TEACHING CAN BE TAUGHT

Wisdom Will Follow

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Lesson 2: Kathryn Leache, Lucius E. and Elsie C. Burch, Jr. Library, Collierville, TN

Lesson 3: Vivian Bynoe, Savannah Technical College, Savannah, GA

Lesson 4: Ruth Faircloth, Middle Georgia Technical College, Warner Robins, GA
Introduction
An academic teaching librarian’s dilemma

- You have 50 to 90 minutes to present an overview on resources and skills needed to complete a course assignment.
- You want an original approach – something to arouse curiosity and engage the students.
- Oh, one more thing - your accreditation standards also require that you evaluate student learning.
First, make a plan (Polya)
Put your plan for learning into words¹

- Give your presentation a title
- State the circumstances of your instruction
- Articulate your teaching goals and learning objectives
- Outline how you will prepare
- Plan out your presentation
- Devise an evaluation activity

¹ Adapted from Jacobson & Gatti (2001).
Select strategies for teaching

Teaching Strategies That Work

“Turning Teaching Into Learning”
Robert Gagne proposed that sequencing instruction into steps that he labeled as “events” of instruction will increase learner engagement and retention of the material taught.
Gagne’s Nine Events of Instruction

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer
Teaching techniques that fit Gagne’s model

- Attention-getters

  Analogies
  Anecdotes
  Pictures
  Media clips
  Advanced organizers
  (Outlines or diagrams that give the “big picture”)
Teaching techniques that fit Gagne’s model

- Learning guidance

  Examples
  Elaboration
  Handouts
  Scaffolding
  (Helps students do what they can’t yet do independently)
Teaching techniques that fit Gagne’s model

- Instructional approaches

  - Lecture
  - Demonstration
  - Lecture-Demonstration
  - Guided Demonstration
  - Self-paced Tutorial
Teaching techniques that fit Gagne’s model

- Practice
  - Hands-on activity
  - Self-directed activity
  - Small-group activity
  - Drill-and-practice exercise
  - Individual or group rehearsal
Teaching techniques that fit Gagne’s model

- Evaluation
  - Informal or Formal
  - Immediate or Delayed
  - In class or Outside class
Further reading
Putting Gagne into practice . . .

Today’s presenters will demonstrate how to make Gagne’s events of instruction work for teaching:

- Law students to use Shepard’s Citation Service
- Healthcare majors to identify scholarly sources
- Undergraduates how to evaluate web sites
  (the second and fourth “lessons” cover these concepts)
DON’T LET THIS HAPPEN TO YOU...SHEPARDIZE!

Updating legal research using the Shepard’s Citation Service on LexisNexis™

Betty Wright
This lesson teaches law students about the importance and function of the Shepard’s online citator.

Using the Shepard’s online citator service, law students in the legal research course at ABC law school will:

- Shepardize a particular case without error
- Replicate the process of Shepardizing a case when preparing their semester project.
Circumstances of Instruction

- Law students at the ABC law school are required to take a semester long course on legal research and writing given by Law Librarian, Betty Wright. At the end of the semester students must prepare a legal brief of a case assigned to them at the beginning of the semester. Since this is a semester long project, each student has been assigned a particular legal issue to study and do various legal research exercises and activities throughout the semester. The lesson today instructs students on Shepardizing a case to find out its status, the history, as well as other cases that cited to the decision. This is a major part of their project, therefore after this lesson the students will Shepardize their own case and include the results in their brief.
Needs Assessment

- Before this instruction, students were given a review of the LexisNexis database. Questions posed by Mrs. Wright determined that the lesson needed to focus on the importance of using a legal citator such as Shepard’s and focus mainly on the major features of the Shepard’s citation system online.
Information Literacy Standards

- Information Literacy Competency Standards for Higher Education
  - (Formulated by ACRL, the Association of College and Research Libraries in ALA)

- This lesson will allow students to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; and understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally.
What is a citator?

