

2015 ALA Pre-Conference Workshop

June 26, 2015

12:30pm



**THE GOOGLE,  
THE BING, &  
THE OPEN WEB**

**Teaching Credibility Assessment  
to Young Adults**

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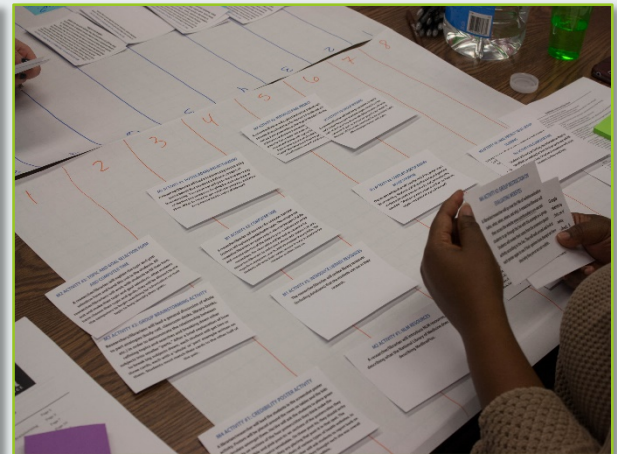
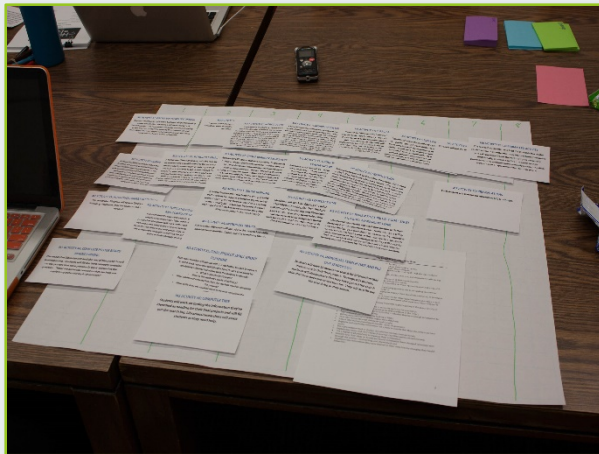


# AGENDA

- Introductions
- Workshop Objectives
- Current Practices
- Challenges and Needs
- Teaching Credibility
- Credibility Poster Screenshot Activity
- Individual Action Plans
- Audience Feedback and Q&A

# WORKSHOP OBJECTIVES

- Participants will be able to:
  - Facilitate credibility assessment of online information for students' individual and academic needs;
  - Build lesson plans around innovative models designed to help young people assess website credibility; and
  - Collaborate with content area teachers in facilitating students' learning of online credibility assessment.



# CURRENT PRACTICES

- At your table, take 10 minutes to discuss recent lessons you've taught on credibility. Think about common strategies as you're talking.
- At the end of the 10 minutes, each person at your table will introduce themselves and their context of teaching credibility (individual need, collaboration, etc) with the whole group. Then, one person at your table will present (in 3 minutes) an overview of the common strategies the group discussed.

# CHALLENGES AND NEEDS

- At each table, use the sticky notes provided to answer the following two questions:
  - What are the needs in my school in terms of credibility assessment?
  - What are frequent challenges my students face in assessing credibility of online information?
- Use as many sticky notes as you like, but write only one answer per note.
- Using a wall in the room, with one side for challenges and one for needs, stick your notes under either side.
- After 20 minutes, we'll ask for a few volunteers to assist in organizing the notes into common themes. Mega and Natalie will summarize these needs and challenges.

# TEACHING CREDIBILITY: CONTEXT OF OUR WORK



**Hack**   
**Health**  
YOU ONLY LIVE ONCE

# PREDICTIVE CREDIBILITY

A screenshot of a Google search interface. The address bar shows the URL [https://www.google.com/?gws\\_rd=ssl#q=AASL](https://www.google.com/?gws_rd=ssl#q=AASL). The search bar contains the text "AASL". Below the search bar, the "Web" tab is selected. The search results show "About 439,000 results (0.30 seconds)". The first result is for the "American Association of School Librarians (AASL)" with the URL [www.ala.org/aasl/](http://www.ala.org/aasl/). Below this, there are several links: "Standards for the 21st-Century Learner", "Advocacy", "Conferences & Meetings", "Membership in AASL", "About AASL", and "Best Websites for Teaching". At the bottom, there are links for "AASL National Conference", "AASL (@aasl) | Twitter", and "Association of Architecture School Librarians - Home".

