

Begin the lesson by talking about an upcoming research project. Brainstorm how to actually begin the research process, which typically results in students admitting they use Google. In the room we define the corners with the following labels: Google, Ask a friend, Get help from teacher or parent, and then Discus. We then ask the students to physically move to the corner that would best represent them. It never fails that Google gets most of the students' votes.

We then have students returned to their seats, and begin our orientation/introduction of DISCUS, as well as other subscription services we provide to our school through the library. We emphasize the reliability of information provided through experts who are identified and known as opposed to websites that often biased, and posted with no clear author or level of expertise. We share that the Discus resources have helpful tools for collecting information and even working on citations, showing sample after sample.

Upon completing the overview of how Discus can be a high school student’s best research friend, we do our informal poll again, having students physically go stand in the corner that represents how they will begin their research process. Overwhelmingly students choose the Discus corner. We still have a rogue student or two who stay with Google or one of the other corners, but the vast majority have changed their mind and chosen Discus as the best place to begin their research!

Ask a Friend

Teachers and/or Parents