- Principal tool for updating legal authorities.
- An index or compilation listing every instance in which a legal authority has been cited.
- A tool that helps you determine what has happened to your case, statute, or regulation after it was released.
Use Citators to:

- Determine if the authority (case) is still “good law”
  - Was it overruled, reversed, criticized, or affirmed?

- Trace the history of a given authority
  - When was it ruled, appealed, etc.?

- Find sources addressing the same legal issue.
  - What other cases have ruled on this point of law?
Importance of Using a Citator

- **Stare decisis**
  - Under the doctrine of *stare decisis*, previously decided cases serve as a model for resolution of future disputes involving similar legal principles of fact patterns.
  - Legal researchers cite to cases in support of their arguments in order to convince the court that the issues or facts presented in their case should be decided in the same way as the earlier cases, or to argue that the facts or issues presented in their cases are sufficiently different to warrant the same treatment.
Importance of Using a Citator

- **Before** you cite any primary authority in any document you prepare, you **must** ensure it is still “good law”.
  - This is an inflexible rule of legal research.

- Several courts have discussed the importance of proper updating and a lawyer’s professional responsibility to ensure the reliability of the authority they cite.
  - *Meadowbrook v. Fowler, 959 P.2d. 115,120 n.11 (Utah 1998),*
    - “The process of ‘Shepardizing’ [updating] a case is fundamental to legal research.”
How Shepardizing applies to a real case:

Play the video clip from the O. J. Simpson trial

http://www.youtube.com/watch?v=QFOY0Glgo0gU
Guided Activity

Client Scenario:

- Client believes he has been discriminated against based on age.
- Has been an employee for over 15 years.
- At the time of termination overheard a supervisor refer to him as “an old salesman” that needed to be replaced with a “bright young person”.

McNeil v. Economics Laboratory, Inc.

800 F.2d 111

Age-discrimination suit where the Plaintiff was removed from a sales manager position and offered a non-salaried, commission-based position as a sales representative.
Use the LexisNexis shortcut to Shepard’s and enter your citation:
Start your research with the Summary:


**SHEPARD’S SUMMARY**

**Unrestricted Shepard’s Summary**

- **No negative subsequent appellate history.**

**Citing References:**

- **Warning Analyses:** Overruled (2)
- **Cautionary Analyses:** Distinguished (6)
- **Positive Analyses:** Followed (10)
- **Neutral Analyses:** Concurring Opinion (1), Dissenting Op. (2), Explained (1)
- **Other Sources:** Law Reviews (13), Statutes (1), Treatises (15), Court Documents (17)

**LexisNexis Headnotes:** HN2 (3), HN3 (7), HN4 (11), HN5 (7), HN6 (12), HN8 (5), HN9 (20), HN10 (8), HN11 (10), HN13 (12), HN14 (10), HN15 (5), HN16 (60), HN17 (29), HN18 (14)
Use the Shepard’s citator chart:

*Shepard’s Signal™ Indicators*

- **Warning**—Negative treatment indicated
  Contains strong negative history of treatment of your case
  (for example, overruled by or reversed).

- **Caution**—Possible negative treatment indicated
  Contains history or treatment that may have a significant negative
  impact on your case (for example, limited or criticized by).

- **Positive treatment indicated**
  Contains history or treatment that has a positive impact on your case
  (for example, affirmed or followed by).

  *Only Shepard’s offers this treatment.*

- **Cited and neutral analysis indicated**
  Contains treatment of your case that is neither positive nor negative.

- **Citation information available**
  Indicates that citing references are available for your case but
  do not have history or treatment analysis
  (for example, the references are law review citations).
Follow the citator links to:

**Overrulings**

32. Overruled by:  
LexisNexis Headnotes HN9, HN10

860 F.2d 834 p.836
Follow the citator links to:

Prior histories


2. Later proceeding at:

Affirmed by (CITATION YOU ENTERED):
Follow the citator links to:

Citing decisions

CITING DECISIONS (107 citing decisions)

2ND CIRCUIT - U.S. DISTRICT COURTS

5. Cited by:
   736 F. Supp. 1267 p.1270

6. Cited by:
   715 F. Supp. 570 p.573
Remember!

- Updating the law is not something you save for the end of your research.
  - Begin updating your cases as soon as you find them.

