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Feb 21st, 8:30 AM - 9:45 AM

### An Engaging, Hands-On Activity for Evaluating Sources through Problem-Based Learning

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#### Recommended Citation

Taxakis, Brooke J. and Dobbins, Elizabeth, "An Engaging, Hands-On Activity for Evaluating Sources through Problem-Based Learning" (2020). *Georgia International Conference on Information Literacy*. 12. <https://digitalcommons.georgiasouthern.edu/gaintlit/2020/2020/12>

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# An Engaging, Hands-On Activity for **Evaluating Sources** through **Problem-Based Learning**

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Campbell University | Wiggins Memorial Library

**Slides & Resources:**

[https://tinyurl.com/  
GICOIL2020-sources](https://tinyurl.com/GICOIL2020-sources)

# History

## *Start of FYE*

### **Library-Related Learning Outcome:**

Students will locate relevant information using technology and library resources.

# History

## Old Assignment - Annotated Bibliography worksheet

Name \_\_\_\_\_

**Assignment Part 1 - Selecting a Research Topic:**

Selecting a research topic is possibly the most difficult part of doing research. Is there too much information out there... is your topic too broad? Is there too little information out there... is your topic too narrow? Start by choosing a topic that you like or are curious about. You're going to be working on it for quite a while, so try and find one that's interesting and that you can reasonably cover in the time and space available.

See the CUF's 100 Research Guide (<http://guides.lib.campbell.edu/CUF5100>) for links provided or this worksheet and for other helpful tips.

**Step 1:** Watch the following two-minute video, "Developing a Research Topic": [http://youtu.be/R\\_V11MaD1e4](http://youtu.be/R_V11MaD1e4)

**Step 2:** Choose a topic that is of interest to you and write it in the box labeled "TOPIC" in the chart below.

**Step 3:** Think of the 4 W's (Who, What, When, Where) for your topic and fill in the appropriate spaces in the chart below.

**TIP:** If you are having trouble filling out the chart, the following "Library Research" guide from Blinn College Library has a few examples: <http://libguides.blinn.edu/center1.php?pid=227402&sid=1881737>

When/Time?	Where/Place?
What/Event?	Who/Person?
<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <b>TOPIC:</b> </div>	

1

Name: \_\_\_\_\_

**Assignment Part 2: Developing Keywords**

To search for resources that will help you answer your research question, you'll need to use *keywords*: the core terms that will link up with words people use when they write about your topic.

**Step 1: Write your research question and circle the most important 2-4 words. These are your keywords.**  
*Most sources will not be asking the exact question you're asking, but they may discuss the same major concepts. Choosing core ideas as keywords will let you find sources that are relevant.*

\_\_\_\_\_

\_\_\_\_\_

**Step 2: Help yourself find even more resources by giving synonyms for these keywords.**  
*People don't always use the same words to talk about the same subject. Use background sources like encyclopedias, electronic reference sources, or the web to see what alternate terms might be out there.*

**Keywords:**

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**Synonyms:**


**Step 3: Use your keywords or their synonyms to create three distinct search strings using Boolean operators that you'll try when searching.**  
*AND: finds both listed concepts: college AND income*  
*OR: finds either of two concepts: (college OR bachelor) AND income*  
*QUOTES: link phrases together: (college OR "bachelor's degree") AND ("average income")*

Search Option 1: \_\_\_\_\_

Search Option 2: \_\_\_\_\_

Search Option 3: \_\_\_\_\_

1

# History

## *2017*

Changes within FYE

Move to uniform syllabus across 25 sections

- Impact on library instruction: old model v. new

Summer 2017 — Assignment redesign

## *2018*

Spring 2018 — Piloted new assignment

Summer 2018 — Train the trainer for FYE instructors

Fall 2018 — New assignment implemented in all sections

## *2019*

Fall 2019 — New assignment continues in all main campus sections; implemented at new off-campus site (Sampson Correctional Institution)

# Rationale

## *Flipped Classroom*

Students prepare for activity before class — class time is engaging, requires critical thinking and discussion

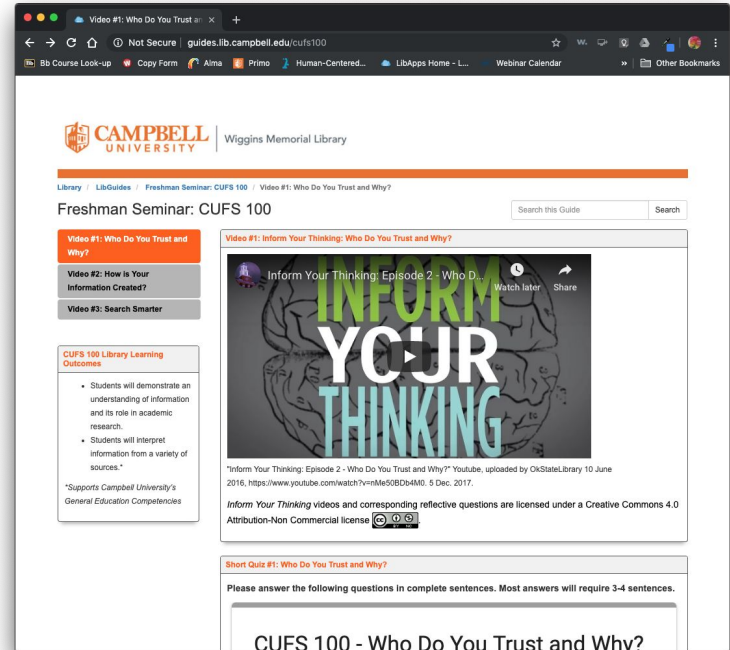
## *Problem-Based Learning*

Problem scenarios should:

