



<b>Frame(s):</b> Authority is Constructed and Contextual	<b>Level:</b> 300	<b>Learning Objective:</b> Evaluate information for potential conflicts of interest, and other issues that may be of concern, such as poor quality journal publishers.
<b>Duration:</b> 75 minutes in class, 20 minutes in eLearn	<b>Discipline:</b> Any class where students need to evaluate evidence	<b>Learning Outcomes for Lesson:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Critically evaluate sources to select materials that are appropriate for their assignments</li> <li>• Discuss the failures in traditional evaluation checklist criteria</li> <li>• Look at articles about the role of sugar in obesity to determine evaluation criteria and learn about conflicts of interest and issues with OA publishing</li> </ul>

## LESSON PLAN:

### Flipped Model

- Students will watch John Oliver's *Sugar*. This humorous look at COI will help engage students in the topic.

### Instruction (10 min)

- Librarian will ask students how they usually evaluate items.

### Hands on (10 min)

- Students will google sugar and obesity and examine the results.
  - ⇒ Which items are appropriate for an academic paper? Is a .org from the sugar association a source of good information? Why or Why not?
  - ⇒ What about the cite action on sugar.org? Why or Why Not?
- What about the other items? Are they academic articles? Are they peer-reviewed? Are they quality journals?
- Is the information accurate? How do you know?
- Why was the article written? Is it a well-designed academic study meant to inform? Or is it a study designed to persuade?
- What would you do to find better resources?

### Reporting Back (10 min)

- Students will report back with their impressions of the materials and answers to the questions.

### Librarian Reframe (10 min)

- Librarian will discuss some of the issues the students brought up in their reporting.
- Librarian will demonstrate an academic index explaining that there is still a need to evaluate the results.
  - ⇒ Librarian will explain items that appear along with high-quality academic journals, such as OA journals, supplements and conference papers.
  - ⇒ Librarians will show examples of high-quality items along with examples of questionable quality items.



## **LESSON PLAN (cont.):**

### **Hands On (10 Minutes)**

- Students will return to their computers and search the databases for information more suitable for the assignment and evaluate those items.

### **Group Activity (10 minutes):**

- Students will get into groups of 2 or 3 and discuss what they have found and answer these questions from their experience.
  - ⇒ What are the most important criteria for evaluating an article?
  - ⇒ How can a student evaluate an article within a reasonable amount of time?

### **Reporting Back (10 minutes)**

- Students will report back and as a group determine the most important criteria for evaluating an article, and brainstorm techniques for evaluation that is quick, but more effective than a checklist.

### **Wrap up (5minutes)**

### **Habits Addressed by this Lesson**

- Be persistent, adaptable and flexible.
- Question the origin and context of information found to determine its suitability to meet the information need.
- Recognize that ambiguity can benefit research.
- Seek help when needed.