

## Poached Barrier Reef: Evaluating Articles on the Web

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### NUTRITION INFORMATION

First-year undergraduate students are novices at consuming web information due to a lack of critical information literacy skills. This recipe is designed to satisfy first-year students' thirst for knowledge by demonstrating web article evaluation and allowing students to savor the experience of the internet buffet.

### LEARNING OUTCOMES

After this lesson, students will be able to

- understand the importance of evaluating web information sources and
- evaluate and select web sources based on evaluation criteria.

### COOKING TIME

Cooking time is 60–75 minutes

### NUMBER SERVED

Serves a small to large quantity of students with slight modifications to the cooking instructions

### DIETARY GUIDELINES

This recipe adheres to several frames within the ACRL *Framework for Information Literacy for Higher Education*. The recipe demonstrates the Frame of Authority is Constructed and Contextual by having students assess the

web article creators' expertise and credibility. It demonstrates the Frame of Information Creation as a Process by allowing students to assess the "implications of information formats." This recipe also demonstrates the Frame of Research as Inquiry by allowing students to analyze and interpret the credibility and usability of web articles.

### INGREDIENTS AND EQUIPMENT

- Colored 3×5 index cards for grouping students and final assessment
- Computer lab (ability to access web articles on the Internet)
- Student worksheets
- Instructor worksheet
- 2 articles for assessment; we chose articles on the Great Barrier Reef. See Additional Resources.
- 3-2-1 assessment questions

### PREPARATION

- Preheat oven.
  - ◇ Arrange 3×5 index cards so that multiple groups are formed.
  - ◇ Print handouts for class session.
  - ◇ Ensure that the instructor outline and worksheet are ready.
  - ◇ Ensure that computer(s) are ready for the class session.

### COOKING METHOD

1. Brief introduction (5–10 minutes)
  - a. Students receive a colored index card and worksheet when they enter the lab.
  - b. The librarian provides a brief introduction to evaluating web articles.
2. Students evaluate web articles.
  - a. Article 1 evaluation (10 minutes)
    - In pairs, students evaluate the first article and fill out the worksheet while discussing the merits of the web article.
  - b. Article 2 evaluation (10 minutes)
    - In pairs, students evaluate the second article and fill out the worksheet while discussing the merits of the web article.
  - c. Worksheet evaluation criteria
    - Author(s) expertise: Do they have the "right to write" on the topic?
    - Source: What is the mission or purpose of the publication? Why was this source produced?
    - What if any evidence or support is provided about the author's statements?
    - What is the main message of the article(s)?
    - Emotional appeal: How does this article make you feel? Would you use this article in your paper?

3. Students move into larger groups to discuss findings. (10 minutes)
  - a. Students move into color-coded larger groups to collaboratively discuss their findings.
4. Class discussion (10 minutes)
  - a. Students, librarian, and instructor engage in class discussion about how students evaluated the articles. The librarian may need to clarify or correct students' findings.
  - b. Librarian works through criteria in worksheet through this discussion.
  - c. Librarian may need to use this time to highlight evaluation criteria that students may have overlooked.
  - d. Class discusses which article may be "poached" or which article seems the least credible for use on their assignment.
5. Recap (5 minutes)
  - a. Librarian summarizes the evaluation of web articles and encourages students to seek help on future assignments
  - b. Librarian has students fill out a 3-2-1 assessment on colored index card anonymously:
    - 3 tips for identifying appropriate sources
    - 2 questions you still have about evaluating sources
    - 1 thing that surprised you about today's session

### ALLERGY WARNING

Due to the reliance on the internet for this activity, be prepared in case the internet is



down or the web article in question disappears. Librarians may have to facilitate group discussion among students so that quiet voices are heard as much as dominant voices. The class instructor should help facilitate group challenges.

### CHEF'S NOTES

- This is one of our favorite activities for web article evaluations. It allows the students to actively engage with the article and each other while learning about the purpose, appeal, why or how sources are produced, and the emotional pull behind certain web articles.

- This recipe can be altered for various student class levels (freshman, etc.) and class topics (disciplines, etc.) by selecting alternate web articles to evaluate.
- Additionally, this recipe can be altered to meet specific class learning outcomes, such as a specific assignment or research project.
- Joanna Kimmitt, user services coordinator, CSU Dominguez Hills, assisted in the initial planning for this recipe.

### ADDITIONAL RESOURCES

For activity tools and suggested resources, see: <http://bit.ly/PoachedBarrierReefRecipe>.