- Make sure you have fulfilled your legal research responsibilities.
  - Save yourself from potential embarrassment or even sanction.
Homework!

- Assignment 5, Exercise D from workbook.

- Continue Shepardizing your case!
Did you see these teaching techniques?

- **Instructional approach**
  - Lecture-Demonstration

- **Learning guidance**
  - Examples
  - Elaboration
  - Scaffolding (the citator chart)

- **Practice**
  - Homework

- **Evaluation**
  - Outside class
Gagne events included in this excerpt:

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer
THERE’S MORE TO THE WEB THAN WIKIPEDIA

Kathryn Leache
Introduction

This lesson could be the first class of two instructional sessions on using websites as sources for research. In the first session, featured here, the librarians demonstrate how the open web is a valuable research tool by showing students what clues they can look for to identify reliable websites. In the second session, not featured here, students would learn how to manage websites and cite them.
Now, on to our lesson . . .

In 2006, a University of Connecticut professor asked 25 seventh graders to evaluate a site on the endangered Pacific Northwest tree octopus.
Here’s the top of the home page:

Help Save The ENDANGERED PACIFIC NORTHWEST TREE OCTOPUS From EXTINCTION!

About The Pacific Northwest Tree Octopus

The Pacific Northwest tree octopus (Octopus paxarboia) can be found in the temperate rainforests of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex maze of the coniferous Olympic rainforests. The challenges and richness of this environment (and the intimate way in which it interacts with it,) may account for the tree octopus's advanced behavioral development. (Some evolutionary theorists suppose that ”arboreal adaptation” is what laid the groundwork in primates for the evolution of the human mind.)
Result:

24 out of 25 recommended the site to another class that they were told were doing the same assignment.
Why did it fool them?

- Well done
- Scientific jargon
- Pictures
- Email contact
This guy is good!

- Page of viewer-submitted sightings
- Buy ribbons and bumper stickers
Using Online Sources in College

- Some of you may have been taught in high school to stay away from web sources when researching for projects or papers...

  which is not realistic in today’s technological environment.

The web it is a wonderful source of scholarly information and is more so every day thanks to digitization initiatives.
Have you ever…

…used an online source for a paper or project without checking the validity or reliability?

If you said “Yes”…

You are not alone.

In the same study in which the tree octopus site was used, 57% of a group of questioned students NEVER checked the accuracy of web content.
YOUR Responsibility

You DO have to be careful, though…and do some detective work when looking at web sources.

Today we will explore clues to a web source’s trustworthiness and practice looking for those clues.
Looking for clues

- Clues
  - Domain extension
  - Author(ity)
  - Quality
  - Overall (holistic) view
First Clue: The Source

- **Domain extensions**
  - .com...commercial
  - .org...organizations
  - .net...network
  - .biz...business
  - .gov...government
  - .edu...education
  - .us or other country extensions

- Use of .com, .org, .net is muddied
Example 1
http://www.martinlutherking.org

Attention Students: Try our MLK Pop Quiz

Martin Luther King, Jr.
A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex - including King's cries of "I'm f--ing for God" and "I'm not a Negro tonight!"

Newsweek Magazine
January 19, 1998
Page 62
Look for the source of the site

- If you see no authority information or contact information, truncate backwards like this:
  - http://nobelprize.org/nobel_prizes/peace/laureates

You can also go straight to the root site:
- http://nobelprize.org
Example 2
http://www.encyclopedia.com/topic/Margaret_Mitchell.aspx

Margaret Mitchell
The Columbia Encyclopedia, Sixth Edition | 2008 | Copyright
Margaret Mitchell 1900-1949, American novelist, b. Atlanta, Ga. Her one novel, Gone with the Wind (1936; Pulitzer Prize), a romantic, panoramic portrait of the Civil War and Reconstruction periods in Georgia, is one of the most popular novels in the history of American publishing. The film adaptation (1939) has also been extraordinarily successful.
You try it:

To find the source, you will have to truncate:

http://www.encyclopedia.com/topic/Margaret_Mitchell.aspx

What is the origin of the source?
Second Clue

- **Author(ity)**
  Who wrote/owns/manages the site?
  - Look for a link to the home page
  - Look for “About” or “About us” or “Site managed by” at the bottom of the main/root page
    or for a link at the top of the page
  - Look for a “Contact” or e-mail address
This site has several links to check Authority. What are they?

