### The overarching goal of this workshop:

Students will evaluate websites for college-level academic research based on articulated criteria.

### How to Read this Lesson Plan Layout

<table>
<thead>
<tr>
<th>Section of Lesson</th>
<th>Learning Objectives: You’ll find the learning objective(s) for this segment here. This is what you are shooting for.</th>
<th>Instructor Action, Procedure</th>
<th>Description of what the instructor will be doing. May include suggested teaching points.</th>
</tr>
</thead>
</table>
| This is the title of this segment of the lesson. | 1. Students will rank and discuss the value of evaluation criteria based on a research need or scenario  
2. Students will evaluate websites to determine their credibility and usefulness based on a set of criteria such as currency, relevance, authority, accuracy, and purpose  
3. Students will apply evaluation criteria to select websites that are appropriate for college-level assignments | Checkpoint for Understanding | Indicates which part of the handouts corresponds with this section of the lesson. May include separate suggested activities not included on the handout or suggested discussion questions. |
| Time: About how much time this section takes to complete. | | Materials and Equipment Needed: | Indicates equipment or supplies needed. |

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### THE LESSON

**Goal:** Students will evaluate websites for college-level academic research based on articulated criteria.

**Measurable Objectives:**

1. Students will rank and discuss the value of evaluation criteria based on a research need or scenario
2. Students will evaluate websites to determine their credibility and usefulness based on a set of criteria such as currency, relevance, authority, accuracy, and purpose
3. Students will apply evaluation criteria to select websites that are appropriate for college-level assignments

This is not a script, but please follow the measurable objectives and have students complete the white handout, which is our method of evaluation.

If you develop activities, powerpoints, etc. for this workshop, please share.

Faculty are given one hour of prep time for each hour of classroom instruction, including the workshops.

Hong and Pauline are working on it during Fall 2014. Revisions will not be ready to test for a while.

Nora revised the worksheet to make easy immediate changes based on the June 9, 2014 discussion. The second website evaluation table was removed to provide more time for ranking activity and the Google Domain search and evaluation activity.

Revised Fall 2014
### Introduction and Welcome

**Time:** 5 min

**Prior to workshop:**
- Both overheads on;
- Library homepage on one and workshop PPT on other

**Learning Objectives:** No official measurable objective here. The purpose is to make students feel welcome, get a sense of what they are working on and/or what they are hoping to get out of the session, and get them talking.

**Instructor Action, Procedure and Teaching Points**

- Begin the session by welcoming students to the workshop and briefly describe the agenda. Pass around sign-in sheet.
- Focus is on website credibility and use for class assignments
  - Internet makes finding information easy and fast
  - Surfing web vs. using it for research are two different things
  - No gatekeepers; we are responsible for the information we present

**Student Action:**

- Students sign in

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### Checkpoint for Understanding

**Materials and Equipment Needed:**
- Sign-in sheet.
- Student handouts.

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### Current practices

**Time:** 5 min

**Learning Objectives:** No official measurable objective here. The idea is to discuss current practices to determine their need for and understanding of evaluation techniques

**Instructor Action, Procedure and Teaching Points**

- Ask student’s what they currently use as tools for evaluating the credibility and usefulness of websites they choose for school papers and write on board

**Student Action:**

- Students volunteer information regarding current practices they use for evaluating website sources
### LESSON PLAN

<table>
<thead>
<tr>
<th>Checkpoint for Understanding</th>
<th>Student input on whiteboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Equipment Needed:</td>
<td>Whiteboard, markers, eraser</td>
</tr>
</tbody>
</table>

### Evaluation Techniques

**Time:** 20 min

**Learning Objective 2:**

Students will evaluate websites to determine their credibility based on a set of criteria such as currency, relevance, authority, accuracy, and purpose.