← [https://www.google.com/?gws\\_rd=ssl#q=AASL](https://www.google.com/?gws_rd=ssl#q=AASL)

Most Visited Gmail Google Calendar Google Drive Google Scholar UMD Libraries MD iSchool iPAC Twitter Weebly

Google AASL

Web Shopping Images Videos News More Search tools

About 439,000 results (0.30 seconds)

**American Association of School Librarians (AASL)**  
[www.ala.org/aasl/](http://www.ala.org/aasl/) American Library Association  
AASL presidential initiative empowers school library leaders ... Thirty AASL members receive Bound To Stay Bound grants to attend first national conference.

**Standards for the 21st-Century Learner**  
AASL Standards for the 21st-Century Learner. ... You are at ...

**Advocacy**  
Advocacy resources and tools from the American Association of ...

**Conferences & Meetings**  
... (AASL), a division of the American Library Association ...

**Membership in AASL**  
Membership in AASL. The American Association of School ...

**About AASL**  
Information regarding the American Association of School ...

**Best Websites for Teaching**  
... tools, and resources of exceptional value to inquiry ...

[More results from ala.org »](#)

**AASL National Conference**  
[national.aasl.org/](http://national.aasl.org/)  
... Schedule-At-A-Glance · Frequently Asked Questions · Make the Case · About Columbus · About AASL ... 2015 American Association of School Librarians.

**AASL (@aasl) | Twitter**  
<https://twitter.com/aasl?lang=en>  
"Need help developing your reference collection? Best of the Best @aapresses session at #alaac15. <http://t.co/c3YJC4w3Rh> @ala\_rusa #aasl"

**Association of Architecture School Librarians - Home**  
[www.architecturelibrarians.org/](http://www.architecturelibrarians.org/)



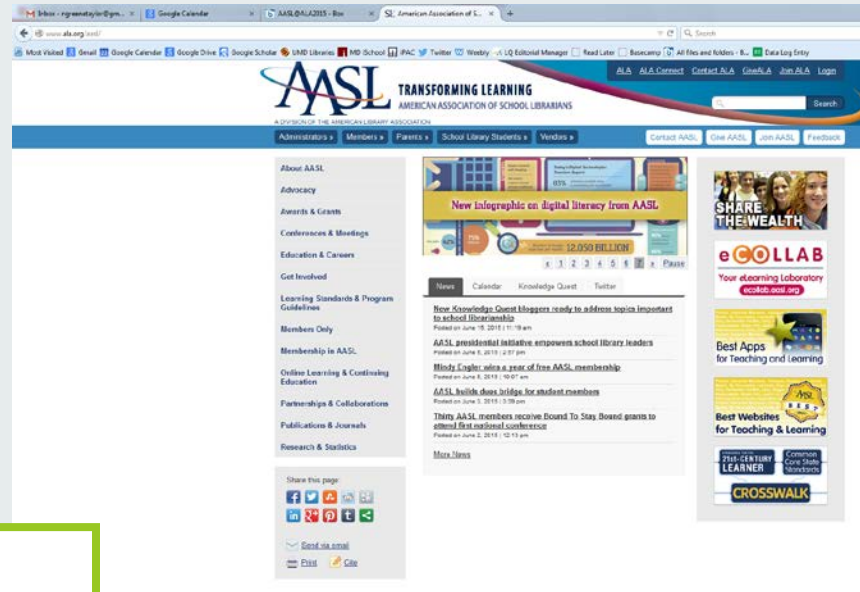
# EVALUATIVE CREDIBILITY

## Essential Questions

- How do I know whether or not I can trust the information on a particular website?
- How can I tell if the information on a website will help me learn what I need to know?

## AASL Standards

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.4 Find, Evaluate, and select appropriate sources to answer questions
- 1.1.6 Read, View, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, and solve problems.



