

# TEACHING CAN BE TAUGHT

## Wisdom Will Follow

Georgia Conference on Information Literacy  
October 1, 2010  
Savannah, Georgia

Presenters represent Valdosta State University's  
Master of Library and Information Science Program

# Presenters



Introduction: Anita Ondrusek, Associate Professor, Valdosta State University

Lesson 1: Betty Wright, Georgia State University Law Library, Atlanta, GA

Lesson 2: Kathryn Leache, Lucius E. and Elsie C. Burch, Jr. Library, Collierville, TN

Lesson 3: Vivian Bynoe, Savannah Technical College, Savannah, GA

Lesson 4: Ruth Faircloth, Middle Georgia Technical College, Warner Robins, GA



# Introduction

# An academic teaching librarian's dilemma



- You have 50 to 90 minutes to present an overview on resources and skills needed to complete a course assignment.
- You want an original approach – something to arouse curiosity and engage the students.
- Oh, one more thing - your accreditation standards also require that you evaluate student learning.

# First, make a plan (Polya)

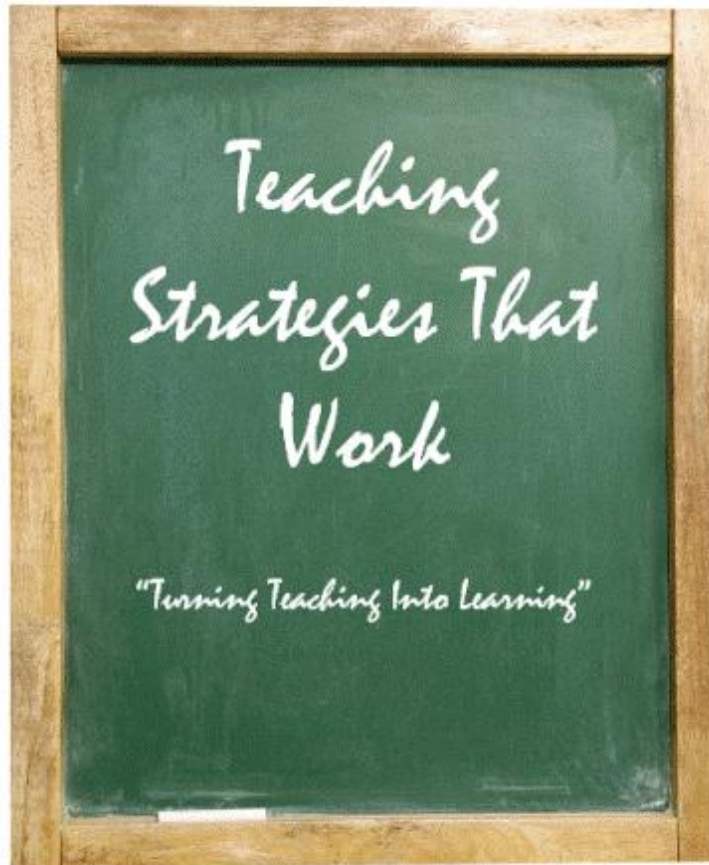


# Put your plan for learning into words<sup>1</sup>

- Give your presentation a title
- State the circumstances of your instruction
- Articulate your teaching goals and learning objectives
- Outline how you will prepare
- Plan out your presentation
- Devise an evaluation activity

<sup>1</sup> Adapted from Jacobson & Gatti (2001).

# Select strategies for teaching



# A Popular Instructional Model



Robert Gagne proposed that sequencing instruction into steps that he labeled as “events” of instruction will increase learner engagement and retention of the material taught.



# Gagne's Nine Events of Instruction

- Gain attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the content
- Provide learning guidance
- Elicit performance (practice or rehearsal)
- Provide feedback
- Assess performance
- Enhance retention and transfer

# Teaching techniques that fit Gagne's model

## □ Attention-getters

Analogies

Anecdotes

Pictures

Media clips

Advanced organizers

(Outlines or diagrams that give the “big picture”)

# Teaching techniques that fit Gagne's model

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## □ Learning guidance

Examples

Elaboration

Handouts

Scaffolding

(Helps students do what they can't yet do independently)

# Teaching techniques that fit Gagne's model

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## □ Instructional approaches

Lecture

Demonstration

Lecture-Demonstration

Guided Demonstration

Self-paced Tutorial

# Teaching techniques that fit Gagne's model

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## □ Practice

Hands-on activity

Self-directed activity

Small-group activity

Drill-and-practice exercise

Individual or group rehearsal

# Teaching techniques that fit Gagne's model

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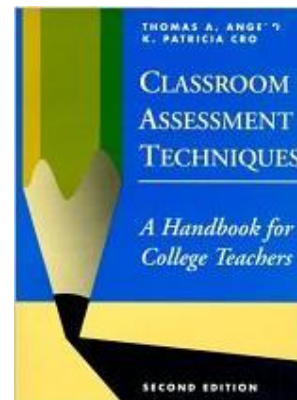
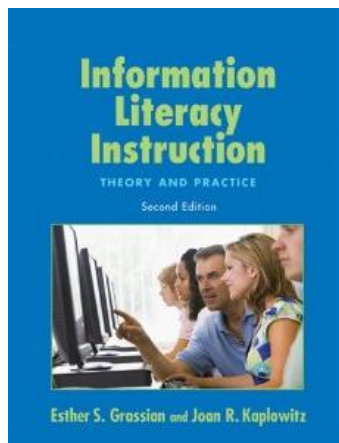
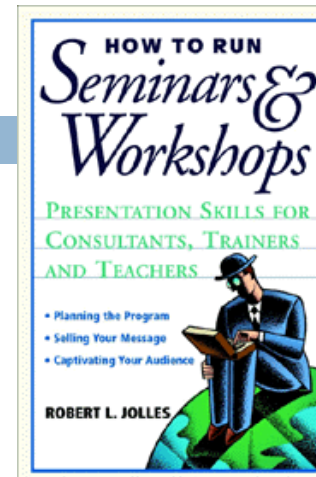
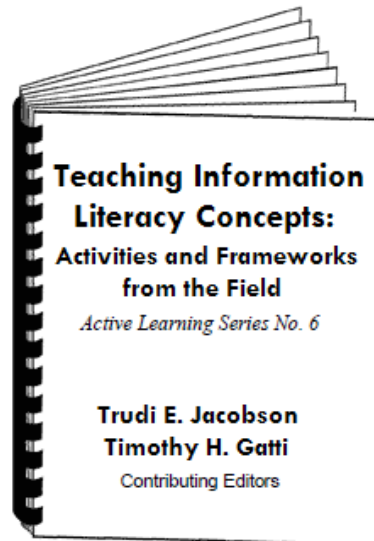
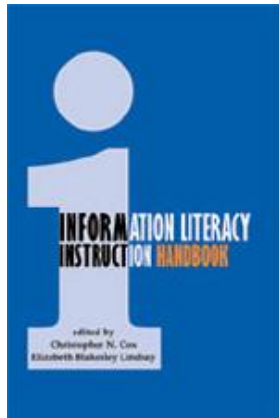
## □ Evaluation

Informal or Formal

Immediate or Delayed

In class or Outside class

# Further reading



# Putting Gagne into practice . . .

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Today's presenters will demonstrate how to make Gagne's events of instruction work for teaching:

- Law students to use Shepard's Citation Service
- Healthcare majors to identify scholarly sources
- Undergraduates how to evaluate web sites  
(the second and fourth "lessons" cover these concepts)



**DON'T LET THIS HAPPEN TO  
YOU...SHEPARDIZE!**

Updating legal research using the Shepard's  
Citation Service on LexisNexis™

**Betty Wright**

# Introduction



This lesson teaches law students about the importance and function of the Shepard's online citator.

Using the Shepard's online citator service, law students in the legal research course at ABC law school will:

- ▣ Shepardize a particular case without error
- ▣ Replicate the process of Shepardizing a case when preparing their semester project.

# Circumstances of Instruction

- Law students at the ABC law school are required to take a semester long course on legal research and writing given by Law Librarian, Betty Wright. At the end of the semester students must prepare a legal brief of a case assigned to them at the beginning of the semester. Since this is a semester long project, each student has been assigned a particular legal issue to study and do various legal research exercises and activities throughout the semester. The lesson today instructs students on Shepardizing a case to find out its status, the history, as well as other cases that cited to the decision. This is a major part of their project, therefore after this lesson the students will Shepardize their own case and include the results in their brief.

# Needs Assessment



- Before this instruction, students were given a review of the LexisNexis database. Questions posed by Mrs. Wright determined that the lesson needed to focus on the importance of using a legal citator such as Shepard's and focus mainly on the major features of the Shepard's citation system online.

# Information Literacy Standards

- Information Literacy Competency Standards for Higher Education
  - ▣ (Formulated by ACRL, the Association of College and Research Libraries in ALA)
- This lesson will allow students to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; and understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally.

# Instruction begins:



## What is a citator?

- Principal tool for updating legal authorities.
- An index or compilation listing every instance in which a legal authority has been cited.
- A tool that helps you determine what has happened to your case, statute, or regulation after it was released.