Margaret Mitchell (1900-1949)

Margaret Mitchell was the author of *Gone With the Wind*, one of the most popular books of all time. The novel was published in 1936 and sold more than a million copies in the first six months, a phenomenal feat considering it was the *Great Depression* era. More than 30 million copies of this masterpiece, set during the *Civil War* (1861-65), have been sold worldwide in thirty-eight countries. It has been translated into twenty-seven languages. Approximately 250,000 copies are still sold each year. Shortly after the book's publication the *movie* rights were sold to David O. Selznick for $50,000, the highest amount ever paid for a manuscript up to that time. In 1937 Margaret Mitchell was awarded the *Pulitzer Prize*. 
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What links might you follow to determine Authority for this site?
One possible answer: Go to the “General Information” page
Third Clue

- **Quality**
  - Links / supporting documentation
  - Copyright info
  - Varied views
  - Is the page current?
Examples on how to determine Quality would be presented next
Fourth Clue

- **Holistic view**
  - Does it ‘feel’ right?
  - Why does the site appear to exist?
  - Entertain, persuade, inform?
Examples on the Holistic method of determining credibility would be presented next.
Wrap Up

- Clues for evaluating web sites
  - Domain extension
  - Author(ity)
  - Quality
  - Overall (holistic) view
Practice exercise

Would you trust the links on this website for collecting information on Martin Luther King Jr.?

Identify four clues to support your answer.
Domain name clue?  http://www.stormfront.org/forum/f81
Authority clues – any “About” or “Contact” links?
Quality clue: Why does the site exist?
More Quality clues – Copyright? Supporting documentation?
Look at the Discussion topics – What points of view are represented?
A Holistic test - Does the site “feel” right?
Remember the Octopus!

- **Clues to evaluate web sites:**
  - Look closely at the URL:
    - Is it a personal web page? What does the domain tell you? Can you truncate back to the root/home page? Who is the publisher?
  - Author(ity):
    - Is there an author’s name or agency mentioned? Contact info? What are the author’s credentials?
  - Scan the whole page:
    - Is there an “About us” link or something similar? If not, again, truncate back to the main page and look again. What is the last date it was updated?
  - Look for “Quality” clues:
    - Are there footnotes or links to supporting documentation? If yes, explore them. Do they appear reputable and/or scholarly? Are they even real? Do they work? Is there copyright information? Do the links represent other viewpoints or are they biased?
    - Does it all add up? What does your gut tell you? Why does this page appear to exist? Is its purpose to pass along facts, sell something, or convince you of something? **The web is a public place...open to all. Remember that.**
  - “Librarian-Approved” Web Indexes
    - Use these sites with confidence!
    - Librarians’ Internet Index: Websites You Can Trust
      - [http://www.lii.org](http://www.lii.org)
    - The Internet Public Library
      - [http://www.ipl.org](http://www.ipl.org)
Transfer of Learning

Evaluate these websites in terms of reliability. Using the four criteria from the lesson, specify which websites would be appropriate as a resource for a biography report and which ones would not. Tell why.

http://www.history-of-rock.com/otis_redding.htm

http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Politics/PoliticalFigures&id=h-2781

http://www.ibiblio.org/sncc/lewis.html

http://womenshistory.about.com/od/alicewalker/a/alice_walker.htm
Did you see these teaching techniques?

- **Instructional approach**
  - Anecdote
  - Lecture-Demonstration

- **Learning guidance**
  - Examples
  - Elaboration
  - Scaffolding (the “Remember the Octopus” handout)

- **Practice & Evaluation**
  - In-class, hands-on activity
  - Outside class exercise
Gagne events included in this excerpt:

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer
WHAT IS A SCHOLARLY SOURCE?

