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.

Prep for Session

- Bring up the UF100 LibGuide on the computer.
- UF100 Rifts & Shifts students are already divided up into teams; 5 teams each class.

Introduction (5 min.)

- Librarian: Introduce yourself and explain the Learning Objectives for today’s session.
- The Hook - The Bridge-in. Where do you start when you are doing research? Today we will cover three “search engines” you can use to find sources for assignments, and a couple of skills that you cannot survive college without learning.
- Academic research is a foundational skill, just like the other skills you are learning in UF100 (teamwork, critical thinking, etc.). That is why the library curriculum is paired with the UF curriculum. The skills you learn today are also important for doing research in ENGL102, courses in your major, the workplace, and your life. (Elaborate as desired.)

Prep for Team Task 1 (2-3 mins.)

- As a preview to Team Task 1 (evaluating information) use the example of buying a car or picking a movie to watch as a situation in which a person has to evaluate sources of information.
- Tell teams they will have 5 minutes to complete Team Task 1.

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 & Large Group Discussion (7 min.)

DGL asks 1-3 team spokespersons their answer to the CTQ.

Possible answers/or give your own answers:
Librarian follows up by using students’ answers to talk about the CRAAP criteria. Bring up the CRAAP criteria on the UF 100 LibGuide. Ask class: Which CRAAP criteria have we already discussed? Which CRAAP criteria have we not discussed?

DGL and Librarian: emphasize authors’ main argument, relevance, and authority for their Annotated Bibliography assignment (due November 8)

DGL or Librarian: Ask whole class:
- What would happen to your project if you use a source that doesn’t meet the CRAAP criteria?
- What should you do if an information source does not meet the CRAAP criteria?

**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](http://www.google.com)
   b. Google Scholar [https://scholar.google.com/](https://scholar.google.com/)
   c. Academic Search Premier [http://library.boisestate.edu/#tab4](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 the 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/valuable to use academic articles? When is it appropriate to use other types of articles (from popular magazines and newspapers, for example)?

**Debrief (10 min.)**

CTQ (A) answers will vary

CTQ (B) answers will vary, but the Librarian may want to point out the following and/or do a quick demo as the students talk during the debrief:

Google advantages: familiar search interface
Google disadvantages:

Google Scholar advantages: free PDFs + can be linked to library holdings; interdisciplinary; gray literature
Google Scholar disadvantages: unlinked citations; unknown which journals/publishers are indexed;
Academic Search Premier advantages: [fill in your own answers]
Academic Search Premier disadvantages: a new interface you have to learn

CTQ (C) answers will vary, but the Librarian/DGL may want to point out the following:

Academic articles: present research studies and the views of experts/scholars who study your topic in-depth

Other types of articles: popular magazines and newspapers present the point of view of the general public, which lets you know how your topic is viewed by non-scholars

Prep for Team Task #3 (5 min.)

DGL will give the context of the UF 100 project: The project should defend a clear thesis that predicts the social change that will take place regarding an issue that you choose. The thesis should be supported through course sources, the additional sources you have researched on the topic, and the model for social change that you have created.

Librarian and DGL: Walk through a sample Step 1 (Task Definition) of The Big6 Skills using this question: Is violence necessary for social change to succeed? (This is a mini-lecture/explanation; not enough time for a discussion with student participation.)

Identify information needed (to solve the information problem)
- What is my topic for my digital project?
  - Is violence necessary for social change to succeed?
- What information do I need, and what questions do I need to answer in order to make a prediction for my final project?
  - What types of violence exist?
  - What is the definition of social change?
  - What is the definition of violence?
  - etc.

Discuss various keywords/phrases to search:

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<thead>
<tr>
<th>social change</th>
<th>violence</th>
<th>revolution</th>
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<tbody>
<tr>
<td>progress</td>
<td>power/coercion</td>
<td>turbulence</td>
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(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. DGL/Librarian: remind students when to switch (every three minutes) (tell them they have two minutes but give them three minutes).

Debrief (Optional)

DGL and Librarian: debrief at this time if you need to.

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.

UF 100 Library Session: Rifts & Shifts
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?