# Use Citators to:

- Determine if the authority (case) is still “good law”
  - ▣ Was it overruled, reversed, criticized, or affirmed?
  
- Trace the history of a given authority
  - ▣ When was it ruled, appealed, etc.?
  
- Find sources addressing the same legal issue.
  - ▣ What other cases have ruled on this point of law?

# Importance of Using a Citator

- Stare decisis
  - ▣ Under the doctrine of *stare decisis*, previously decided cases serve as a model for resolution of future disputes involving similar legal principles of fact patterns.
  - Legal researchers cite to cases in support of their arguments in order to convince the court that the issues or facts presented in their case should be decided in the same way as the earlier cases, or to argue that the facts or issues presented in their cases are sufficiently different to warrant the same treatment.



# Importance of Using a Citator

- Before you cite any primary authority in any document you prepare, you must ensure it is still “good law”.
  - This is an inflexible rule of legal research.
  
- Several courts have discussed the importance of proper updating and a lawyer’s professional responsibility to ensure the reliability of the authority they cite.
  - *Meadowbrook v. Fowler*, 959 P.2d. 115,120 n.11 (Utah 1998),
    - “The process of ‘Shepardizing’ [updating] a case is fundamental to legal research.”

# How Shepardizing applies to a real case:

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Play the video clip from the O. J. Simpson trial

<http://www.youtube.com/watch?v=QFOY0Glg0gU>

# Guided Activity

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## Client Scenario:

- Client believes he has been discriminated against based on age.
- Has been an employee for over 15 years.
- At the time of termination overheard a supervisor refer to him as “an old salesman” that needed to be replaced with a “bright young person”.

Start with the citation:



McNeil v. Economics Laboratory, Inc.

800 F.2d 111

Age-discrimination suit where the Plaintiff was removed from a sales manager position and offered a non-salaried, commission-based position as a sales representative.

# Use the LexisNexis shortcut to Shepard's and enter your citation:

The screenshot shows the LexisNexis website interface. At the top left is the LexisNexis logo. In the center, there is a navigation menu with 'Law Schools' highlighted. On the right, the 'Research' section is visible, with 'LexisNexis' and 'Enter Research System >>' below it. A 'Shortcuts' box is highlighted with a red border. Inside this box, a dropdown menu is set to 'Get by Citation'. Below it is a text input field labeled 'Enter Citation' containing the text '800 F.2d 111' and a 'Go' button. At the bottom of the box are three radio buttons: 'Full Text', 'Case Brief', and 'Shepardize', with 'Shepardize' being the selected option.

**LexisNexis®** | **Law Schools**

Our Solutions | About Us | News | Careers | Store | Support

**Research**  
**LexisNexis**  
Enter Research System >>

**Shortcuts**

Get by Citation ▼

Enter Citation  
800 F.2d 111

Full Text  
 Case Brief  
 Shepardize

# Start your research with the Summary:

McNeil v. Economics Laboratory, Inc., 800 F.2d 111, 1986 U.S. App. LEXIS 29174, 41 Empl. Prac. Dec. (CCH) P36492, 41 Fair Empl. Prac. Cas. (BNA) 1789 (7th Cir. Ill. 1986)

## SHEPARD'S SUMMARY

 **HIDE**

### Unrestricted *Shepard's* Summary

[No negative subsequent appellate history.](#)

#### Citing References:

- Warning Analyses: [Overruled \(2\)](#)
- Cautionary Analyses: [Distinguished \(6\)](#)
- Positive Analyses: [Followed \(10\)](#)
- Neutral Analyses: [Concurring Opinion \(1\)](#), [Dissenting Op. \(2\)](#), [Explained \(1\)](#)
- Other Sources: [Law Reviews \(13\)](#), [Statutes \(1\)](#), [Treatises \(15\)](#), [Court Documents \(17\)](#)

**LexisNexis Headnotes:** [HN2 \(3\)](#), [HN3 \(7\)](#), [HN4 \(11\)](#), [HN5 \(7\)](#), [HN6 \(12\)](#), [HN8 \(5\)](#), [HN9 \(20\)](#), [HN10 \(8\)](#), [HN11 \(10\)](#), [HN13 \(12\)](#), [HN14 \(10\)](#), [HN15 \(5\)](#), [HN16 \(60\)](#), [HN17 \(29\)](#), [HN18 \(14\)](#)

[Show full text of headnotes](#)

# Use the Shepard's citator chart:

## Shepard's Signal™ Indicators



Warning—Negative treatment indicated  
Contains strong negative history of treatment of your case  
(for example, overruled by or reversed).



Caution—possible negative treatment indicated  
Contains history or treatment that may have a significant negative  
impact on your case (for example, limited or criticized by).



Positive treatment indicated  
Contains history or treatment that has a positive impact on your case  
(for example, affirmed or followed by).  
**Only *Shepard's* offers this treatment.**



Cited and neutral analysis indicated  
Contains treatment of your case that is neither positive nor negative.



Citation information available  
Indicates that citing references are available for your case but  
do not have history or treatment analysis  
(for example, the references are law review citations).

# Follow the citator links to:

## Overrulings

- 
- 32. **Overruled by:**  
Coston v. Plitt Theatres, 860 F.2d 834, 1988 U.S. App. LEXIS 14758, 48 Empl. Prac. Dec. (CCH) P38422, 48 Fair Empl. Prac. Cas. (BNA) 248 (7th Cir. Ill. 1988) LexisNexis Headnotes [HN9](#), [HN10](#)  
  
860 F.2d 834 [p.836](#)



# Follow the citator links to:

## Prior histories

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### PRIOR HISTORY ( 2 citing references ) [Hide Prior History](#)

☑ Select for Delivery

- 1. [McNeil v. Economics Laboratory, Inc.](#), 1985 U.S. Dist. LEXIS 22994, 41 Fair Empl. Prac. Cas. (BNA) 1774 (N.D. Ill. Jan. 30, 1985)
- 2. **Later proceeding at:**  
[McNeil v. Economics Laboratory, Inc.](#), 1985 U.S. Dist. LEXIS 18850, 41 Fair Empl. Prac. Cas. (BNA) 1779 (N.D. Ill. June 17, 1985)
- Affirmed by (CITATION YOU ENTERED):**  
[McNeil v. Economics Laboratory, Inc.](#), 800 F.2d 111, 1986 U.S. App. LEXIS 29174, 41 Empl. Prac. Dec. (CCH) P36492, 41 Fair Empl. Prac. Cas. (BNA) 1789 (7th Cir. Ill. 1986)

# Follow the citator links to:

## Citing decisions

**CITING DECISIONS ( 107 citing decisions )**

**2ND CIRCUIT - U.S. DISTRICT COURTS**

- 5. **Cited by:**  
[Buscemi v. Pepsico, Inc.](#), 736 F. Supp. 1267, 1990 U.S. Dist. LEXIS 4233, 53 Empl. Prac. Dec. (CCH) P39906,  
62 Fair Empl. Prac. Cas.(BNA) 425 (S.D.N.Y. 1990)  
736 F. Supp. 1267 [p.1270](#)
  
- 6. **Cited by:**  
[Nobler v. Beth Israel Medical Center](#), 715 F. Supp. 570, 1989 U.S. Dist. LEXIS 6667, 50 Empl. Prac. Dec. (CCH) P39160,  
55 Fair Empl. Prac. Cas. (BNA) 1531 (S.D.N.Y. 1989) [LexisNexis Headnotes HN16](#)  
715 F. Supp. 570 [p.573](#)

# Remember!



- Updating the law is not something you save for the end of your research.
  - Begin updating your cases as soon as you find them.
  
- Make sure you have fulfilled your legal research responsibilities.
  - Save yourself from potential embarrassment or even sanction.

# Homework!



- Assignment 5, Exercise D from workbook.
- Continue Shepardizing your case!

# Did you see these teaching techniques?

- **Instructional approach**

  - Lecture-Demonstration

- **Learning guidance**

  - Examples

  - Elaboration

  - Scaffolding (the citator chart)

- **Practice**

  - Homework

- **Evaluation**

  - Outside class

# Gagne events included in this excerpt:

- ★ Gain attention
  - Inform learners of objectives
  - Stimulate recall of prior learning
- ★ Present the content
- ★ Provide learning guidance
- ★ Elicit performance (practice or rehearsal)
  - Provide feedback
- ★ Assess performance
  - Enhance retention and transfer

# THERE'S MORE TO THE WEB THAN WIKIPEDIA

**Kathryn Leache**



# Introduction



This lesson could be the first class of two instructional sessions on using websites as sources for research. In the first session, featured here, the librarians demonstrate how the open web is a valuable research tool by showing students what clues they can look for to identify reliable websites. In the second session, not featured here, students would learn how to manage websites and cite them.

