2015 ALA Pre-Conference Workshop

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12:30pm

iPAC
INFORMATION POLICY & ACCESS CENTER

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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.
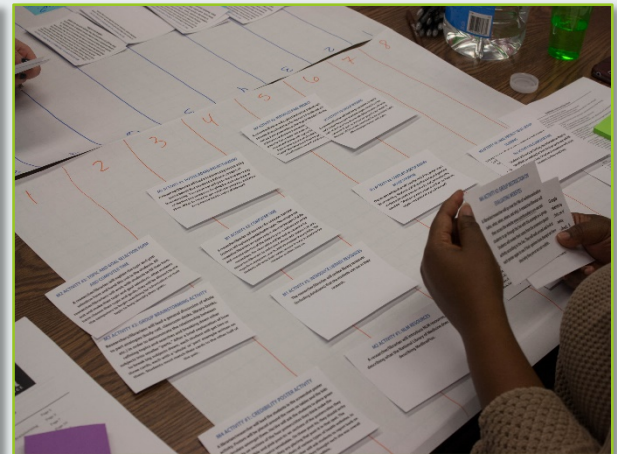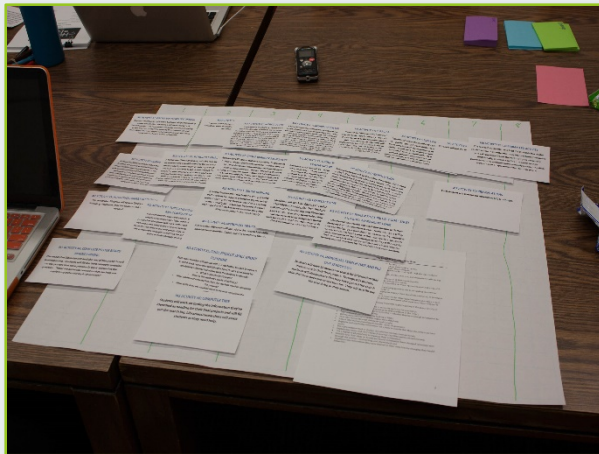
CURRENT PRACTICES

- 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

PREDICTIVE CREDIBILITY

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.
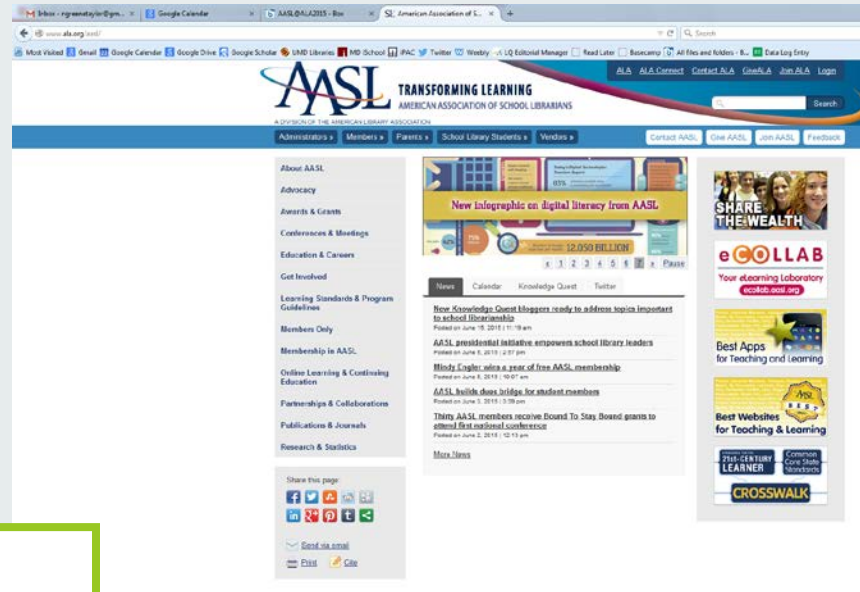
Goals

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.
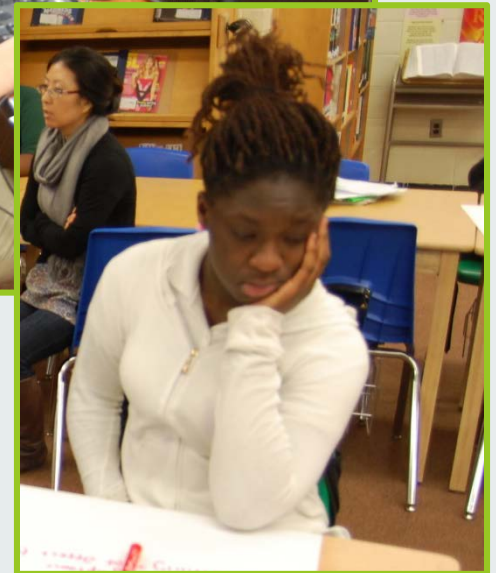
WHY IS THIS IMPORTANT?

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

Sure (Knowledge): Participant found information online that matched what he/she already knew or had been told.

Sure (Trust): Participant believed the particular Website where he/she obtained the information or the Internet, in general.

Sure (Hunch): Participant had a hunch or feeling that the information he/she found online is correct.

Unsure: Participant was unable to find the information online or the information he/she found did not match his/her prior beliefs.