## Goals

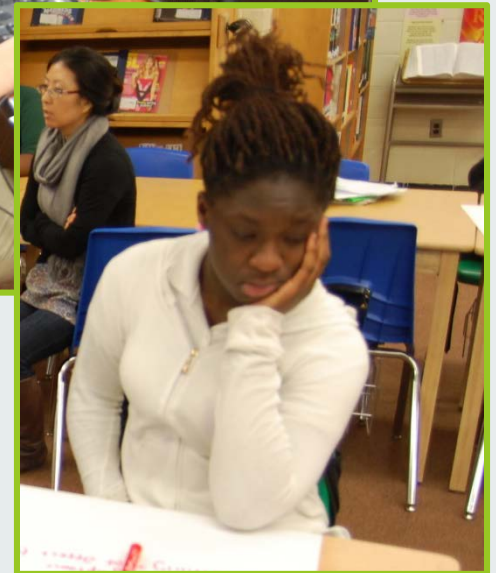
At the end of the pod, students will be able to:

- Demonstrate effective strategies for evaluating websites, from both search engine responses and website content;
- Demonstrate understanding of the connection between credibility and relevance; and
- Demonstrate flexibility in the use of resources by adapting information strategies to find more credible resources.



# WHY IS THIS IMPORTANT?

- Overly confident;
- Lack domain knowledge;
- Lack search experience;
- Search and skim quickly;
- Assume information is correct;
- Choose most easily/quickly accessible sources;
- Rely on surface characteristics; and
- Rely on their familiarity with the vocabulary, media, and source.



# WHY IS THIS IMPORTANT?

“How sure do you feel about your answer to this question?”





<div>Sure</div> <div>Knowledge</div> <div></div>	Participant found information online that matched what he/she already knew or had been told.	<div>Sure</div> <div>Trust</div> <div></div>	Participant believed the particular Website where he/she obtained the information or the Internet, in general.	<div>Sure</div> <div>Hunch</div> <div></div>	Participant had a hunch or feeling that the information he/she found online is correct.	<div>Unsure</div> <div></div> <div></div>	Participant was unable to find the information online or the information he/she found did not match his/her prior beliefs.
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Figure 1. Participants' reasons for feeling sure (or unsure) of their answers to health-related questions

# WHY IS THIS IMPORTANT

## Our participants:

- Automatically trusted the Internet;
- Made credibility judgments that were primarily intuitive (hunch-based) or heuristic (based on generalized rules of thumb)



# INSTRUCTIONAL STRATEGY

- **Don't assume you're right**

Even when you feel very sure about an answer, keep in mind that the answer may not be correct.

- **Don't assume you're wrong**

You may actually have correct information, even if the information you encounter on the Internet does not match.