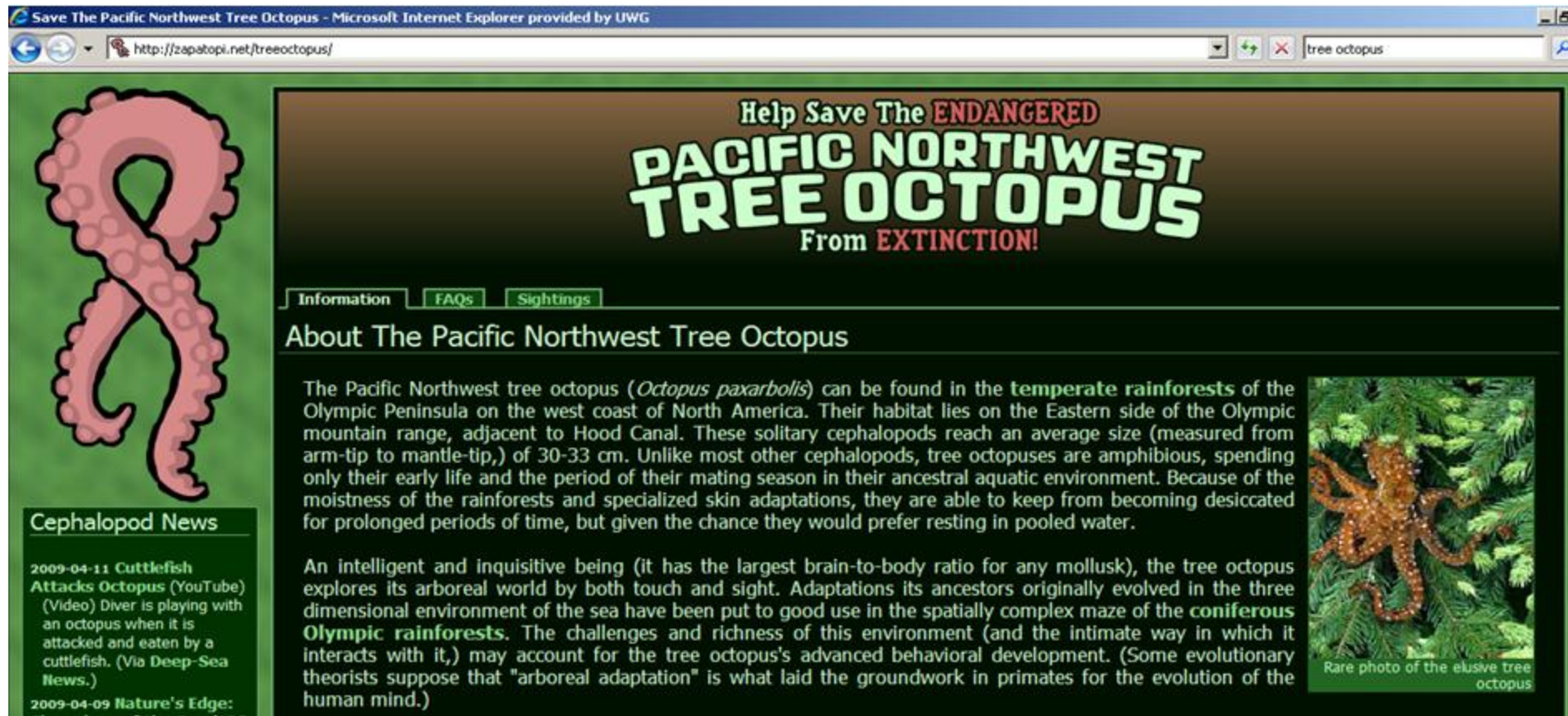


# Now, on to our lesson . . .



In 2006, a University of Connecticut professor asked 25 seventh graders to evaluate a site on the endangered Pacific Northwest tree octopus.

Here's the top of the home page:



Save The Pacific Northwest Tree Octopus - Microsoft Internet Explorer provided by UWG

http://zapotopi.net/treeoctopus/ tree octopus



# Help Save The **ENDANGERED** PACIFIC NORTHWEST TREE OCTOPUS From **EXTINCTION!**

[Information](#) [FAQs](#) [Sightings](#)

## About The Pacific Northwest Tree Octopus

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the **temperate rainforests** of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex maze of the **coniferous Olympic rainforests**. The challenges and richness of this environment (and the intimate way in which it interacts with it,) may account for the tree octopus's advanced behavioral development. (Some evolutionary theorists suppose that "arboreal adaptation" is what laid the groundwork in primates for the evolution of the human mind.)



Rare photo of the elusive tree octopus

### Cephalopod News

2009-04-11 Cuttlefish Attacks Octopus (YouTube) (Video) Diver is playing with an octopus when it is attacked and eaten by a cuttlefish. (Via Deep-Sea News.)

2009-04-09 Nature's Edge:

# Result:



24 out of 25 recommended the site to another class that they were told were doing the same assignment.

# Why did it fool them?

- Well done
- Scientific jargon
- Pictures
- Email contact

Save The Pacific Northwest Tree Octopus - Microsoft Internet Explorer provided by UWG

http://zapatozi.net/treeoctopus/

tree octopus

msn tree octopus Search News Entertainment Video Sports Money Autos Shopping Lifestyle Health Act List

WebCT Save The Pacific Northwest Tree Octopus

Help Save The **ENDANGERED** **PACIFIC NORTHWEST TREE OCTOPUS** From **EXTINCTION!**

Information FAQs Sightings

### About The Pacific Northwest Tree Octopus

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Reaching out with one of her eight arms, each covered in sensitive suckers, a tree octopus might grab a branch to pull herself along in a form of locomotion called tentaculation; or she might be preparing to strike at an insect or small vertebrate, such as a frog or rodent, or steal an egg from a bird's nest; or she might even be examining some object that caught her fancy, instinctively desiring to manipulate it with her dexterous limbs (really deserving the title "sensory organs" more than mere "limbs") in order to better know it.

Tree octopuses have eyesight comparable to humans. Besides allowing them to see their prey and environment, it helps them in inter-octopus relations. Although they are not social animals like us, they display to one-another their emotions through their ability to change the color of their skin: red indicates anger, white fear, while they normally maintain a mottled brown tone to blend in with the background.

The reproductive cycle of the tree octopus is still linked to its roots in the waters of the Puget Sound from where it is thought to have originated. Every year, in Spring, tree octopuses leave their homes in the Olympic National Forest and migrate towards the shore and eventually their growing grounds in Hood Canal.

**Cephalopod News**

2009-04-11 Cuttlefish Attacks Octopus (YouTube) (Video) Diver is playing with an octopus when it is attacked and eaten by a cuttlefish. (Via Deep-Sea News.)

2009-04-09 Nature's Edge: Chameleon of the Sea (ABC news) (Video) How cuttlefish camouflages themselves.

2009-04-02 Cephalopod Venoms (Pharyngula) Brian Fry examined the products of the venom glands of octopus, squid, and cuttlefish, and found a range of proteins, some unique, and others familiar.

Older news...

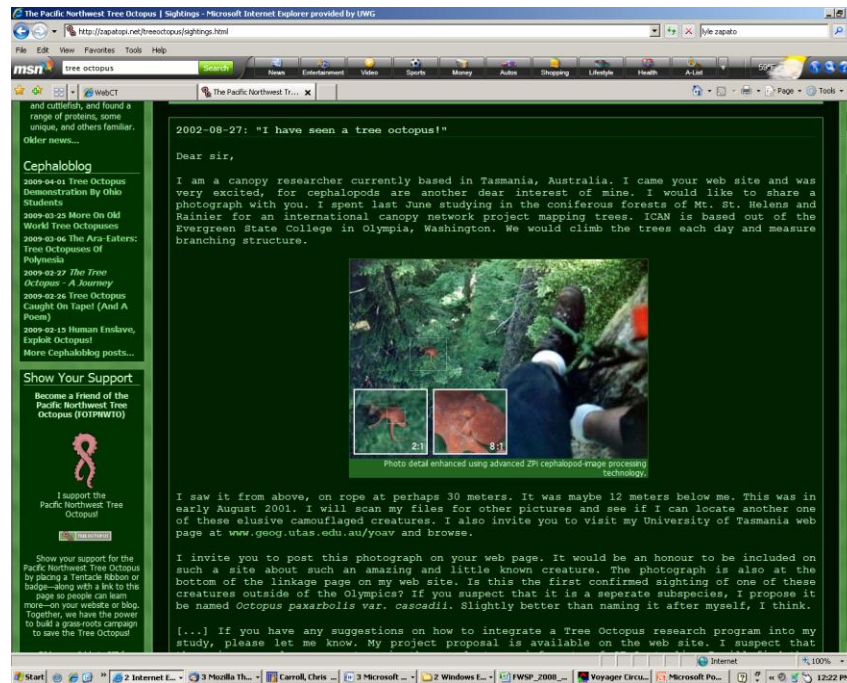
**Cephaloblog**

Rare photo of the elusive tree octopus

11:16 AM

# This guy is good!

- Page of viewer-submitted sightings
- Buy ribbons and bumper stickers



# Using Online Sources in College

- Some of you may have been taught in high school to stay away from web sources when researching for projects or papers...

which is not realistic in today's technological environment.

The web it is a wonderful source of scholarly information and is more so every day thanks to digitization initiatives.

