

Class: Chinese Electronic Resource Training Session

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Cathy & Julie both attended the NCC Training the Trainers Workshop at UCLA in 2004.

Instruction Goal: Participants should be able to identify appropriate electronic resources and effectively use them for research in Chinese studies. The session is designed to meet the following standards:

1. ACRL Information Literacy Standard Two
The information literate student accesses needed information effectively and efficiently.
2. Project SAILS Skill Sets:
Skill Set 7. Understanding Information Retrieval Systems
Skill Set 8. Evaluating and Revising Search Results
Skill Set 9. Retrieving Sources

Performance objective: Participants will learn when and how to use which database to answer what type of research inquiries.

Rationale: There are so many Chinese databases available. It is difficult to keep up with what they are and how to make best use of them in locating information. The training session will introduce the most useful Chinese databases, including subscription-based and free ones. In addition to in-depth knowledge of the databases, the participants will also learn some basic techniques for using digital materials in their own research and teaching. ,

Lesson Content: 20 most useful Chinese databases.

Instructional Procedures:

1. Introduction. (10 min.) The instructors introduce themselves and explain the purpose of the training. Go over the workshop agenda and overview.
2. Teaching method. (10 min.) Instructors explain the session will be conducted based on the information literacy principles. They will apply the information literacy skills learned from the NCC T-3 (Training the Trainers) Workshop. They will go on to explain what information literacy is and its difference from bibliographic instruction. (Distribute handout: “Making a Transition from Bibliographic Instruction to Information Literacy”) BI: Instructor is “Sage on the Stage”. IL: “Guide on the Side.”
3. Database selection (5 min.) The instructor displays the 23 most useful databases on the screen and briefly describes how each group of databases are selected and grouped together. Distribute the database list handout.

4. Guided demo (15 min.): The instructors display the first reference question, demo online catalogs, and explain interlibrary loan process.
5. Group exercise: Full-text databases (15 min.): Divide the participants into 5 groups. Every group uses CAJ, People's Daily, and SuperStar to search for full-text materials to answer the first and the second reference questions.
6. Reference databases (10 min.): Instructors review the reference databases. Display the 3rd reference question.
7. China Data Online (15 min.): Dan Tseng of UCI will demo the CDO to the group.
8. Statistical Databases (5 min.): Instructors will go over the two government statistical databases.
9. Exercise (5 min.): Instructors display the 5th question. The participants will be asked which reference database to use and practice using "Chinese Dictionary".
10. Classical Chinese Databases (10 min.): Group discusses the difference among the 6 classical Chinese databases.
11. Group Exercise (10 min.): Group exercise using "Siku Quanshu" & "Academic Sinica" databases.
12. Conclusion (10 min.): Instructors summarize the special features of the five databases being demonstrated. Review the information literacy skills applied in the session. Distribute "Lesson Plan" handout to those who are interested.