<table>
<thead>
<tr>
<th>Instructor Action, Procedure and Teaching Points</th>
<th>Student Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pass out handouts and direct students to library homepage links to <em>Evaluating Websites</em> workshop</td>
<td>Students explore Stanford’s <em>Encyclopedia of Philosophy</em> (SEP)</td>
</tr>
<tr>
<td>• View 1st portion of PPT <em>“Evaluating Websites”</em> - discuss initial CRAAP criteria presented (no need to mention acronym)</td>
<td>• Students search SEP for information on John Locke</td>
</tr>
<tr>
<td>o Walk through slides 5 – 11 and the possible questions related to individual criteria</td>
<td>• Students evaluate site using criteria on worksheet</td>
</tr>
<tr>
<td>o Direct students to library link for <em>Encyclopedia of Philosophy</em> or they can Google it</td>
<td>• Students share findings with class</td>
</tr>
<tr>
<td>Evaluation Techniques</td>
<td>Learning Objective 1: Students will rank and discuss the value of evaluation criteria based on a research need or scenario</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Time:</strong> 10 min</td>
<td><strong>Instructor Action, Procedure and Teaching Points</strong></td>
</tr>
<tr>
<td></td>
<td>• Discuss the variety of information found on the Internet; evaluation depends on what is needed</td>
</tr>
<tr>
<td></td>
<td>○ Pass out Website Ranking activity</td>
</tr>
<tr>
<td></td>
<td>○ Use SEP and John Locke as an example and demo on DocuCam how to arrange evaluation criteria in preferential order according to information need</td>
</tr>
<tr>
<td></td>
<td>• EX: John Locke assignment calls for information that has authority, accuracy, and a purpose to inform – currency would be last</td>
</tr>
<tr>
<td></td>
<td>• <strong>Reminder:</strong> Not all criteria are</td>
</tr>
<tr>
<td></td>
<td><strong>Student Action:</strong></td>
</tr>
<tr>
<td></td>
<td>○ Students think/pair/share and rank evaluation criteria using scenarios on activity sheet</td>
</tr>
</tbody>
</table>
## Lesson Plan

### Evaluation Techniques

**Time:** 20 min

### Learning Objective 3:

Students will apply evaluation criteria to select websites that are appropriate for college-level assignments

### Instructor Action, Procedure and Teaching Points

Internet provides credible, authoritative sources alongside misinformation and opinion

- If desired, discuss students’ familiarity with different types of websites: biased, factual, domains

For college level research projects it is important to choose the most reliable information you can find.

- Review the types of criteria needed in a college level research project (CRAAP, etc)

### Student Action:

Students complete # 2 of worksheet – comparison table

### Checkpoint for Understanding

Student input on ranking activity

### Materials and Equipment Needed:

- Website Ranking activity cards and criteria sets
- DocuCam for displaying an example if needed

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Needed for every information need!

- Discuss similarities and differences in student rankings
<table>
<thead>
<tr>
<th>Direct students to library links and assist with # 2 as needed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Checkpoint for Understanding</th>
<th>Completed worksheets</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials and Equipment Needed:</th>
<th>Worksheet, Lesson Plan addendum with suggested responses (if needed)</th>
</tr>
</thead>
</table>

**Evaluation Techniques**

<table>
<thead>
<tr>
<th>Time: 10 min</th>
</tr>
</thead>
</table>

**Learning Objective continued:**

Students will compare websites on a given topic to determine which is most appropriate to use as a source for a college-level assignment.

**Instructor Action, Procedure and Teaching Points**

- View rest of PPT and discuss Domain Searches
- Demonstrate a Google .gov domain search using “hybrid vehicles” or topic of choice
  - Point out the domain names of the websites in the results list
  - Choose a site and direct attention to the homepage URL and domain name in the menu bar
  - Leave last slide of PPT up so students may refer to it

**Student Action:**

Students complete # 3 on the worksheet.
### LESSON PLAN

<table>
<thead>
<tr>
<th>Checkpoint for Understanding</th>
<th>Completed worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Equipment Needed:</td>
<td>PPT open, Overhead with search engine Google open</td>
</tr>
</tbody>
</table>

#### Review and Closing

**Time: 10 min**

**Learning Objectives:**

**Instructor Action, Procedure and Teaching Points**

- Review main points of workshop.
- Invite students to get research help at the Info Desk.
- Ask students to fill out the last few feedback questions at the end of the handout.
- Pass out verification forms.
- Collect the student handouts.

**Student Action:**

- Students ask remaining questions.
- Students fill out the feedback questions at the end of the handout.

**Checkpoint for Understanding**

- Student questions.

**Materials and Equipment Needed:**

- Attendance verification forms

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Revised Fall 2014
After the workshop, please:

☑ Log the attendance in SARS.
☑ Staple the SARS roster with student signatures, drop-in sheet, and completed student worksheets together and place them in the “Completed Student Work” file folder in the plastic file box.
☑ Turn off projectors.
☑ Log off instructor workstation. Shut down if you are the last person teaching for the day.
☑ Erase white boards.
☑ Straighten up as needed for the next instructor.
☑ Email Pauline (pswartz@mtsac.edu) if supplies for that workshop are low.
☑ Share anything that you have developed when preparing for this workshop with the group. You can send files to me to post to the portal, or you can post directly to the portal. Use whichever method is easiest for you.