# Have you ever...

...used an online source for a paper or project without checking the validity or reliability?

If you said “Yes”...

You are not alone.

In the same study in which the tree octopus site was used, 57% of a group of questioned students NEVER checked the accuracy of web content.



# YOUR Responsibility



You DO have to be careful, though...and do some detective work when looking at web sources.

Today we will explore clues to a web source's trustworthiness and practice looking for those clues.



# Looking for clues

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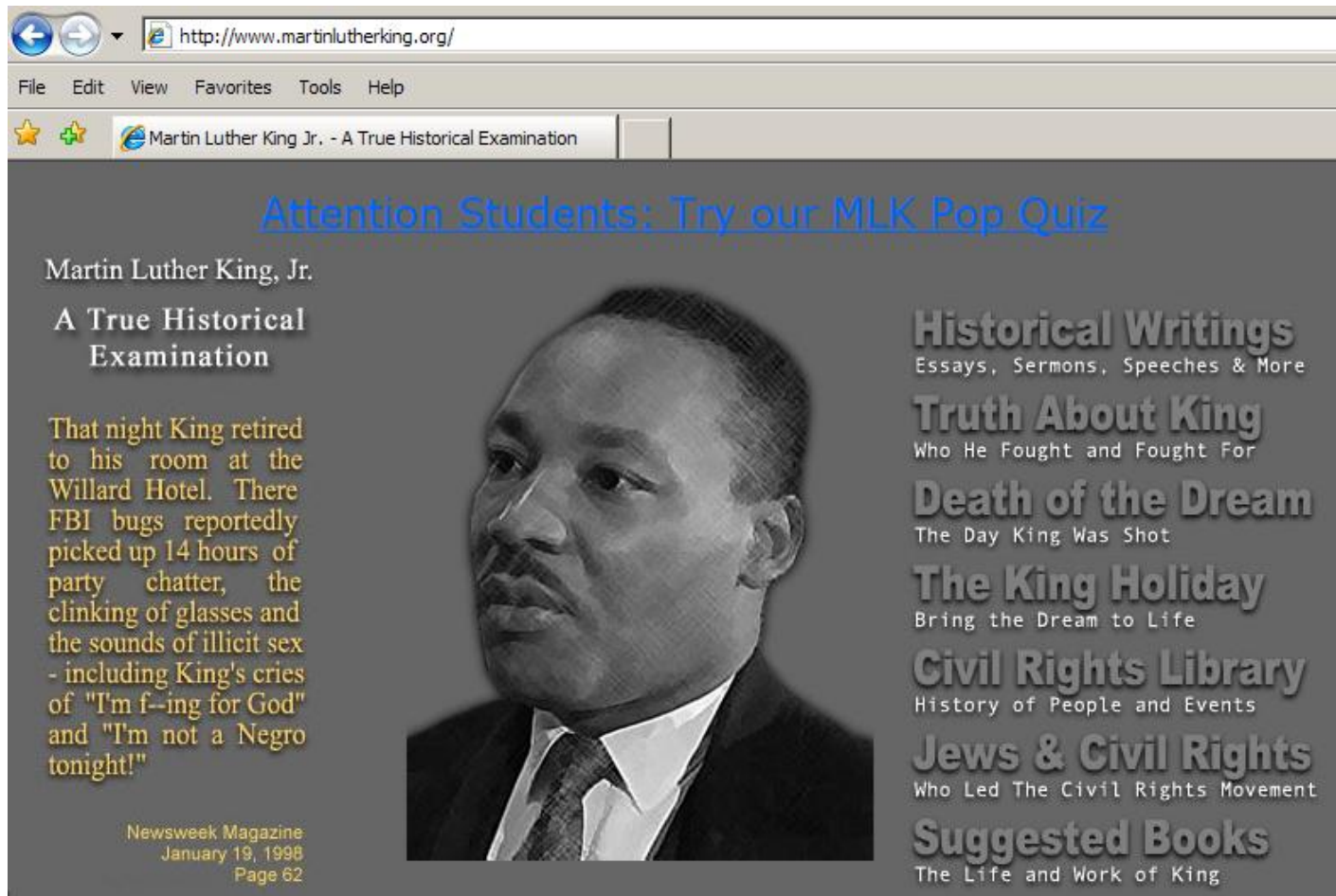
- Clues
  - Domain extension
  - Author(ity)
  - Quality
  - Overall (holistic) view

# First Clue: The Source

- Domain extensions
  - .com...commercial
  - .org...organizations
  - .net...network
  - .biz...business
  - .gov...government
  - .edu...education
  - .us or other country extensions
  
- Use of .com, .org, .net is muddled

# Example 1

<http://www.martinlutherking.org>



http://www.martinlutherking.org/

File Edit View Favorites Tools Help

Martin Luther King Jr. - A True Historical Examination

[Attention Students: Try our MLK Pop Quiz](#)

Martin Luther King, Jr.

**A True Historical Examination**

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex - including King's cries of "I'm f--ing for God" and "I'm not a Negro tonight!"

Newsweek Magazine  
January 19, 1998  
Page 62

**Historical Writings**  
Essays, Sermons, Speeches & More

**Truth About King**  
Who He Fought and Fought For

**Death of the Dream**  
The Day King Was Shot

**The King Holiday**  
Bring the Dream to Life

**Civil Rights Library**  
History of People and Events

**Jews & Civil Rights**  
Who Led The Civil Rights Movement

**Suggested Books**  
The Life and Work of King

# Look for the source of the site

- If you see no authority information or contact information, truncate backwards like this:
- [http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)
- [http://nobelprize.org/nobel\\_prizes/peace/laureates/1964](http://nobelprize.org/nobel_prizes/peace/laureates/1964)
- [http://nobelprize.org/nobel\\_prizes/peace/laureates](http://nobelprize.org/nobel_prizes/peace/laureates)

You can also go straight to the root site:

- <http://nobelprize.org>

## Example 2

[http://www.encyclopedia.com/topic/Margaret\\_Mitchell.aspx](http://www.encyclopedia.com/topic/Margaret_Mitchell.aspx)



ENCYCLOPEDIA.com

Search over 100 encyclopedias and dictionaries:

 Search

### Margaret Mitchell

The Columbia Encyclopedia, Sixth Edition | 2008 | Copyright

Margaret Mitchell 1900-1949, American novelist, b. [Atlanta](#), Ga. Her one novel, *Gone with the Wind* (1936; [Pulitzer Prize](#)), a romantic, panoramic portrait of the [Civil War](#) and [Reconstruction](#) periods in [Georgia](#), is one of the most popular novels in the history of American publishing. The film adaptation (1939) has also been extraordinarily successful.

# You try it:



To find the source, you will have to truncate:

[http://www.encyclopedia.com/topic/Margaret\\_Mitchell.aspx](http://www.encyclopedia.com/topic/Margaret_Mitchell.aspx)

What is the origin of the source?

# Second Clue

## □ Author(ity)

Who wrote/owns/manages the site?

- Look for a link to the home page
- Look for “About” or “About us” or “Site managed by”  
at the bottom of the main/root page  
or for a link at the top of the page
- Look for a “Contact” or e-mail address

This site has several links to check Authority. What are they?



THE NEW GEORGIA  
ENCYCLOPEDIA

QUICK FACTS    DESTINATIONS    FEATURES    ABOUT NGE    CONTACT

LITERATURE

[NGE](#) >> [Literature](#) >> [Fiction](#) >> [Authors](#) >> Margaret Mitchell (1900-1949)

### Margaret Mitchell (1900-1949)

Margaret Mitchell was the author of *Gone With the Wind*, one of the most popular books of all time. The novel was published in 1936 and sold more than a million copies in the first six months, a phenomenal feat considering it was the [Great Depression](#) era. More than 30 million copies of this masterpiece, set during the [Civil War](#) (1861-65), have been sold worldwide in thirty-eight countries. It has been translated into twenty-seven languages. Approximately 250,000 copies are still sold each year. Shortly after the book's publication the [movie](#) rights were sold to David O. Selznick for \$50,000, the highest amount ever paid for a manuscript up to that time. In 1937 Margaret Mitchell was awarded the [Pulitzer Prize](#).



Answers: “About” link | “Contact” link | Jump back to the homepage



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# What links might you follow to determine Authority for this site?