Vivian Bynoe
Introduction

This lesson is designed to show nursing students how to distinguish between academic and popular articles.
Circumstances of Instruction

- The instructor for the Introduction to Healthcare class at Savannah Technical College has asked her students to find three scholarly articles to summarize. When the students return with their articles she is disappointed.

- She realizes that she made a mistake in assuming that the class knew the difference between scholarly and popular resources.
Meet Denise

Case Scenario:

Denise’s mother was recently diagnosed with breast cancer. She is concerned because her grandmother is a breast cancer survivor as well and Denise wants to know what she can do to decrease her own risk.
Denise starts her research

- She decides to do some research of her own and comes across two articles that she likes. However, she is not sure which article will be best for her to rely on for sound advice.

- Let’s see what she finds...
6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition

Don't individualize — synergize! These super-combos, all examples of food synergy, can help you fight cancer, absorb iron, boost your cardiovascular system, and more.

By Kelly L. Phillips

Synergize Your Diet
Dynamic duos have always been a part of our history. Think Batman and Robin, Simon and Garfunkel, Thelma and Louise. Sure, you can watch Batman before Robin dropped into the scene or listen to Paul Simon singing solo, but it's the collaboration that makes each individual truly shine. Its synergy — the sum of the two is much greater than their individual contributions.

From Superheroes to Superfoods:
Food science has taken this two-heads-are-better-than-one idea a step further. "Food synergy" is one of the newest buzzwords in nutrition. It consists of a cast of known healthy foods and the sidekicks that, if eaten together, create an even bigger nutritional bang. Some suggestions — like combining a high-fat dressing with the healthy greens and veggies in your salad — might surprise you.

Ready to supercharge your diet? These six food combos will take your kitchen staples to the next level.

Sandwiches, Soy, and Super-Absorbable Iron
The Superfood: Peanut Butter
The Sidekick: Whole Wheat Bread
Synergize! The sandwich you loved as a kid should definitely not be dropped from your adult menu — it's packed with nutrition. The vitamin E-rich peanuts cram in about seven grams of healthy protein in two tablespoons, the perfect amount to cover a slice of bread. The two already seem made for one another, so it makes even more sense that their enjoyment spanned generations. Without and with each other, you never would have realized their potential power.

The Superfood: Greek Yogurt
The Sidekick: Berries
Synergize! Greek yogurt is packed with probiotics, which can help you feel more full and regular, get more protein, and manage your blood sugar. Add in some berries for an antioxidant boost!
Family Influences on Food Choice:
Context of Surviving Breast Cancer

Brenda L. Beagan, PhD¹; Gwen E. Chapman, PhD, RDN²

¹School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;
²Food, Nutrition and Health, University of British Columbia, Vancouver, British Columbia

ABSTRACT

Objective: To explore women’s perceptions of family influences on food decision-making in the context of having had breast cancer or not having had breast cancer.

Design: Individual interviews exploring women’s perceptions of their eating habits, health status and diet, health and relations through catering to others’ tastes. This may be an opportune time to help women introduce healthful eating.

KEY WORDS: food choice, family, social influences, food behavior

(J Nutr Educ Behav. 2004;36:320-326.)
So much information, what do I choose….

- Not all information is valid for your research as a student.
- Two types of sources are available:
  - Scholarly
  - Popular
Today you will learn how to:

✓ Determine the difference between scholarly and popular sources
✓ Evaluate the two resources Denise identified
✓ Leave with an understanding of how to locate three scholarly sources for your assignment
Characteristics of Popular Sources

- **Audience** - The General Public
- **Writers** - Journalists, Reporters, Bloggers, Anyone!
- **Contents** - Current News, Entertainment, Popular Language, Opinionated, No references
- **Published** - Daily or weekly
- **Appearance** - Glossy Pages, Photographs, Attractive, Catchy phrases
Characteristics of Scholarly Sources

- **Audience** - Researchers, Scholars, Experts, Students
- **Writers** - Professionals, Researchers, Experts
- **Contents** - Research studies, Professional Language, Reference Lists, Facts
- **Published** – Monthly or quarterly
- **Appearance** - Very few ads, More Text, Less Attractive
Back to Denise’s first article: Popular or Scholarly? Why?

