PC 103 University Skills
Gathering Agenda for Week 10
Information Literacy

Gathering Purposes

- Discuss the importance of discovering and using reliable information
- Review the steps of creating an effective search strategy
- Practice creating an effective search strategy

Preparation

- For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
- For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you will start soon.
    - When the Gathering Agenda asks that students meet in small groups, use Breakout Rooms.
    - When the Gathering Agenda asks you to display things on "the board," you can use the whiteboard.

Min.	Activities		Teaching Tips
Welcome and Devotional			
10	Welcome	Welcome, announcements, and housekeeping	
	Hymn or Thought, Prayer	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be invited to share a brief spiritual thought. A volunteer will then give an opening prayer	
	BYU-Pathway Worldwide Devotional	Students were asked to watch the BYU-Pathway Worldwide devotional this week, as contained in the course. They should have done this prior to the gathering. As a class discuss the devotional using the discussion questions provided in the course	Look up the questions in advance so you are ready.
Student Success Discussion			
15	Next Steps Reminder	Remind students to be working on the Next Steps portion of the course. This includes the application and graduation planning. See this week's module called "Next Steps" in the course.	
	Read and Discuss	Read about Wendy to see what she did to overcome the challenges she faced as she worked to complete a degree. Then discuss the questions that follow. Click here to share/read the article. If that doesn't work, you can share the text below called "Wendy's Way to Graduate School"	

		Discussion Questions: • Wendy said, "I realized that I could do it. I realized that I could do things that I didn't think I could do." Describe a time this semester when you had a similar realization. How did it feel? • Wendy described an experience in one of her online courses, "We would spend hours online together every week just going over [our homework] and over it and over it. By the end of the semester, all four [group members] got A's in class, and now I can do stats! I never thought in my life I could do that, but I can!" What does this say about the power of working with others as an online student? • Wendy's new-found confidence through getting a Bachelor's degree helped her gain even more confidence to pursue a Master's degree after she graduated. Consider something in your life in which you current lack confidence. Think about it to yourself. Do you really believe you can gain more confidence about it, and even succeed in it?	
Student Skills Discussion			
20	Share	For one to two minutes, tell the class about one big thing you learned in this week's Student Skills.	Come prepared to share your 1-2 minute introduction.
	Group Activity Write & Discuss	**Pretend** you are preparing to make a large purchase. You refer to the following three sources to research the item before making your purchase: ● Read a written review on the Internet by someone who already owns the item you are interested in buying. ● Read a written review in a well-respected national magazine that performs their own product testing. ● Speak to an informed friend or neighbor. Each of these sources provides you with pertinent information. Invite the class to write their answers to the writing prompt below. Write for 60-90 seconds. Then discuss the questions that follow. **Writing Prompt** ● Write about the value of each source of information and the type of information provided. **Discussion Questions** ● **What did you write about? Why?** ● Why is your source important when making a	Present this example to the class. You can choose an item to buy and provide a description or bring a picture of the item to make this discussion more realistic.

		decision? ● Can you think of sources that would give you unreliable information?	
Student Skills Application			
15	Review	When searching for information we need to know how to create an effective search strategy. We learned about this in our student skills lesson. Briefly review the steps of creating an effective search strategy. As you review each step, discuss why it is important and how it will benefit your search. **Step 1** **Identify your topic** ○ Poor example: Drugs ○ Good Example: Drug Abuse Among Teenagers Why is the second example better than the first? **Step 2** **Form a complete thought in the form of a question or statement** **Example:** ● What effects does drug abuse have on the academic achievement of teenagers? **Step 3** **Choose keywords** **Example:** ○ Drug Abuse ○ Academic Achievement ○ Teenagers **Step 4** **Use Boolean terms to search** ○ AND (Narrows the search) i. Drug Abuse AND Academic Achievement AND Teenagers ○ OR (Broadens search) i. Teenagers OR Youth OR Adolescents ○ NOT (Narrows search using first word, not the second) i. female NOT teens	Consider writing these on the board to be prepared for the next activity. For virtual gatherings see “Physical Preparation” at the top of this document.
	Share	Elder Dieter F. Uchtdorf said, “I believe that our Father in Heaven is pleased with His children when they use their talents and mental faculties to earnestly discover truth. Over the centuries many wise men and women—through logic, reason, scientific inquiry, and, yes, through inspiration—have discovered truth. These discoveries have enriched mankind, improved our lives, and inspired joy, wonder, and awe.” https://www.lds.org/broadcasts/article/ces-devotionals/2013/01/what-is-truth?lang=eng	