The screenshot shows the homepage of the Jimmy Carter Library & Museum. At the top left is the logo featuring a stylized eagle and the text "JIMMY CARTER LIBRARY & MUSEUM". Below the logo is a navigation bar with links: Home, Information, Library/Research, Museum, Education, Youth Space, Events, News, Virtual Tour, and Related Links. The main content area is divided into several sections:

- Contact Info:** 441 Freedom Parkway, Atlanta, Georgia 30307-1498. Tel: 404-865-7100, Fax: 404-865-7102.
- Museum Admissions:** Adults: \$8, Seniors (60+), Military, and Students with IDs: \$6, 16 and under: free, Parking: Free.
- Tours Available:** Call: 404-865-7114, Contact Us.
- Museum Hours:** Mon-Sat: 9am - 4:45pm, Sun: noon - 4:45pm.
- Library Hours:** Mon-Fri: 8:35am - 4:30pm.
- Related Links:** National Archives and Records Administration, The Carter Center, Jimmy Carter National Historic Site.
- Welcome to the Jimmy Carter Library and Museum:** Located in Atlanta, Georgia, the Jimmy Carter Library and Museum is part of the Presidential Library system administered by the National Archives and Records Administration, a Federal government agency.
- News & Announcements:**
  - RESEARCH ROOM SCHEDULE AT CARTER LIBRARY DURING RENOVATION:** The Carter Presidential Library is undergoing a major renovation to enhance its public facilities. Beginning May 9 through August 10, services to researchers will be limited due to construction in the Research Room. While most materials will continue to be available, the number of researchers that can be accommodated at a single time will be limited. All researchers planning a trip to the Carter Library during this period are strongly urged to make reservations by contacting David Stanhope at (404)865-7120 or email him at: david.stanhope@nara.gov. Please continue to check the Jimmy Carter Library website for further updates. [ Research Room Renovation ]
  - FOR IMMEDIATE RELEASE- Thursday, February 19, 2009 - JIMMY CARTER PRESIDENTIAL MUSEUM PLANS MAJOR RENOVATION:** New exhibits to include extensive post-presidential coverage. Former U.S. President Jimmy Carter and his wife, Rosalynn, announced today a major renovation to the current presidential museum in Atlanta, Ga. The current museum, built in 1986, will be closed to the public Monday, April 27, and the revitalized landmark will reopen on Oct. 1, 2009, Carter's 83rd birthday. [ Museum Renovation ]
  - ON-LINE MUSEUM STORE - NOW OPEN...** Shop at the Jimmy Carter Presidential Library Museum Store for unique gifts, 24 hours a day, 7 days a week. Simply click on Museum Store and pick from gifts you won't find anywhere else. [ Museum Store ]
  - \*\*\*Please see below for more information on the Upcoming Events\*\*\***
- Exhibits & Events:**
  - Lincoln: The Constitution and the Civil War - Saturday, February 7, 2009 through Sunday, April 26, 2009 - Carter Pres. Library & Museum - Free with Paid Admission to the Museum.**

Celebrate Abraham Lincoln's 200th Birthday with this fascinating exhibit. The exhibition explores how one individual, who was deeply committed to the belief that citizens can make a real difference, exercised leadership at a pivotal time of crisis for the nation, the Constitution, and the course of freedom worldwide, more...

On the right side of the page, there are three overlapping images: a black and white photo of Jimmy and Rosalynn Carter, a book cover titled "Jimmy Carter: The Road to Nowhere", and a photo of a group of people.

One possible answer: Go to the “General Information” page



## General Information

### Jimmy Carter's Nobel Peace Prize is on display

- **Mailing Address:** 441 Freedom Parkway, Atlanta, Georgia 30307-1498, USA
- **Telephone:** 404-865-7100
- **Fax:** 404-865-7102
- **Contact Us**
- **WWW Address:** [www.jimmycarterlibrary.gov](http://www.jimmycarterlibrary.gov)
- **Museum Hours:** 9:00 am - 4:45 pm, Monday - Saturday; 12:00 pm - 4:45 pm, Sunday
- **Museum Admission:** \$8.00 - Adults; \$6.00 - Seniors (60+), Military, and students with IDs; Free - Children (16 and under)
- **Library (Research) Hours:** 8:30am - 4:30pm, Monday - Friday.
- **Public Conveniences:** Restrooms are to the right of the entrance and down the stairs. Telephones and water fountains are in the same area along the corridor.
- **Restaurant Hours:** 11:00 am - 3:00 pm, Monday - Friday; 11:00 am - 2:00 pm, Saturday; CLOSED, Sunday
- **Administration:** National Archives and Records Administration, under provisions of the Presidential Libraries Act of 1955.
- **Architects:** Jova\Daniels\Busby of Atlanta and Lawton, Umemura & Yamamoto of Honolulu. Construction began in October, 1984 and was completed in October, 1986. Private funds were raised for the \$26 million complex.
- **Landscape:** ED&W, Inc. of Atlanta and Alexandria, Virginia. Japanese Garden was designed by Japanese master gardener, Kinsaku Nakane. The grounds comprise of 35 acres.
- **Building:** The Library consists of an archives and a museum and is approximately 69,750 square feet in size. This includes 15,269 square feet of exhibit space and 19,818 square feet of collection storage space. It is not a library in the usual sense but is a research facility and a museum. The archives is a repository of approximately 27 million pages of Jimmy Carter's White House material, papers of administration associates, including documents, memoranda, correspondence, etc. There are also 1/2 million photographs, and hundreds of hours film, audio and video tape.

#### Additional Information:

- [Information About Jimmy & Rosalynn Carter](#)
- [Directions and Map](#)
- [Friends of the Library](#)
- [Accessibility for Persons with Disabilities](#)
- [Internship Opportunities](#)
- [Museum Docents](#)
- [Museum Store](#)
- [Staff Directory](#)
- [Library Fees for Copy Services](#)
- [About Presidential Libraries](#)
- [Appraisal or Authentication of Materials](#)
- [Comments, Questions, and Requests](#)

# Third Clue

- Quality
  - Links / supporting documentation
  - Copyright info
  - Varied views
  - Is the page current?



Examples on how to determine Quality would be presented next

# Fourth Clue

- Holistic view
  - Does it 'feel' right?
  - Why does the site appear to exist?
  - Entertain, persuade, inform?



Examples on the Holistic method of determining credibility would  
be presented next

# Wrap Up



- Clues for evaluating web sites
  - Domain extension
  - Author(ity)
  - Quality
  - Overall (holistic) view



# Practice exercise



Would you trust the links on this website for collecting information on Martin Luther King Jr.?

Identify four clues to support your answer.

Domain name clue? <http://www.stormfront.org/forum/f81>

http://www.stormfront.org/forum/f81/

File Edit View Favorites Tools Help

The Truth About Martin Luther King - Stormfront

**WHITE PRIDE WORLD WIDE**

- Stormfront Financial Supporter
- More PM Box Space
- Bigger Avatar
- Access to Private Forum
- Keeping Stormfront Alive and Growing!
- Blog

**NEW FEATURES BEING ADDED!**

**Stormfront.org**

**Sustaining Membership Program**

Stormfront > [Open Forums \(open to quests\)](#)

**The Truth About Martin Luther King**

ShareThis

User Name   Remember Me

Password

[Forgot Password?](#) [Register](#)

[Donate](#) [Register](#) [Blogs](#) [FAQ](#) [Community](#) [Calendar](#) [Today's Posts](#) [Search](#)

**The Truth About Martin Luther King** Linked from [www.martinlutherking.org](http://www.martinlutherking.org). Getting an early start for all the students forced to write papers

Authority clues – any “About” or “Contact” links?

The screenshot shows the top section of the Stormfront.org website. On the left is a circular logo with a cross and the words "WHITE PRIDE WORLD WIDE". To its right is a list of features: "Stormfront Financial Supporter", "More PM Box Space", "Bigger Avatar", "Access to Private Forum", "Keeping Stormfront Alive and Growing!", and "Blog". Below this list is the text "NEW FEATURES BEING ADDED!". On the right side of the top banner is the "Stormfront.org" logo and the text "Sustaining Membership Program". Below the banner is a navigation bar with links: "Stormfront > Open Forums (open to quests)", "The Truth About Martin Luther King", "ShareThis", "User Name" (with a text input field), "Remember Me?" (with a checked checkbox), "Password" (with a text input field), "Log in", "Forgot Password?", and "Register". Below the navigation bar is a red bar with links: "Donate", "Register", "Blogs", "FAQ", "Community", "Calendar", "Today's Posts", and "Search". Below the red bar is a text box containing the text: "The Truth About Martin Luther King Linked from www.martinlutherking.org. Getting an early start for all the students forced to write papers about 'The Dreamer.'". At the bottom of the page is a dark blue banner with several sections: "Latest David Duke Video!" (with a sub-link "Former Member - House of Representatives - La"), "Media Portal" (with a logo), "Complete Daily Schedule: Click Here!" (with a sub-link "Click Here!"), and "DIVERSITY CAN YOU AFFORD IT" (with a sub-link "Click Here").

**WHITE PRIDE WORLD WIDE**

- Stormfront Financial Supporter
- More PM Box Space
- Bigger Avatar
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- Blog

**NEW FEATURES BEING ADDED!**

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Stormfront > [Open Forums \(open to quests\)](#)

[The Truth About Martin Luther King](#)

[ShareThis](#)

User Name   Remember Me?

Password

[Forgot Password?](#) [Register](#)

[Donate](#) [Register](#) [Blogs](#) [FAQ](#) [Community](#) [Calendar](#) [Today's Posts](#) [Search](#)

**The Truth About Martin Luther King** Linked from [www.martinlutherking.org](http://www.martinlutherking.org). Getting an early start for all the students forced to write papers about "The Dreamer."