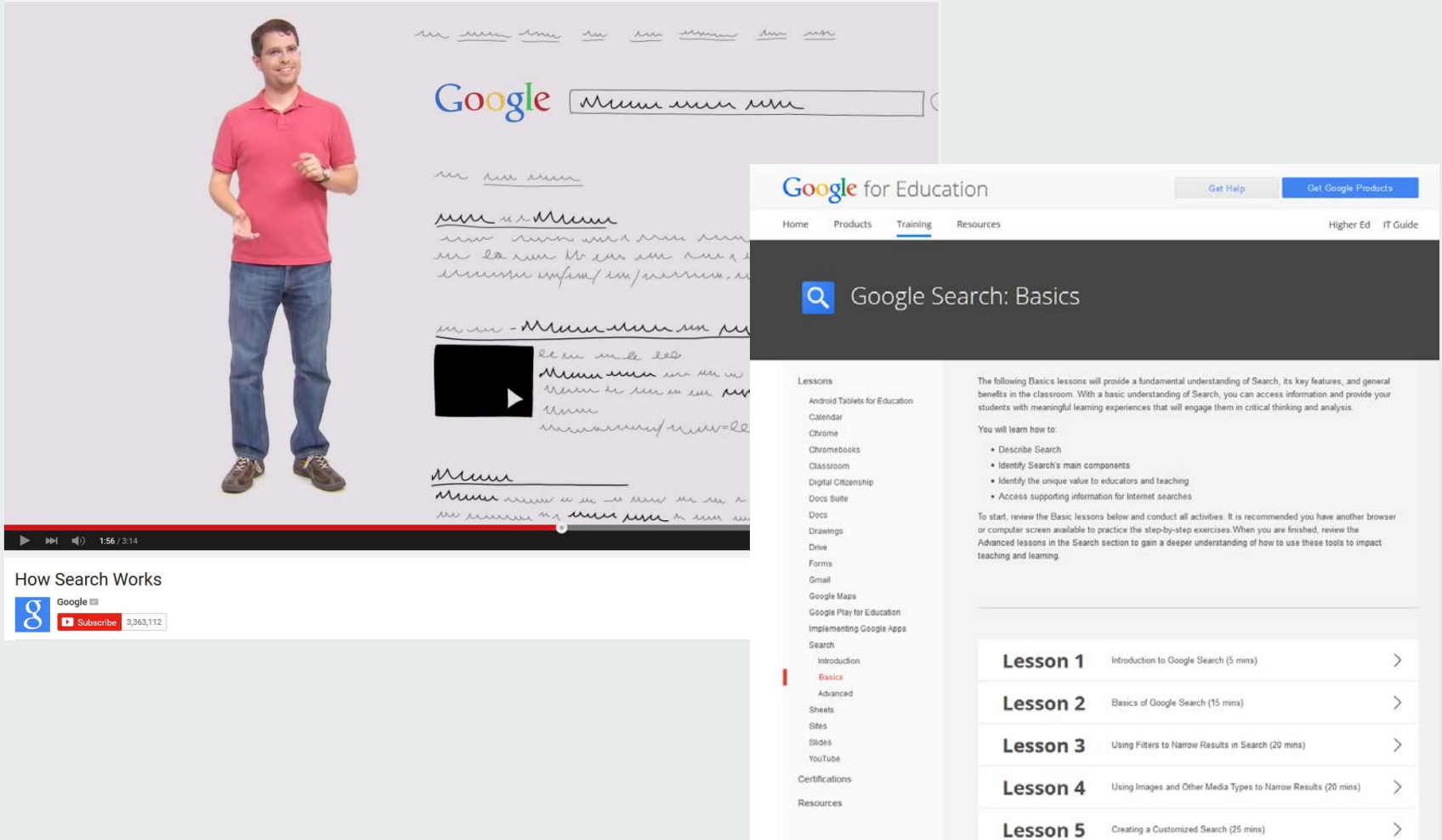
- **Take an open approach**

Maintain a critical stance by not including your pre-existing beliefs as keywords.

- **Verify, verify, verify**

Information found on the open Web needs to be validated, no matter how the information appears on the site.

# PREDICTIVE CREDIBILITY STRATEGIES



The image is a composite of three main elements:

- Man in Red Shirt:** A man in a red polo shirt and blue jeans stands to the left of the large screen.
- Large Screen:** The screen displays a Google search interface with the Google logo, a search bar, and a video player titled "How Search Works". The video player shows a play button and a progress bar.
- Google for Education Website:** A screenshot of the "Google for Education" website is overlaid on the right side of the screen. The website header includes "Google for Education", "Get Help", and "Get Google Products". The navigation bar includes "Home", "Products", "Training", and "Resources". The main content area is titled "Google Search: Basics" and includes a list of lessons and a description of the search process.

**Google Search: Basics**

The following Basics lessons will provide a fundamental understanding of Search, its key features, and general benefits in the classroom. With a basic understanding of Search, you can access information and provide your students with meaningful learning experiences that will engage them in critical thinking and analysis.

You will learn how to:

- Describe Search
- Identify Search's main components
- Identify the unique value to educators and teaching
- Access supporting information for Internet searches

To start, review the Basic lessons below and conduct all activities. It is recommended you have another browser or computer screen available to practice the step-by-step exercises. When you are finished, review the Advanced lessons in the Search section to gain a deeper understanding of how to use these tools to impact teaching and learning.

Lesson	Topic	Duration
Lesson 1	Introduction to Google Search	5 mins
Lesson 2	Basics of Google Search	15 mins
Lesson 3	Using Filters to Narrow Results in Search	20 mins
Lesson 4	Using Images and Other Media Types to Narrow Results	20 mins
Lesson 5	Creating a Customized Search	25 mins

# PREDICTIVE CREDIBILITY STRATEGIES

## Handout: Parts of a Search Engine Results Page

DIRECTIONS: Print one copy for each group. Cut out each word and definition/image along the dotted line and place all in one envelope for each group. Have students match the words, definitions, and images of each search results part.



