UF 100 Library Session: *Climate Change*
Search Strategies & Information Evaluation

**Goal:** As critical thinkers, students will integrate new academic search strategies into their existing strategies. New strategies include using academic research articles and critically evaluating information.

**Learning Outcomes: Students will:**
1. Develop and apply strategies for locating articles, including selecting keywords and research databases.
2. List three characteristics of an academic article, and identify one such relevant article in a research database.
3. Identify criteria to use when evaluating information, and apply the CRAAP criteria to the evaluation of articles and websites.

**Team Task 1: Creating a Search Strategy for Your Topic (20 minutes)**

**Inquiry Question:** Please find a source that deals with how the human contribution to climate change may be understood in terms of a 'tragedy of the commons' problem. (Hint: "commons" are sometimes referred to as "common pool resources" in the technical literature.)

**Part A. (5 minutes)**

**Instructions:**
1. Write down 2-3 main ideas related to the inquiry question that you want to explore further.

2. Brainstorm related terms for at least one of the ideas from step #1.
   
   *Example: Related terms for the idea of “iPads” → mobile devices, tablets, technology*

3. Create one or more searches by connecting different ideas from steps #1 or #2 above with the word **AND**. Write your search(es) below.
   
   *Examples: sleep AND grades iPads AND education AND grades*

4. Write your team’s search on the board.

**Debrief (5 minutes)**
Part B. (7 minutes)

Instructions:
1. Go to the UF 100 guide on your device’s desktop (or go to http://guides.boisestate.edu/uf100). Click on your course tab, then choose a database.
2. Type your team’s search(es) into one or more of the research databases.
3. Limit your results to scholarly/peer-reviewed journal articles.
4. Look at your results. If you are not satisfied with the articles you found, redo your search by changing your keywords or switching databases.
5. Email one of the articles, with its citation, to yourself or someone in your team.
6. Answer the critical thinking questions below.

Critical Thinking Questions:

a) Did you find useful articles with your first search, or did you have to change your search strategies? Explain.

b) How could you use the research databases for other courses you are taking?

c) What other strategies do you use to find information for research papers and projects? These can be broad strategies about where to search, and very specific search strategies, including how to search.

Debrief (3 minutes)

Team Task 2: Evaluating Articles and Evaluation Criteria (8 minutes)

Instructions:
1. View the two articles found on the Climate Change guide tab.
2. List three criteria for evaluating the quality of the articles and explain how each criteria helps you evaluate information.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explain how this criteria helps you evaluate information</th>
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**Critical Thinking Questions:**

a. Would you use these articles for a research paper or project? Explain.

b. Which article has characteristics of an academic article? When is it appropriate to use academic articles? When is it appropriate to use other types of articles?

**Debrief (5 minutes)**

Team Task 3: Evaluating Websites Using the CRAAP Criteria (10 minutes)

**Instructions:**

1. Imagine you are trying to find facts about climate change, but specifically in terms of the individual effect.
2. View both websites below, using the links on the UF 100 guide.
3. Evaluate the information you find in each website using the CRAAP criteria.
4. Answer the critical thinking questions below.

**Positives and negatives of global warming**


**Climate: from supercomputers and state-of-the-art models...**

http://www.climatefrontlines.org/
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Positives and Negatives</th>
<th>Climate</th>
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<tbody>
<tr>
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<td>Purpose</td>
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**Critical Thinking Questions:**

a) Would you use these websites for a research paper or project? Explain.

b) What should you do if an information source does not meet the CRAAP criteria?

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**Debrief (5 minutes)**

Team Task 4: Synthesis (5 min.)

**Critical Thinking Questions:**

a. Describe a scenario outside of college life in which you could use any of today’s research skills.

b. Imagine you are describing what you learned from today’s class to a good friend. Make a list of 3 tips that you would pass on to them. Your tips can include what you found most helpful during today’s team tasks, what you have found useful in the past, or what you might do in the future.

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**Debrief (5 minutes)**