**Latest David Duke Video!**  
Former Member - House of Representatives - La

[Popup Windows Radio Player Here!](#)  
Truck Roy SF Radio Archives

**Media Portal**

**Complete Daily Schedule: [Click Here!](#)**  
Mon-Fri 9-10am Eastern:  
Derek Black on WPBR 1340 AM  
Nightly 12am Eastern:  
Paul Fromm "For Our People"  
"From Babylon" SF Radio Drama

**DIVERSITY CAN YOU AFFORD IT**  
[Click Here](#)



# Quality clue: Why does the site exist?

The screenshot shows the Stormfront.org website. At the top left is a logo with a cross and the text "WHITE PRIDE WORLD WIDE". To its right is a list of features for a sustaining membership program, including "Stormfront Financial Supporter", "More PM Box Space", "Bigger Avatar", "Access to Private Forum", "Keeping Stormfront Alive and Growing!", and "Blog". The text "NEW FEATURES BEING ADDED!" is also present. The top right features the "Stormfront.org" logo and the text "Sustaining Membership Program". Below this is a navigation bar with links for "Donate", "Register", "Blogs", "FAQ", "Community", "Calendar", "Today's Posts", and "Search". The main content area shows a breadcrumb trail: "Stormfront > Open Forums (open to guests) > The Truth About Martin Luther King". To the right of the breadcrumb is a login form with fields for "User Name" and "Password", a "Remember Me?" checkbox, and buttons for "Log in", "Forgot Password?", and "Register". Below the login form is a "ShareThis" button. The bottom section contains a "Media Portal" with a "Latest David Duke Video!" banner, a "Complete Daily Schedule" listing programs like "Derek Black on WPBR 1340 AM" and "Paul Fromm 'For Our People'", and a "DIVERSITY CAN YOU AFFORD IT" banner with a "Click Here" link.

**WHITE PRIDE WORLD WIDE**

- Stormfront Financial Supporter
- More PM Box Space
- Bigger Avatar
- Access to Private Forum
- Keeping Stormfront Alive and Growing!
- Blog

**NEW FEATURES BEING ADDED!**

**Stormfront.org**

**Sustaining Membership Program**

Stormfront > Open Forums (open to guests)  
The Truth About Martin Luther King

User Name   Remember Me?  
Password    
[Forgot Password?](#) [Register](#)

[ShareThis](#)

**Donate Register Blogs FAQ Community Calendar Today's Posts Search**

**The Truth About Martin Luther King** Linked from [www.martinlutherking.org](http://www.martinlutherking.org). Getting an early start for all the students forced to write papers about "The Dreamer."

**Latest David Duke Video!**  
Former Member - House of Representatives - La  
[Popup Windows Radio Player Here!](#)  
Truck Roy SF Radio Archives

**Media Portal**

**Complete Daily Schedule: [Click Here!](#)**  
Mon-Fri 9-10am Eastern:  
Derek Black on WPBR 1340 AM  
Nightly 12am Eastern:  
Paul Fromm "For Our People"  
"From Babylon" SF Radio Drama

**DIVERSITY CAN YOU AFFORD IT**  
[Click Here](#)

# More Quality clues – Copyright? Supporting documentation?

The screenshot shows the Stormfront.org website interface. At the top left is a logo with a cross and the words "WHITE PRIDE WORLD WIDE". To its right is a list of features: "Stormfront Financial Supporter", "More PM Box Space", "Bigger Avatar", "Access to Private Forum", "Keeping Stormfront Alive and Growing!", and "Blog". Below this list is the text "NEW FEATURES BEING ADDED!". On the right side of the top banner is the "Stormfront.org" logo and the text "Sustaining Membership Program". Below the banner is a navigation bar with links: "Stormfront > Open Forums (open to guests)", "The Truth About Martin Luther King", "ShareThis", "User Name" (with a text input field), "Remember Me?" (with a checked checkbox), "Password" (with a text input field), "Log in", "Forgot Password?", and "Register". Below the navigation bar is a red bar with links: "Donate", "Register", "Blogs", "FAQ", "Community", "Calendar", "Today's Posts", and "Search". Below the red bar is a text box containing the text: "The Truth About Martin Luther King Linked from www.martinlutherking.org. Getting an early start for all the students forced to write papers about 'The Dreamer.'". At the bottom of the page is a blue banner with a red border containing the text: "Latest David Duke Video! Former Member - House of Representatives - La", "Media Portal", "Complete Daily Schedule: Click Here! Mon-Fri 9-10am Eastern: Derek Black on WPBR 1340 AM Nightly 12am Eastern: Paul Fromm 'For Our People' 'From Babylon' SF Radio Drama", and "DIVERSITY CAN YOU AFFORD IT Click Here".

**WHITE PRIDE WORLD WIDE**

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Stormfront > [Open Forums \(open to guests\)](#)

[The Truth About Martin Luther King](#)

[ShareThis](#)

User Name   Remember Me?

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[Forgot Password?](#) [Register](#)

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**The Truth About Martin Luther King** Linked from [www.martinlutherking.org](http://www.martinlutherking.org). Getting an early start for all the students forced to write papers about "The Dreamer."

**Latest David Duke Video!**  
Former Member - House of Representatives - La

[Popup Windows Radio Player Here!](#)  
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**Media Portal**

**Complete Daily Schedule: [Click Here!](#)**  
Mon-Fri 9-10am Eastern:  
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Nightly 12am Eastern:  
Paul Fromm "For Our People"  
"From Babylon" SF Radio Drama

**DIVERSITY CAN YOU AFFORD IT**  
[Click Here](#)

Look at the Discussion topics – What points of view are represented?

 <a href="#">New Thread</a>				
<b>Threads in Forum</b> : The Truth About Martin Luther King			<b>Forum Tools</b> ▼	<b>Search this Forum</b>
 <b>Announcement:</b> <a href="#">Stormfront Community Email Bulletin 01/04/09</a> <a href="#">Don Black</a> (Proprietor of Stormfront)				
Thread / Thread Starter	Rating	Last Post	Replies	Views
Sticky: <a href="#">MLK Website Is An Outrage</a> (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 ... Last Page) Jack Boot		Today 11:18 AM by <a href="#">Pax Ruthenia</a>	<a href="#">1,084</a>	205,155
Sticky: <a href="#">New forum: All about Martin Luther King</a> (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 ... Last Page) Don Black		09-25-2010 08:22 AM by <a href="#">HUND</a>	<a href="#">467</a>	121,763
<a href="#">Ha ha, guys. Very funny. But seriously.</a> (1 2 3 4 5 6) OG Loc		09-08-2010 12:17 AM by <a href="#">Whitepwr88</a>	<a href="#">52</a>	5,679
<a href="#">Do you think that the Hip Hop-culture will destroy the white America?</a> (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 ... Last Page) Cecile24		09-02-2010 03:27 PM by <a href="#">hiphopisnoop</a>	<a href="#">430</a>	41,900



# A Holistic test - Does the site "feel" right?

The screenshot shows the Stormfront.org website with a dark, lightning-themed background. At the top left is a circular logo with a cross and the words "WHITE PRIDE" and "WORLD WIDE". To its right is a list of features: "Stormfront Financial Supporter", "More PM Box Space", "Bigger Avatar", "Access to Private Forum", "Keeping Stormfront Alive and Growing!", and "Blog". Below this list is the text "NEW FEATURES BEING ADDED!". On the right side of the top banner is the "Stormfront.org" logo and the text "Sustaining Membership Program". Below the banner is a navigation bar with links: "Stormfront > Open Forums (open to quests)", "The Truth About Martin Luther King", "ShareThis", "User Name" (with a text input field), "Remember Me?" (with a checked checkbox), "Password" (with a text input field), "Log in", "Forgot Password?", and "Register". Below the navigation bar is a red bar with links: "Donate", "Register", "Blogs", "FAQ", "Community", "Calendar", "Today's Posts", and "Search". Below the red bar is a white box containing the text: "The Truth About Martin Luther King Linked from www.martinlutherking.org. Getting an early start for all the students forced to write papers about 'The Dreamer.'". At the bottom of the page is a dark blue banner with several sections: "Latest David Duke Video!" (with a sub-link "Former Member - House of Representatives - La"), "Media Portal" (with a logo), "Complete Daily Schedule: Click Here!" (with a sub-link "Mon-Fri 9-10am Eastern: Derek Black on WPBR 1340 AM Nightly 12am Eastern: Paul Fromm 'For Our People' 'From Babylon' SF Radio Drama"), and "DIVERSITY CAN YOU AFFORD IT Click Here".

**WHITE PRIDE**  
**WORLD WIDE**

- Stormfront Financial Supporter
- More PM Box Space
- Bigger Avatar
- Access to Private Forum
- Keeping Stormfront Alive and Growing!
- Blog

**NEW FEATURES BEING ADDED!**

**Stormfront.org**

**Sustaining Membership Program**

Stormfront > [Open Forums \(open to quests\)](#)

[The Truth About Martin Luther King](#)

[ShareThis](#)

User Name   Remember Me?

