search and Browse activity #2: browse from item page
5 min	Your JSTOR Workspace <ul style="list-style-type: none"> • Use Workspace for saving and organizing on JSTOR • Find the Workspace button on every page
2 min	Workspace activity #1: Saving items in the JSTOR Workspace
3 min	Workspace activity #2: organizing and exporting items in the JSTOR Workspace
2 min	Citations <ul style="list-style-type: none"> • Auto-generated citations from item page • Bulk citations from search results page
3 min	Citation activity: creating citations from JSTOR

[ACRL Information Literacy Framework](#) alignment

Frame	Knowledge practice	Student activity <i>Refer to Instructor Guide for numbered student activities</i>
Authority Is Constructed and Contextual	<ul style="list-style-type: none"> • use research tools and indicators of authority to determine the credibility of sources. 	Introduction to JSTOR as an resource for academic and primary source content.
Information Has Value	<ul style="list-style-type: none"> • give credit to the original ideas of others through proper attribution and citation. 	#9: Creating citations from JSTOR
Research as Inquiry	<ul style="list-style-type: none"> • use various research methods, based on need, 	#4: Advanced search + refine results - to help students determine

	<p>circumstance, and type of inquiry;</p> <ul style="list-style-type: none"> • monitor gathered information and assess for gaps or weaknesses; • organize information in a meaningful way. 	<p>the best search path for their topic</p> <p>#7 and #8: Saving, organizing, and exporting from Workspace - Activities related to the student saving and organizing discovered content using their JSTOR Workspace</p>
Scholarship as Conversation	<ul style="list-style-type: none"> • cite the contributing work of others in their own information production; • recognize that a given scholarly work may not represent the only or even the majority perspective on the issue; • summarize the changes in scholarly perspective over time on a particular topic within a specific discipline. 	<p>#9: Creating citations from JSTOR</p> <p>#6: Browse from the item page using 'cited by', 'related items',</p> <p>#4: Browse by exploring previous issues of any journal on JSTOR or browse or search any subject category</p> <p>JSTOR goes back to Volume one, issue one of each journal allowing for a comprehensive review within a specific discipline</p>
Searching as Strategic Exploration	<ul style="list-style-type: none"> • match information needs and search strategies to appropriate search tools; • design and refine needs and search strategies as necessary, based on search results; • understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information; • manage searching processes and results effectively. 	<p>Activities #3, #4, and #5: Refine results, basic and advanced search</p>

Related Resources

- [JSTOR Support](#)

- [JSTOR teaching resources](#)
- [JSTOR video tutorials](#)
- Specific related resources for each section are in the Instructor's Notes and in the slide deck on the title slide of the section