- Have no “right” answer — instead, multiple possible answers
- Allow for structured exploration
- Be ill-structured and complex
- Be authentic and relevant
- Be collaborative
- Activate students’ prior knowledge

*View slide notes for PBL resources*

# Lesson plan & pre-work videos



Video #1: Who Do You Trust and Why?

Video #2: How is Your Information Created?

Video #3: Search Smarter


**CUFS 100 Library Learning Outcomes**

- Students will demonstrate an understanding of information and its role in academic research.
- Students will interpret information from a variety of sources.

\*Supports Campbell University's General Education Competencies

**Video #1: Inform Your Thinking: Who Do You Trust and Why?**

Inform Your Thinking: Episode 2 - Who Do You Trust and Why? YouTube, uploaded by OXStateLibrary 10 June 2016, <https://www.youtube.com/watch?v=Me5fBDv4M0>, 5 Dec. 2017.

Inform Your Thinking videos and corresponding reflective questions are licensed under a Creative Commons 4.0 Attribution-Non Commercial license 

**Short Quiz #1: Who Do You Trust and Why?**

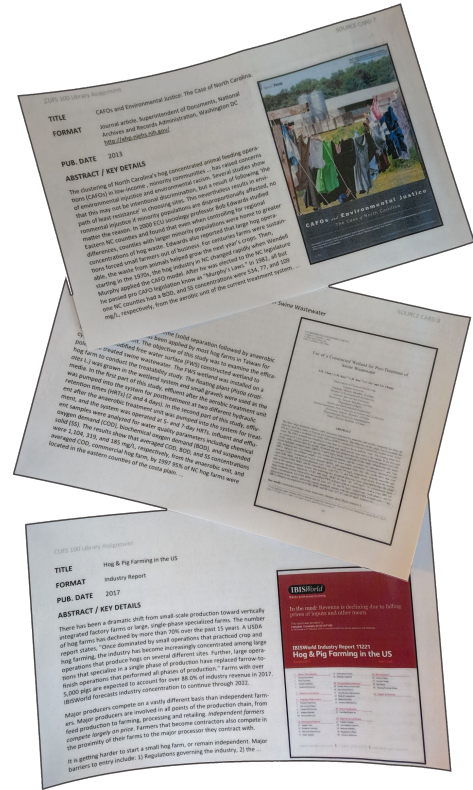
Please answer the following questions in complete sentences. Most answers will require 3-4 sentences.

CUFS 100 - Who Do You Trust and Why?

[Lesson Plan](#)

[Research Guide with Videos](#)

# Activity



## Scenario Handout

## Source Cards





# Debrief

## *Common Student Reflections*

- “Focusing my question helped me decide what was most relevant.”  
RESEARCH AS INQUIRY | SEARCHING AS STRATEGIC EXPLORATION
- “Looking at the publication date helped me rule out some outdated articles.”  
INFORMATION CREATION AS A PROCESS
- “I chose these sources because the authors seemed credentialed, unbiased, and reliable.”  
AUTHORITY IS CONSTRUCTED AND CONTEXTUAL
- “I ruled out one article because it was published by an advocacy organization that seemed biased.”  
RESEARCH AS INQUIRY | SEARCHING AS STRATEGIC EXPLORATION
- “At first I thought this was a great source, but then I realized the study was done in Ohio and I wanted something more local.”  
AUTHORITY IS CONSTRUCTED AND CONTEXTUAL | RESEARCH AS INQUIRY
- “First thing I did was eliminate the student poll done at Starbucks.”  
AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

# Assessment

## *Formal assessment*

Assessed pre-work (video quizzes) for:

- Evidence of comprehension
- Points of confusion
- Ideas for assignment modification
  - e.g. '[How is Your Information Created](#)' video will be replaced with NCSU '[Peer-Review in 3 Minutes](#)' video

# Assessment

## *Student feedback*

“This session gave me a different perspective on how to spot legitimate sources.”

“I learned that there's no right or wrong way to doing research. However, the value and validity of the source and creator can greatly impact the outcome of your research.”

“I have less anxiety about research papers after this class.”

# Final thoughts

## *Simple = Versatile*

- Can be discipline-specific (e.g. NURS 100)
- Engaging and relevant for students
- Adaptable to local issues
- Adaptable to unique class settings
  - Military bases or prisons with limited internet access in classroom

# Questions?

# Credits

*Special thanks to all the people who made and released these awesome resources for free.*

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