Password

[Forgot Password?](#) [Register](#)

[Donate](#) [Register](#) [Blogs](#) [FAQ](#) [Community](#) [Calendar](#) [Today's Posts](#) [Search](#)

**The Truth About Martin Luther King** Linked from [www.martinlutherking.org](http://www.martinlutherking.org). Getting an early start for all the students forced to write papers about "The Dreamer."

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Nightly 12am Eastern:  
Paul Fromm "For Our People"  
"From Babylon" SF Radio Drama

**DIVERSITY CAN YOU AFFORD IT**  
[Click Here](#)

# Remember the Octopus!

- **Clues to evaluate web sites:**
- Look closely at the URL:
- Is it a personal web page? What does the domain tell you? Can you truncate back to the root/home page? Who is the publisher?
- Author(ity):
- Is there an author's name or agency mentioned? Contact info? What are the author's credentials?
- Scan the whole page:
- Is there an "About us" link or something similar? If not, again, truncate back to the main page and look again. What is the last date it was updated?
- Look for "Quality" clues:
- Are there footnotes or links to supporting documentation? If yes, explore them. Do they appear reputable and/or scholarly? Are they even real? Do they work? Is there copyright information? Do the links represent other viewpoints or are they biased?
- Does it all add up? What does your gut tell you? Why does this page appear to exist? Is its purpose to pass along facts, sell something, or convince you of something? **The web is a public place...open to all. Remember that.**
- **"Librarian-Approved" Web Indexes**
- Use these sites with confidence!
- Librarians' Internet Index : Websites You Can Trust
- <http://www.lii.org>
- The Internet Public Library
- <http://www.ipl.org>



# Transfer of Learning

**Evaluate these websites in terms of reliability. Using the four criteria from the lesson, specify which websites would be appropriate as a resource for a biography report and which ones would not. Tell why.**

[http://www.history-of-rock.com/otis\\_redding.htm](http://www.history-of-rock.com/otis_redding.htm)

<http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Politics/PoliticalFigures&id=h-2781>

<http://www.ibiblio.org/sncc/lewis.html>

[http://womenshistory.about.com/od/alicewalker/a/alice\\_walker.htm](http://womenshistory.about.com/od/alicewalker/a/alice_walker.htm)

# Did you see these teaching techniques?

## □ Instructional approach

Anecdote

Lecture-Demonstration

## □ Learning guidance

Examples

Elaboration

Scaffolding (the “Remember the Octopus” handout)

## □ Practice & Evaluation

In-class, hands-on activity

Outside class exercise

# Gagne events included in this excerpt:

- ★ Gain attention
- ★ Inform learners of objectives
- ★ Stimulate recall of prior learning
- ★ Present the content
- ★ Provide learning guidance
- ★ Elicit performance (practice or rehearsal)
- Provide feedback
- ★ Assess performance
- ★ Enhance retention and transfer

# WHAT IS A SCHOLARLY SOURCE?

**Vivian Bynoe**

# Introduction



This lesson is designed to show nursing students how to distinguish between academic and popular articles.

# Circumstances of Instruction

- The instructor for the Introduction to Healthcare class at Savannah Technical College has asked her students to find three scholarly articles to summarize. When the students return with their articles she is disappointed.
- She realizes that she made a mistake in assuming that the class knew the difference between scholarly and popular resources.

# Meet Denise

---

## Case Scenario:

Denise's mother was recently diagnosed with breast cancer. She is concerned because her grandmother is a breast cancer survivor as well and Denise wants to know what she can do to decrease her own risk.

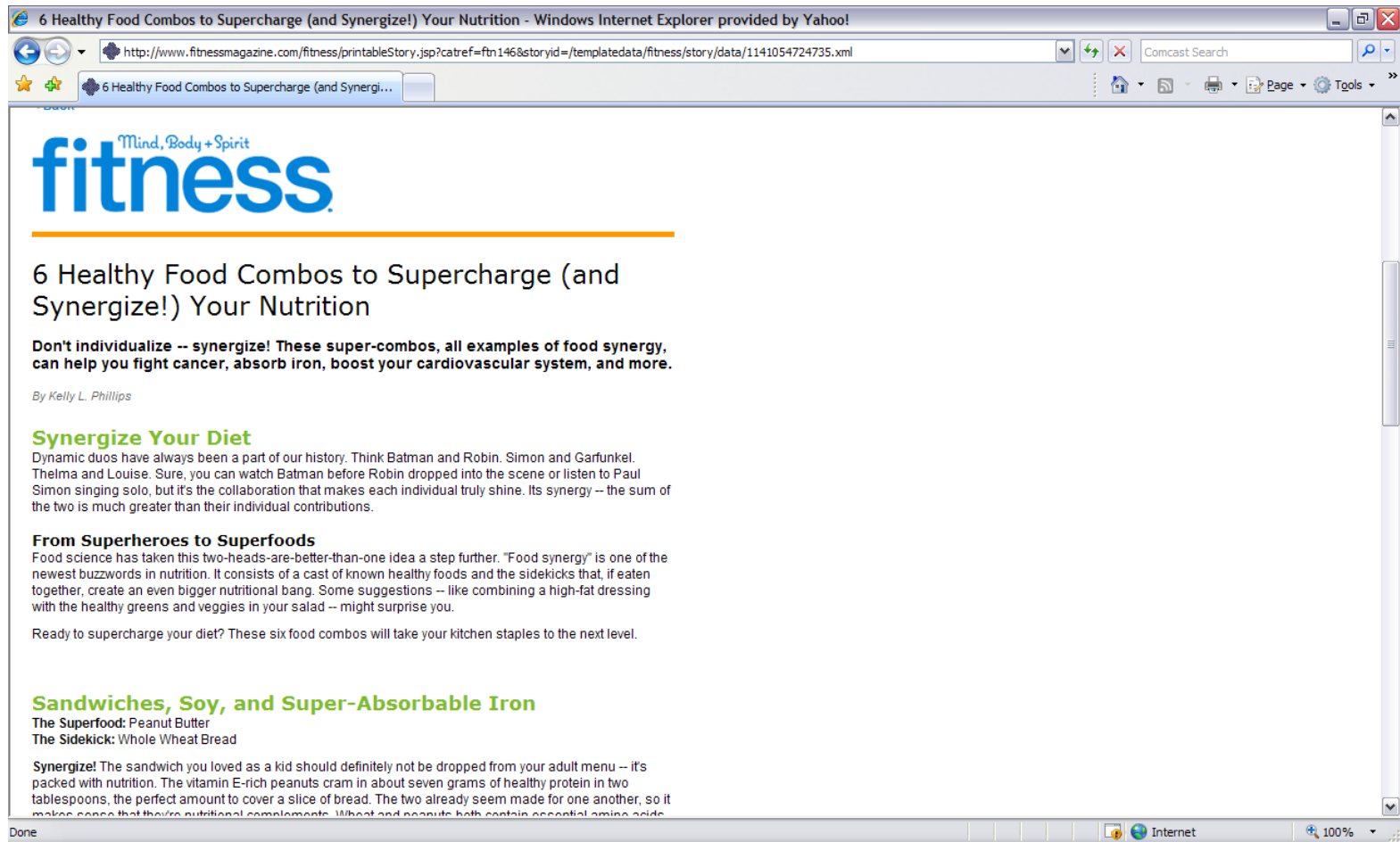
# Denise starts her research

---

- She decides to do some research of her own and comes across two articles that she likes. However, she is not sure which article will be best for her to rely on for sound advice.
- Let's see what she finds...



# Denise's first article:



The screenshot shows a Windows Internet Explorer browser window. The title bar reads "6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition - Windows Internet Explorer provided by Yahoo!". The address bar contains the URL "http://www.fitnessmagazine.com/fitness/printableStory.jsp?catref=ftn146&storyid=/templatedata/fitness/story/data/1141054724735.xml". The page content features the "fitness" logo with the tagline "Mind, Body + Spirit". The main heading is "6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition". Below the heading is a sub-headline: "Don't individualize -- synergize! These super-combos, all examples of food synergy, can help you fight cancer, absorb iron, boost your cardiovascular system, and more." The author is listed as "By Kelly L. Phillips". The first section is titled "Synergize Your Diet" and discusses the concept of food synergy using the example of Batman and Robin. The second section is titled "From Superheroes to Superfoods" and explains how food science has taken the concept of synergy to the next level. The third section is titled "Sandwiches, Soy, and Super-Absorbable Iron" and lists "The Superfood: Peanut Butter" and "The Sidekick: Whole Wheat Bread". The text continues to describe the nutritional benefits of this combination.

6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition

Don't individualize -- synergize! These super-combos, all examples of food synergy, can help you fight cancer, absorb iron, boost your cardiovascular system, and more.

By Kelly L. Phillips

### Synergize Your Diet

Dynamic duos have always been a part of our history. Think Batman and Robin. Simon and Garfunkel. Thelma and Louise. Sure, you can watch Batman before Robin dropped into the scene or listen to Paul Simon singing solo, but it's the collaboration that makes each individual truly shine. Its synergy -- the sum of the two is much greater than their individual contributions.