6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition

Don’t individualize — synergize! These super-combos, all examples of food synergy, can help you fight cancer, absorb iron, boost your cardiovascular system, and more.

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Dynamic diets have always been a part of our history. Think Batman and Robin, Simon and Garfunkel, Thelma and Louise. Sure, you can watch Batman before Robin dropped into the scene or listen to Paul Simon singing solo, but it’s the collaboration that makes each individual truly shine. Its synergy — the sum of the two is much greater than their individual contributions.

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Family Influences on Food Choice:
Context of Surviving Breast Cancer

BRENDA L. BEAGAN, PhD¹; GWEN E. CHAPMAN, PhD, RDN²
¹School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;
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KEY WORDS: food choice, family, social influences, food behavior

(J Nutr Educ Behav. 2004;36:320-326.)
Are popular sources ever useful for research?

- Popular sources are great for generating ideas for your research. You can use them as part of the brainstorming process....but for this class assignment your articles need to be from scholarly sources.
Let’s review
Scholarly Source Game

Divide the class into two groups. True – false questions on scholarly and popular articles will be asked. One person from each group will answer a question either at the board or from their seats. Whoever gets the correct answer first scores a point for that group. The next person in the group gets a chance to answer a question.
Sample true-false game questions

Scholarly sources contain few advertisements.

Scholarly sources are usually published daily or weekly.

It is best to stick with scholarly sources when seeking in-depth research on a topic.

Popular sources tend to cover current topics or trends.
You find an article that discusses the benefits of red wine. The source is Runner’s World Magazine. Is this a scholarly source?

Bonus Point: Why or why not?
Evaluation

- At the end of the instructional session, students will be given a take-home quiz that consists of four questions. The quiz will be graded for extra credit. The students have one week to locate and summarize three articles, and the instructor will request a list of citations midway through the week.
Retention

- Students will return the take-home quiz and the instructor will evaluate their answers.
- The librarian invites the students to visit the library for further assistance in locating their articles
Did you see these teaching techniques?

- **Instructional approach**
  - Lecture-Demonstration

- **Learning guidance**
  - Examples
  - Elaboration

- **Retention**
  - Scholarly Sources handout

- **Practice & Evaluation**
  - Informal true-false game
  - Formal take-home exercise
Gagne events included in this excerpt:

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer
EVALUATING WEB SITES: USEFUL GADGETS

Stephanie Crane and Ruth Faircloth
Introduction

This lesson is designed to demonstrate the concept of evaluating the authority, relevance/usefulness, bias, and currency of information on the Internet to undergraduates.
Circumstances of Instruction

Student-Centered University has requested the implementation of an Information Literacy course which will be incorporated into the curriculum as a required core class to be taken in the first semester of the freshman year.
Needs Assessment

In consultation with the IT department, an interactive activity is uploaded on all computers within the classroom, called: “Website Evaluation: Useful Gadgets.”

Faculty who teach core requirement courses, student representatives, and reference librarians collaborate during a series of meetings to gather information and then plan a sequence of scheduled instructional lectures throughout the semester-long class. Reference librarians, Crane and Faircloth agree to teach the sequence dealing with evaluating web sources. During lesson planning, they consult the following sources:


  - Activity & Worksheet adapted from “Evaluating Web Sites I”, (p. 57-71).

- Searching the Web-An Educator’s Reference Desk Lesson Plan.
  - [http://www.eduref.org/Virtual/Lessons/Information_Literacy/IFO0202.html](http://www.eduref.org/Virtual/Lessons/Information_Literacy/IFO0202.html)
Information Literacy Standard

- **Standard Three:**
  The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- **Performance Indicators:**
  - summarizes main ideas extracted from gathered information
  - articulates and applies criteria for evaluating both information and its sources
  - synthesizes main ideas to construct new concepts
Bloom’s Taxonomy Level Application

**Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write
Teaching Goals

- To demonstrate the concept of evaluating the authority, relevance/usefulness, bias, and currency of electronic information sources.
1. Students will determine **authority** of a website using author, bibliography, e-mail contact, contact information, links, design elements, spelling, grammar, reviews and ratings.