Words	Definitions	Images
Search verticals/ filters	Links to the <i>vertical search engines</i> , the specialized ones that narrow your search into a specific type of result, such as news or images. Clicking one of these links takes you to a results page with only news or only images, for example.	
Search bar/ search box	Near the top of the results page, where you can type in, see your query, and modify it or enter a new one	
Related searches	Other topics that contain your query or other searches Google thinks might be relevant.	
Disambiguation	The "Did you mean . . . ?" suggestions that usually display after a misspelled search query turned up very few results. Google is trying to guess what you actually wanted.	



# EVALUATIVE CREDIBILITY STRATEGIES

## Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast

The Huffington Post | By Meredith Bennett-Smith

Posted: 10/29/2012 5:31 pm EDT | Updated: 10/30/2012 12:10 pm EDT

### Vocabulary\*

- **Relevance:** “[being] connected with the matter at hand”
- **Credible:** “worthy of belief or confidence; trustworthy”
- **Publish:** “to present a finished piece of work to the public”
- **Database:** “a comprehensive collection of related data organized for convenient access”
- **Evaluate:** “to carefully examine something to figure out its value”
- **Criteria:** “standards on which you base a judgment or decision”

- **Search Engine:** “a computer program that searches documents, especially on the World Wide Web, for a specified word or words and provides a list of documents in which they are found”
- **National Library of Medicine:** The National Library of Medicine (NLM) is part of the National Institutes of Health and is located in Bethesda, Maryland. Founded in 1836, it is the world’s largest biomedical library. NLM holds a vast print collection and produces electronic information resources.

\*The definitions for relevance, credible, database, and search engine are from [www.dictionary.com](http://www.dictionary.com). The National Library of Medicine definition is paraphrased from [nlm.nih.gov](http://nlm.nih.gov). Publish, evaluate, and criteria all come from the Common Sense Media lesson plan: <https://www.commonsensemedia.org/educators/lesson/identifying-high-quality-sites-6-8>

*iEvaluate:*  
A Closer Look At Websites

student  
**handout**

Cable in the Classroom • In-Credibly Informed

2013 • [www.ciconline.org/InCtrl](http://www.ciconline.org/InCtrl)



# CREDIBILITY POSTER SCREENSHOT ACTIVITY

## Plan

This activity is designed for students to view the homepages of several types of medical websites and comment on different aspects of the sites as to whether the aspects make the students think the source is more or less credible.

## Approximate Time

30-40 minutes

## Materials

- 6 large poster screenshots
- Two colors of post-it notes
- Pens

OR

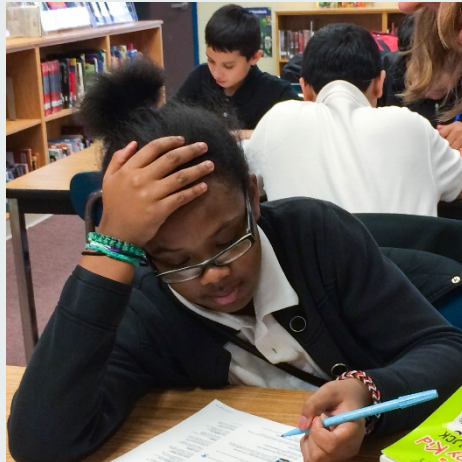
- Projector
- Digital JPEG images of screenshots
- Student access to [www.padlet.com](http://www.padlet.com)

## External URLs

[www.padlet.com](http://www.padlet.com)



# INDIVIDUAL ACTION PLANS



- Access our group Google Doc at:
  - <http://tinyurl.com/CredibilityActionPlans>
- Begin typing your name and the answers to the following questions:
  - How have you traditionally taught credibility?
  - How are you going to teach credibility assessment now? What will you do differently? Why?
  - Is there a specific activity you are thinking of implementing next year?
- Feel free to view others' responses so you can see alternate lines of thinking.

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# QUESTIONS AND FEEDBACK

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