		Explain to the class that you are going to work together as a Gathering group to use your “talents and mental faculties” mentioned by Elder Uchtdorf to create a search strategy.	You will not actually search these strategies on a computer. You are only identifying search terms as if you were going to perform an actual search.
	Work Together	Topic: Effects of reading on child development 1. Form a question or statement 2. Choose keywords 3. Connect the keywords using the Boolean search terms	Do this exercise as a whole group.
	Repeat in Pairs	1. Break into pairs and have each team create their own effective search strategy using the topic “Rainforest Food Chain.” 2. Have each pair share their search strategy with another team. 3. Identify similarities and differences in the search strategies.	Remind the pairs to refer to the steps on the board as they create their search strategy.
	Testimony and Prayer	Bear a 30-90 second testimony of the importance of evaluating the reliability of your sources of information. Invite the members of the class to evaluate the credibility of the information and sources they encounter throughout the week. End with a prayer by invitation.	

Wendy’s Way to Graduate School

"I realized that I could do things that I didn't think I could do."

When Wendy was 12 years old, she read a book about a family counselor who fascinated her and sparked her love for psychology. Her passion for psychology continued after high school, but when Wendy attended Ricks College (now BYU-Idaho), she had a challenging first semester. After a whirlwind of trials and difficult circumstances, Wendy paused her pursuit of higher education and moved to New Jersey to be a nanny.

After returning to Idaho, she met her husband and worked so he could attend graduate school to become a pharmacist. She was a great support to him through his schooling, but once again, her own education was put on hold.

Although Wendy didn’t start school right away, she loved her time as a stay-at-home mother to her three children. As her children have grown, she’s found a lot of joy being home to take care of them.

Over time, her dream of becoming a counselor finally became a reality. At the age of 40, her long-lost dream that had never really left her mind was about to come true.

After a member of her stake presidency mentioned BYU-Pathway Worldwide in an interview, Wendy decided to look into it.

She'd always felt higher education was no longer a possibility due to cost. But then she said, "I realized that I could do it. I realized that I could do things that I didn't think I could do."

Later, during a church ministering visit, she was talking with a woman who said she had started PathwayConnect and hadn't finished. The two women decided to face it together; this helped Wendy receive the confidence and support she needed to begin her educational journey.

"There's just no other program that I've ever seen that has the support for returning students," Wendy said. "If I had to go from not going to college for 20 years… straight into a hardcore college program, I don't think I would have had the confidence to get through it.

That year of PathwayConnect is so valuable for people in my situation who need that year to build their confidence."

Wendy faced difficult anxiety, especially with public speaking. But when she realized other students in her gathering were just as nervous, her confidence grew and she felt welcomed.

Over time, Wendy thrived in her gathering as she was able to overcome her anxieties and confidently stand in front of her group to teach her classmates. Some students might feel similar to Wendy who, as someone who didn't complete her education, had been telling herself for years that she was a failure.

Through BYU-Pathway, many students also experience the same excitement Wendy felt when she started to see herself succeed. Not only did she pass, but she earned all A's in her classes.

She regained confidence in herself and her abilities in powerful ways. Wendy worked diligently throughout her BYU-Idaho online degree, presented and coordinated through BYU-Pathway.

"At the first of the semester, I thought, 'Ugh, this is going to be a long semester," Wendy said. "We would spend hours online together every week just going over [our homework] and over it and over it. By the end of the semester, all four [group members] got A's in class, and now I can do stats! I never thought in my life I could do that, but I can!"

Wendy changed from being terrified of speaking to her classmates to being confident in leading a classroom. Even though she disliked group work when she started, she enjoyed one of her most difficult classes because of the support of her fellow group members. For someone who never thought education was possible because of cost, confidence, age, and timing, Wendy had a change of perspective. She knew she could do anything, and others could see it too.

"I had spent my whole life telling myself that I couldn't do it, and then I went and did it," Wendy said. "I just felt like if I could do that, what else could I do?" All those things we convince ourselves that we can't do, we really can. We just have to be brave enough to try. Not only did Wendy graduate with her bachelor's degree in marriage and family studies, but she's also been

accepted to a graduate program and is well on her way to becoming the counselor she has always wanted to become.

She said, “It’s amazing what you can do if you just put your mind to it and stick with it. Just keep going, even if you have to go slow. It’s so worth it when you’re finished.”