Lesson Plan:

Evaluating Sources

# Learning Objectives:

* Understand various types of sources, and their differences
* Effectively evaluate sources of information
* Conduct research using the library website

# **Suggested Homework: Read the following two sources on the same topic:**

* Fuller Torrey, E., Simmons, W., & Yolken, R. (2015). [Is childhood cat ownership a risk factor for schizophrenia later in life?](https://msu-primo.hosted.exlibrisgroup.com/permalink/f/rbfqn8/TN_cdi_crossref_primary_10_1016_j_schres_2015_03_036) *Schizophrenia Research,* *165*(1), 1-2.
* Stockton, N. (2015, August 11). Big question: Is my cat making me crazy? *Wired*. <https://www.wired.com/2015/08/big-question-cat-making-crazy/>

# Intro (2 mins)

* Introduce yourself
* Show the [MSU Library Research Guide](https://guides.lib.montana.edu/libraryresearch), where you can find this information and get help
* Introduce Padlet: <https://padlet.com/jacqueline_frank/EvaluateSources>, for participation, group discussion, & feedback

# Discussion (5 mins)

* How many different types of information sources can you think of? (Write on the board)
  + Article, Newspaper, book, etc.
* Where do you search? Where can you find information?
  + Library website, databases, Social Media, Web search, etc.
* Can you trust the information the same coming from all these places? Why or why not?

# **ACTIVITY: Compare Sources: Google vs. Google Scholar vs. Library Website**

* Printable Activity handout included at the end of the lesson plan
* Activity Instructions:
* Ask students to read the following two sources on the same topic:
  + Stockton, N. (2015, August 11). Big question: Is my cat making me crazy? *Wired*. <https://www.wired.com/2015/08/big-question-cat-making-crazy/>
  + Fuller Torrey, E., Simmons, W., & Yolken, R. (2015). [Is childhood cat ownership a risk factor for schizophrenia later in life?](https://msu-primo.hosted.exlibrisgroup.com/permalink/f/rbfqn8/TN_cdi_crossref_primary_10_1016_j_schres_2015_03_036) *Schizophrenia Research,* *165*(1), 1-2.
* Have students answer the following questions:
  + What is different about these two articles?
  + Can you trust the information the same coming from all these places? Why or why not?
  + When would you use each type of source?

# Discussion & Instruction (10 minutes)

* With many types of sources, how can we know if the information is accurate?
* What is peer-review? Who can explain?
* Review [Tips for Reading a Scholarly Article](https://guides.lib.montana.edu/evaluatinginformation/ScholarlyArticle)

# **ACTIVITY: Compare Sources: Popular vs. Peer Reviewed Article (10 mins)**

* Printable Activity handout included at the end of the lesson plan
* Activity Instructions:
* (Include instructions)

# Discussion & Instruction (5 minutes)

* What was different about the two articles?
* What parts of the each article were most helpful?
* What does this tell you, about the problems of citing only one article without context
* [**Review bias**](https://guides.lib.montana.edu/evaluatinginformation/bias) and [**Astroturfing**](https://guides.lib.montana.edu/evaluatinginformation/crossreference)
  + With these methods in mind, “Do you need to be more wary of sources you find in different places? What do you think?” Why?
* **Introduce** [**Cross Referencing**](https://guides.lib.montana.edu/evaluatinginformation/crossreference) or Lateral Reading: Google the website/source and see what you find about it!
  + Use an article by an organization with a clear bias but one that does not identify its stance, such as “[Bullying at School: Never Acceptable](https://acpeds.org/position-statements/bullying-at-school-never-acceptable),” by the American College of Pediatricians, which the SHEG used in its lateral reading study.
    - Examples: Dhmo.org
  + Model the steps of cross referencing.

# **ACTIVITY: Evaluate Sources with CROSS REFERENCING (10 mins)**

* Printable Activity handout included at the end of the lesson plan
* Activity Instructions:
* (Include instructions)

# Discussion & Instruction (10 mins)

* **Introduce** [**CRAAP Test**](https://guides.lib.montana.edu/evaluatinginformation/craap)**, and explain criteria** – discuss how sources can be useful in different contexts (i.e. biased piece would not be appropriate for a factual overview, but would be appropriate for paper showing the range of human opinions on a topic)

# **ACTIVITY: Evaluate Sources with CRAAP TEST (10 mins)**

* Printable Activity handout included at the end of the lesson plan
* Activity Instructions:
* (Include instructions)

# Wrap Up (5 mins)

* Review resources on [**MSU Library Research Guide**](https://guides.lib.montana.edu/libraryresearch) – has info we will cover today, for you to go back and review anytime

