UF 100 Library Session: Rifts & Shifts

INFORMATION EVALUATION & SEARCH STRATEGIES

Learning Outcomes: Students will:

1. Identify criteria necessary to evaluate information sources.
2. Select suitable sources based on the identified criteria.
3. Create, articulate and utilize an intentional search strategy.

Team Task 1: Evaluating Information (5 min.)

Critical Thinking Question (for teams):

- What do you need to know to decide if a source of information is suitable for your project? How would you decide if the source is reliable?

Debrief (7 mins.)
Team Task 2: Comparing Search Engines (10 min.)

For Team Task 2, imagine you want to find sources to answer the question: Does social change require a leader?

Instructions:

1. Go to your team’s assigned search engine (only search using your assigned search engine):
   a. Google www.google.com
   b. Google Scholar https://scholar.google.com/
   c. Academic Search Premier http://library.boisestate.edu/#tab4

2. Search for: leader and “social change”

3. Explore the results of this search, clicking on individual results.

4. Answer the critical thinking questions.

Critical Thinking Questions:

Be ready to report the following answers to the class during debrief.

A. How useful would these sources be for a project for this class?

B. How would you describe this search engine to a friend or classmate, including content and searching ability?

C. What are 1-2 advantages and 1-2 disadvantages of using this search engine for finding information?

D. When is it appropriate/values to use academic articles? When is it appropriate to use other types of articles (from popular magazines and newspapers, for example)?

Debrief (10 mins.)
(Individual) Task 3: Creating an Intentional Search Strategy (20 min.)

Part A: Task Definition:

Individually (5 mins.):

1. Each team member should investigate their significant factor or component(s) that cause social change:
   a. What significant factor or component(s) are you investigating?
   b. What information do I need, and what questions do I need to answer in order to understand how this component relates to social change?
2. Identify your main keywords/phrases and turn them into a search to use in the search engines. (Examples: leaders and “social change” “technology” and controversy “community” and sustainability)

In Teams (15 mins.):

3. Within your team (2 mins. for each individual): Present your component(s) to the team (for one minute) and the connections that you found to social change. The team gives feedback for one minute about other possible questions, topics, and keywords/phrases you can use.

Debrief (Optional)

Part B: Finding Information (10 mins.):

Individually:

1. Locate relevant sources for your team social change model using any of the research databases on the UF100 Rifts & Shifts webpage or any search engine used today. This includes Google, Google Scholar, Academic Search Premier, Sociological Abstracts, ProQuest Social Science Journals, JSTOR, and more.
2. Complete the assignment on page 5 of this handout and turn it into your discussion group leader.
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Name: ____________________________________________ Date: _________________________________

Write down at least two search strings you utilized to find sources:

Identify two suitable sources (write down citation AND email it to yourself)

Identify one source that you initially thought was promising but decided it was not suitable. Answer the two questions.

Why did you initially think it was promising?

What makes it not a suitable source for your project?