2. Students will determine **relevance** or **usefulness** of a website using audience, content and keywords.

3. Students will determine **bias** of a website using e-commerce, opinions, perspectives, or sponsors.

4. Students will determine **currency** of a website using updated date, revised date, copyright date, and active links.
Preparation of Materials

- Computers with Internet access (Computer lab or classroom)
- Sample web sites for examination: http://www.ncahf.org/
- Software program: Useful Gadgets interactive game
- Worksheet
- Allotted time: 50 minutes
As students find their seats, a quirky Inspector Gadget theme song is playing.

Using projected graphics, the teacher introduces Inspector Gadget as a character who uses his crazy cybernetic gadgets and gizmos to fight the evil M.A.D. organization.

Gadget always uses the most relevant information. He searches for clues of the utmost authority. At times when he can’t figure out how to battle evil, he must stand back and be unbiased to re-examine the clues.
Now you will learn how to be an Inspector of websites using these gadgets:

- Authority
- Relevance
- Usefulness
- Bias
- Currency
The instructor then presents a series of homepages of web sites and points out which “gadget” will help determine the usefulness of the site.
A YouTube video is examined first:
A link to “Company Info” and a copyright date are found.
These data match to Authority and Currency gadgets.
Let’s examine the “Mission Statement” for this site.

**National Council Against Health Fraud**

Enhancing Freedom of Choice through Reliable Health Information

NCAHF is a private nonprofit, voluntary health agency that focuses upon health misinformation, fraud, and quackery as public health problems. Its positions are based upon the principles of science that underlie consumer protection law. It advocates: (a) adequate disclosure in labeling and other warranties to enable consumers to make truly informed choices; (b) premarketing proof of safety and effectiveness for products and services claimed to prevent, alleviate, or cure any health problem; and, (c) accountability for those who violate the law. This site, which belongs to long-time NCAHF board member Stephen Barrett, M.D., archives many of NCAHF's documents.

**About NCAHF**
- [Mission Statement](#) (updated 11/30/09)
- [Quackery-Related Definitions](#) (updated 3/2/01)
- [NCAHF Manifesto](#) (posted 12/1/00)
- [NCAHF's History](#) (posted 6/25/01)
- [Contact Information](#) (revised 11/30/09)
Its use and relevance to deterring health fraud seems clear.
It is honest about its bias towards consumers and science.

Basic Principles

NCAHF’s founding principles were derived from consumer protection law and the scientific process.

Included are the beliefs that:
- "Consumer" is not a special class but a role played by all; everyone in a free enterprise society has a stake in maintaining high standards for health products and services.
- Professionals in the health sciences, academia, law and business as well as government agencies share a responsibility to help consumers protect themselves from deception and exploitation in health-related matters.
- The scientific process is essential for discovering truths and validating health claims and information.
- Health products and services should be:
  - proved safe and effective before marketing with proponents bearing the burden of such proof
  - accurately labeled or fully described
  - truthfully advertised.
- As noted in the Consumer Bill of Rights, consumers have:
  - The right to free and informed choice
  - The right to accurate information
  - The right to safety
  - The right to be heard
  - The right to consumer education
These data match to Relevance/Use and Bias gadgets.

NCAHF Mission Statement

The National Council Against Health Fraud is a nonprofit, tax-exempt voluntary health agency focused upon health fraud, misinformation, and quackery as public health problems. This site, which belongs to long-time consumer advocate Stephen Barrett, M.D., archives many NCAHF documents that can help people evaluate health claims.