# ADDITIONAL IN-CLASS or HOMEWORK RESOURCES:

* [Evaluating Sources LibGuide](https://guides.lib.montana.edu/evaluatinginformation/starthere)
* Suggested MSU Library online modules:
  + [Video: Types of Sources](https://frame.credocourseware.com/courses/course-v1:Montana-State-University-Bozeman+IL-MOD+2018/courseware/c7c49c34e9c14adeb968a8ee988b2d94/be824deb49674c43884d9e1ba07df64b/?activate_block_id=block-v1%3AMontana-State-University-Bozeman%2BIL-MOD%2B2018%2Btype%40sequential%2Bblock%40be824deb49674c43884d9e1ba07df64b) and/or
  + [Tutorial: Evaluating Information](https://frame.credocourseware.com/courses/course-v1:Montana-State-University-Bozeman+IL-MOD+2018/courseware/461d89ced629497f93e2d657c081f48f/d6be2febba644cae94dfe1052e39feb4/?activate_block_id=block-v1%3AMontana-State-University-Bozeman%2BIL-MOD%2B2018%2Btype%40vertical%2Bblock%4094d8ba0e722e430fbec88648b4bbba58)  and/or
  + [Tutorial: Choosing the Best Web Source](https://frame.credocourseware.com/courses/course-v1:Montana-State-University-Bozeman+IL-MOD+2018/courseware/461d89ced629497f93e2d657c081f48f/690ad2ddfd5f4ce69a12aab884ed4212/?activate_block_id=block-v1%3AMontana-State-University-Bozeman%2BIL-MOD%2B2018%2Btype%40vertical%2Bblock%40044a1dbb414f425bb1ee6b600214add4)
* [**Consortium of Academic & Research Libraries in Illinois (CARLI)**](https://www.carli.illinois.edu/products-services/pub-serv/instruction/InstructionShowcase#2021Worrell)
  + Annual Instruction Showcase Archives
    - Multiple lesson plans for teaching research
    - Suggested:
      * [Comparing Sources](https://www.carli.illinois.edu/products-services/pub-serv/instruction/InstructionShowcase#2018BradyFletcher)

Activity: Compare Information Sources

# ACTIVITY #1: Popular vs. Peer-reviewed article

## INTRO

* Review Tips for Reading a Scholarly Article

## Instructions

Read the following two sources on the same topic:

* Stockton, N. (2015, August 11). Big question: Is my cat making me crazy? *Wired*. <https://www.wired.com/2015/08/big-question-cat-making-crazy/>
* Fuller Torrey, E., Simmons, W., & Yolken, R. (2015). [Is childhood cat ownership a risk factor for schizophrenia later in life?](https://msu-primo.hosted.exlibrisgroup.com/permalink/f/rbfqn8/TN_cdi_crossref_primary_10_1016_j_schres_2015_03_036) *Schizophrenia Research,* *165*(1), 1-2.

1. What is different about these two articles?
2. Can you trust the information the same coming from all these places? Why or why not?
3. When would you use each type of source?

Activity: Compare Information Sources

# ACTIVITY #2: Compare Search Results from Different Places (10 mins)

## INTRO

* [**Review bias**](https://guides.lib.montana.edu/evaluatinginformation/bias) and [**Astroturfing**](https://guides.lib.montana.edu/evaluatinginformation/crossreference)

## Instructions

1. Get in a group of 3.
2. Each person searches their own topic,
   * One person searches using **CatSearch** from the library website
   * one person searches using **Google Scholar**, and
   * one person searches using a **Search Engine** like Google/Bing/DuckDuckGo, etc.
3. Which place did you search?
4. What types of information sources did you find? Articles, news, images, videos, books, etc.
5. Share your results with your group & Discuss the following questions:

* What differences & similarities are there between the sources each group member found?
* Does any the information look persuasive or biased? Does it use astroturfing?
* When would it be appropriate to use all of those different sources? i.e. biased piece would not be appropriate for a factual overview, but would be appropriate for paper showing the range of human opinions on a topic)

Activity: Evaluating Sources with

Cross Referencing

# Research, Pair & Share (10-20 mins)

## INTRO

* **Review** [**Cross Referencing**](https://guides.lib.montana.edu/evaluatinginformation/crossreference) or Lateral Reading: Google the website/source and see what you find about it!

## INSTRUCTIONS

1. **Find** **a source on your topic, and write the title & author/organization:**
   * Your Topic:
   * Title of source:
   * Author/organization:
2. Pass the worksheet to your partner.
3. **Evaluate the source from your partner above by cross referencing the source**.
4. Google the website author or organization. What do you find?
5. Did the source link to information in another place, quote anyone, or use citations? Can you find that information?
6. Are there advertisements or sponsored content?
7. Discuss with a partner:
   * What did you find? Would you use this source?

Activity: Evaluating Sources

with CRAAP

# Research, Pair & Share (10-20 mins)

## INTRO

* **Review** [**CRAAP Test**](https://guides.lib.montana.edu/evaluatinginformation/craap)

## INSTRUCTIONS

1. find **a source on your topic, and write the title & author/organization:**
   * Your Topic:
   * Title of source:
   * Author/organization:
2. Pass the worksheet to your partner.
3. Evaluate the source from your partner above with **CRAAP**, and note what you find:
   * Currency
   * Relevancy
   * Authority
   * Accuracy
   * Purpose
4. Discuss with a partner:
   * Did it pass the CRAAP test?