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

PREDICTIVE CREDIBILITY STRATEGIES

Handout: Parts of a Search Engine Results Page

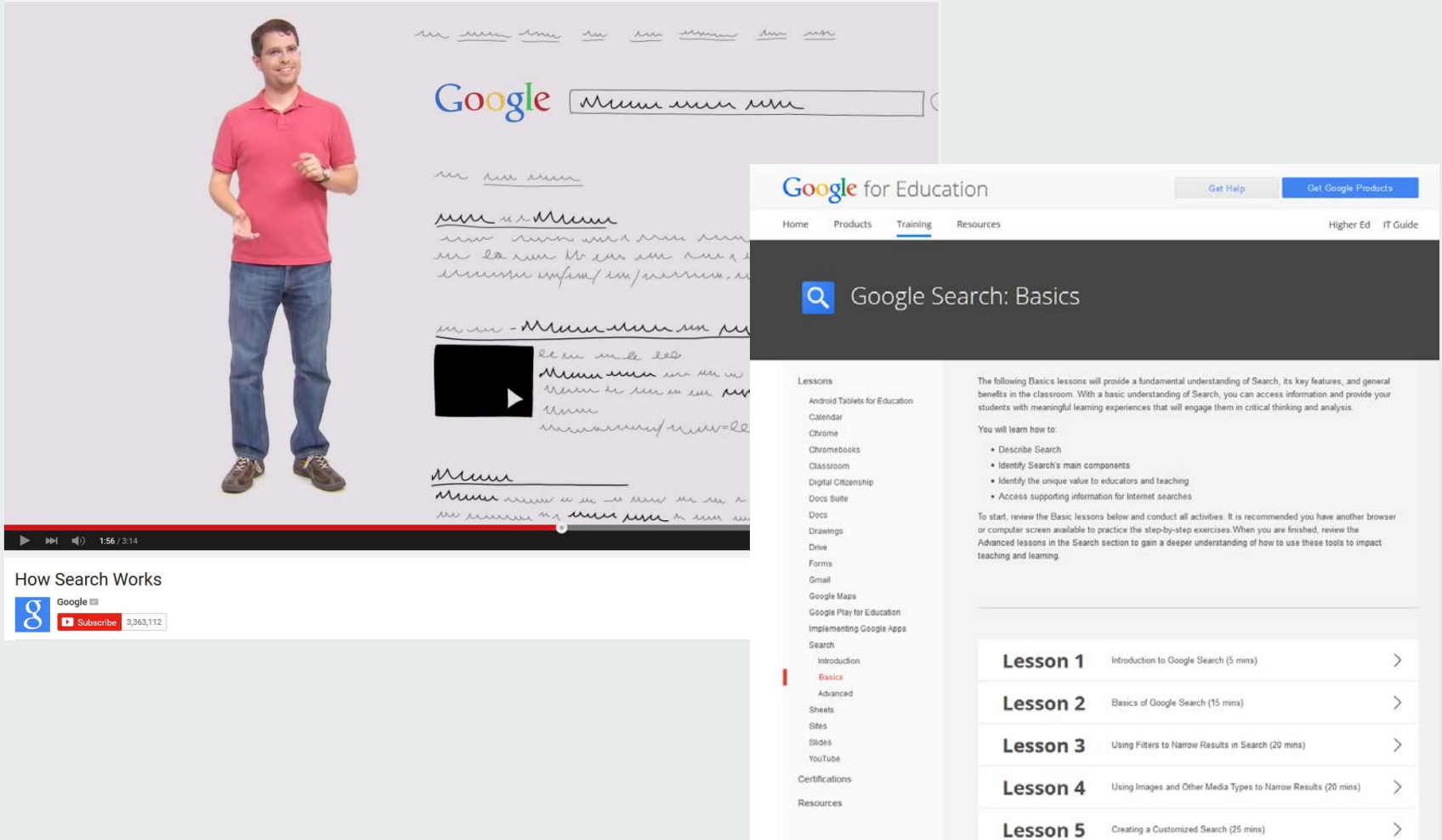DIRECTIONS: Print one copy for each group. Cut out each word and definition/image along the dotted line and place all in one envelope for each group. Have students match the words, definitions, and images of each search results part.

Words	Definitions	Images
Search verticals/ filters	Links to the *vertical search engines*, 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.	Web News Images Videos Books More ▾ Search tools
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	alzheimer's
Related searches	Other topics that contain your query or other searches Google thinks might be relevant.	Searches related to **alzheimer's** alzheimer's **symptoms** alzheimer's **test** alzheimer's **stages** alzheimer's **treatment** alzheimer's **prevention** alzheimer's **research** alzheimer's **causes** **dementia**
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.	Did you mean: *alzheimer*

Pod 3, Activity 3: Anatomy of a Search Engine Results Page

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. The National Library of Medicine definition is paraphrased from 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

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

External URLs

www.padlet.com

INDIVIDUAL ACTION PLANS
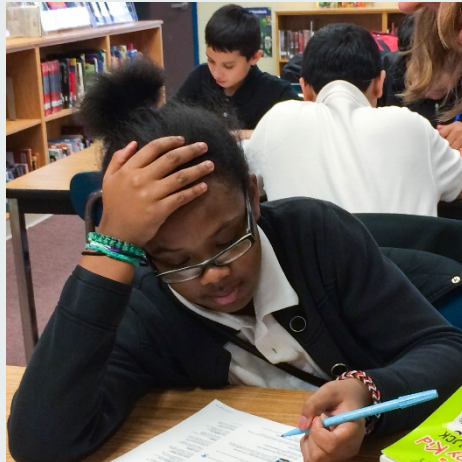
- Access our group Google Doc at:
  - http://tinyurl.com/CredibilityActionPlans

- 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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- Link to slides: http://tinyurl.com/ALACredibilityWorkshopSlides

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