Basic Principles

NCAHF’s founding principles were derived from consumer protection law and the scientific process. Included are the beliefs that:

- "Consumer" is not a special class but a role played by all; everyone in a free enterprise society has a responsibility to help consumers protect themselves from deception and exploitation in health-related matters.
- Professionals in the health sciences, academia, law and business as well as government agencies share a responsibility to help consumers protect themselves from deception and exploitation in health-related matters.
- The scientific process is essential for discovering truths and validating health claims and information.
- Health products and services should be:
  o proved safe and effective before marketing with proponent
  o accurately labeled or fully described
  o truthfully advertised.
- As noted in the Consumer Bill of Rights, consumers have:
  o The right to free and informed choice
  o The right to accurate information
  o The right to safety
  o The right to be heard
  o The right to consumer education
Practice Activity

- An online quiz challenges students to match an element (e.g., copyright date) from a website to the “gadget” that determines a website’s credibility.

- Students must match the website data to one of the 4 gadgets.

- A correct match gives a “correct” feedback message. An incorrect match gives a corrective feedback message.

- Students practice for 20 minutes.

- Teachers walk about the classroom to assist.
4 Gadgets and one example button display on the screen.
An element at the bottom must be matched to a gadget by clicking on the square containing its name.
When “Copyright date” appears, clicking on “Currency” . . .
... results in a “Correct Gadget” message (as shown):
Clicking on “Bias” as a match to “Copyright date” . . .
... results in a “Wrong Gadget” message (as shown):

- Authority
- Relevance
- Usefulness
- Wrong Gadget
  Correct gadget relates to how recent information is
- Currency

Copyright date
The students may try again.

- Authority
- Relevance
- Usefulness
- Wrong Gadget: Correct gadget relates to how recent information is
- Currency

Click Here to Try Again
Here are a few examples of matches that could be built into the interactive quiz.

<table>
<thead>
<tr>
<th>Authority</th>
<th>Currency</th>
<th>Relevance Usefulness</th>
<th>Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>bibliography</td>
<td>active links</td>
<td>bibliography</td>
<td>opinion</td>
</tr>
<tr>
<td>review rating</td>
<td>publication date</td>
<td>keywords</td>
<td>telling only one side</td>
</tr>
<tr>
<td>grammar</td>
<td>revised date</td>
<td>What is it about?</td>
<td>trying to sell</td>
</tr>
<tr>
<td>author biography</td>
<td>date updated</td>
<td>review rating</td>
<td>information is missing</td>
</tr>
<tr>
<td>contact info</td>
<td>copyright date</td>
<td>sponsors</td>
<td>sponsors</td>
</tr>
<tr>
<td>email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quality of links</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>author</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>references</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gadgets</td>
<td>Which Gadget is it?</td>
<td>Choose from:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>• What it is about.</td>
<td></td>
<td>Authority</td>
<td></td>
</tr>
<tr>
<td>o Keywords</td>
<td></td>
<td>Relevance/Usefulness</td>
<td></td>
</tr>
<tr>
<td>• Who the audience is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Updated date</td>
<td></td>
<td>Bias</td>
<td></td>
</tr>
<tr>
<td>• Revised date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copyright date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Active links (ie. do they all work?)</td>
<td></td>
<td>Currency</td>
<td></td>
</tr>
<tr>
<td>• Author</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o biography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o credentials/qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o other publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o is there a group or organization responsible for the page?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bibliography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• E-mail contact/ contact information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quality of links – are they good ones?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Design elements (does it look professional?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spelling and grammar (are there mistakes?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reviews and ratings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trying to sell something?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Opinion?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Telling only part of the story?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is there a sponsor (eg. a company) who has a specific interest?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Did you see these teaching techniques?

- **Instructional approach**
  - Lecture-Demonstration

- **Learning guidance**
  - Examples
  - Elaboration
  - Feedback from the tutorial and the instructor

- **Practice & Evaluation**
  - In-class, interactive quiz
  - Homework assignment with worksheet
Gagne events included in this excerpt:

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer
Add the Nine Events of Gagne to your teaching techniques

Use events when appropriate – you need not use every event in every lesson you teach

Consider using quizzes and games as practice and to test retention

Allow for evaluation of learning to happen after the library instruction
Thanks for joining us!