7472 Project 2: Distance Education Instructional Design Plan   Lita Brown

Evaluating Information Sources *(6th grade and 8th grade)*

Overview: Students are awash in information, but most lack skill in judging information *quality*. This class aims to teach students to ask and answer important questions - is this relevant to my search? who wrote this? what do they know about it? are they promoting a particular point of view? how current is it? is it accurate? is it written at my level?

Learning objectives: After participating in the interactive video clips, students will be able to locate relevant and appropriate online resources.

Activities:
1. Students will watch an interactive video clip on using keywords effectively, perform a Google search and take a screenshot of their search results.
2. Students will use the information from the video to discern which of their search results is the most useful for the assignment.
3. Students will write a brief summary of their experience and findings and post the summary as well as the screenshot to the appropriate discussion forum.

4. Students will watch an interactive video clip on 'discerning the source,' perform a Google search, select a source and take a screenshot of the webpage.
5. Students will use the information from the video to discover the author of the website, their qualifications, if any, whether the information is objective or not and cross search to discern accuracy.
6. Students will write a brief summary of their experience and findings and post the summary and the screenshot to the appropriate discussion forum.

7. Students will watch an interactive video clip on using GALILEO, perform a search and take a screenshot of their results.
8. Students will use the information from the video to choose a resource from the GALILEO search results.
9. Students will write a brief summary of their experience and findings and post the summary and the screenshot to the appropriate discussion forum.

10. Students will write a brief reflection on their search experiences, Google vs. GALILEO and post it to the appropriate discussion forum.
11. Students will read and make substantive responses to at least 4 of their classmates postings, a minimum of one per category.

Module Design This module will include:
- PDF of Overview/Student Instruction Sheet
- Links to instructor created videos
- Cross links to discussion forums
- Link to submit assignments

Interactivity and Collaboration
Posting and replying to student discussion board question posed by the instructor.

Use of Technology
- Instructor created videos
- web searches
- posting, replying and uploading to discussion forums

Assessment: Discussion board participation

Learner Support
- Instructor email, Skype and IM
- Link to a "Help" discussion board for asking and answering questions, requesting rough draft critiques, etc.
- Peer suggestions via discussion board replies
- Example given of exemplary student work.