

## Evaluating Multiple Source Types (for the flipped classroom)

Use when students need to select relevant sources that are appropriate for their information need.

**Note:** This lesson is built upon a “flipped classroom scenario.” The instructor assigns four source types to evaluate as homework using the “C.A.R.D.I.O. Handout.” Students are then expected to return to class ready discuss their evaluations of each resource.

### Concepts in Context

In the Information Age, the ability to evaluate information is more important than ever. It is also an essential information literacy skill as it translates to all aspects of our lives (from school, to health, to voting). This activity asks students to evaluate multiple sources in order to become more critical consumers of information.

### Classroom learning outcome:

- Students will evaluate multiple resource types in order to determine their quality and relevancy to a particular information need (e.g., for an assignment, for career research).

**Total Class Time:** 45 minutes

**Preparation:** Identify four resources on a relevant subject/topic. For example, if students are researching career information, the instructor may choose: a career blog, a professional association website, a *New York Times* article about the job market, and a Census infographic. Whatever sources you identify, choose some that are questionable/complex (e.g., missing author, bias, make claims with no references, etc.).

**Materials/Equipment:** laptops, Internet connection, whiteboard and/or computer projector, “Evaluating Multiple Source Types with C.A.R.D.I.O.” handout, “C.A.R.D.I.O. Rubric.”

Introduction ( <b>Day 1</b> )	Explain to students that when they are searching for information (whether academic or otherwise) they need to evaluate the authority of their sources to determine their credibility and relevance.  Assign the homework and distribute the “Evaluating Multiple Source Types with C.A.R.D.I.O.” handout (making sure links to sources are inserted in the appropriate blanks). Explain that students are expected to present their findings during the next class meeting.	5 minutes
Teaching Strategy 1 ( <b>Day 2</b> )	Begin the class session by first posing the question, “What are we looking at?” In other	10 minutes

	<p>words, ask students to identify the information types of the four web links (just “website” is not an acceptable answer—press them to be more specific: blog, news article, etc.).</p> <p>Then go over their homework. Discuss each resource one at a time, making sure to project the resource onto the screen as you are discussing it.</p> <p>So that everyone can participate, you may want to call on individual students to share their responses about a single criterion.</p> <p>As students discuss, add to the conversation/fill in details as necessary.</p>	25 minutes
Comprehension Check	Collect assignment and respond to students’ responses to the reflection question at the end.	
Conclusion	Reinforce that authority (authorship) is fundamental to academic discourse, which is why a Wikipedia article not considered acceptable evidence in an academic assignment, but it could be a good source for finding background information and/or starting a research project. It’s important to always consider the context/purpose for which we are using information when choosing sources.	5 minutes
Total Time:		45 minutes

**Follow-up:** Collect homework and provide quick formative feedback using accompanying rubric.

**What’s Next:** A number of activities could follow and/or complement this lesson. Suggestions include: “Using Databases,” “Analyzing the Authority of Different Source Types,” and “Why We Cite.”