### From Superheroes to Superfoods

Food science has taken this two-heads-are-better-than-one idea a step further. "Food synergy" is one of the newest buzzwords in nutrition. It consists of a cast of known healthy foods and the sidekicks that, if eaten together, create an even bigger nutritional bang. Some suggestions -- like combining a high-fat dressing with the healthy greens and veggies in your salad -- might surprise you.

Ready to supercharge your diet? These six food combos will take your kitchen staples to the next level.

### Sandwiches, Soy, and Super-Absorbable Iron

**The Superfood:** Peanut Butter  
**The Sidekick:** Whole Wheat Bread

**Synergize!** The sandwich you loved as a kid should definitely not be dropped from your adult menu -- it's packed with nutrition. The vitamin E-rich peanuts cram in about seven grams of healthy protein in two tablespoons, the perfect amount to cover a slice of bread. The two already seem made for one another, so it makes sense that they're nutritional complements. Wheat and peanuts both contain essential amino acids

# Denise's second article:

EBSCOhost: Family Influences on Food Choice: Context of Surviving Breast Cancer - Windows Internet Explorer provided by Yahoo!

http://web.ebscohost.com/ehost/pdf?vid=4&hid=101&sid=b8cff3cb-44a8-4f3a-83e6-e806903c6243%40sessionmgr103

Result List | Refine Search

Save a Copy | Search | Select | 161% | Search Web

## Family Influences on Food Choice: Context of Surviving Breast Cancer

BRENDA L. BEAGAN, PHD<sup>1</sup>; GWEN E. CHAPMAN, PHD, RDN<sup>2</sup>

<sup>1</sup>School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;  
<sup>2</sup>Food, Nutrition and Health, University of British Columbia, Vancouver, British Columbia

---

### ABSTRACT

**Objective:** To explore women's perceptions of family influences on food decision-making in the context of having had breast cancer or not having had breast cancer.

**Design:** Individual interviews exploring women's perceptions of their eating habits, health status, and diet health, and

relations through catering to others' tastes. This may be an opportune time to help women introduce healthful eating.

**KEY WORDS:** food choice, family, social influences, food behavior

(*J Nutr Educ Behav.* 2004;36:320-326.)

1 of 8

Done | Internet | 100%

OFFICIAL PUBLICATION OF THE SOCIETY FOR NUTRITION EDUCATION

VOLUME 37 NUMBER 2, MARCH • APRIL 2005

SNE SOCIETY FOR NUTRITION EDUCATION www.sne.org

# Journal of NUTRITION EDUCATION AND BEHAVIOR

Previously Titled  
*Journal of Nutrition Education*


Web-Based Intervention for Changing Attitudes of Obesity  
Articulating Research Approaches with Academic Institutions  
Canadian Women's Perceived Pros and Cons of Eating Fruits Versus Vegetables  
Salient Beliefs on Omega-3-Enriched Functional Foods  
Viewpoint: Nutrition Education, Behavioral Theories, and the Scientific Method

SOCIETY FOR NUTRITION EDUCATION  
38TH ANNUAL CONFERENCE  
July 23-27, 2005  
Hyatt Regency Grand Cypress  
Orlando, Florida

DECKER  
plr@od1-kals  
ISSN 1499-4046

www.jneb.org

# So much information, what do I choose....



- Not all information is valid for your research as a student.
- Two types of sources are available:
  - Scholarly
  - Popular

# Today you will learn how to:

- ✓ Determine the difference between scholarly and popular sources
- ✓ Evaluate the two resources Denise identified
- ✓ Leave with an understanding of how to locate three scholarly sources for your assignment

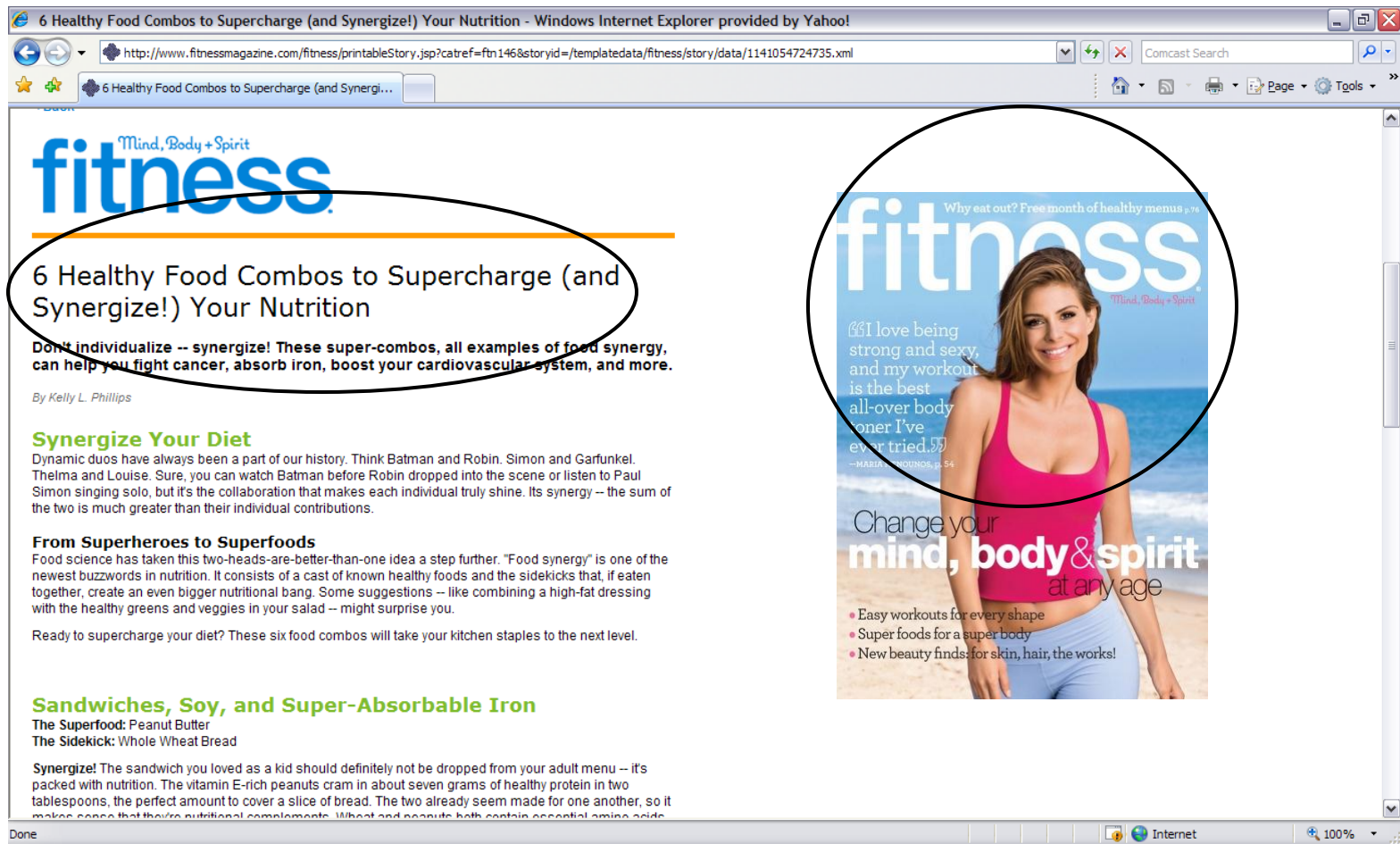
# Characteristics of Popular Sources

- **Audience** - The General Public
- **Writers** - Journalists, Reporters, Bloggers, Anyone!
- **Contents** - Current News, Entertainment, Popular Language, Opinionated, No references
- **Published** - Daily or weekly
- **Appearance** - Glossy Pages, Photographs, Attractive, Catchy phrases

# Characteristics of Scholarly Sources

- **Audience** - Researchers, Scholars, Experts, Students
- **Writers** - Professionals, Researchers, Experts
- **Contents** - Research studies, Professional Language, Reference Lists, Facts
- **Published** – Monthly or quarterly
- **Appearance** - Very few ads, More Text, Less Attractive

# Back to Denise's first article: Popular or Scholarly? Why?



6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition - Windows Internet Explorer provided by Yahoo!

http://www.fitnessmagazine.com/fitness/printableStory.jsp?catref=ftn146&storyid=/templatedata/fitness/story/data/1141054724735.xml

6 Healthy Food Combos to Supercharge (and Synergi...

Mind, Body + Spirit  
**fitness**

## 6 Healthy Food Combos to Supercharge (and Synergize!) Your Nutrition

Don't individualize -- synergize! These super-combos, all examples of food synergy, can help you fight cancer, absorb iron, boost your cardiovascular system, and more.

By Kelly L. Phillips

### Synergize Your Diet

Dynamic duos have always been a part of our history. Think Batman and Robin. Simon and Garfunkel. Thelma and Louise. Sure, you can watch Batman before Robin dropped into the scene or listen to Paul Simon singing solo, but it's the collaboration that makes each individual truly shine. Its synergy -- the sum of the two is much greater than their individual contributions.

### From Superheroes to Superfoods

Food science has taken this two-heads-are-better-than-one idea a step further. "Food synergy" is one of the newest buzzwords in nutrition. It consists of a cast of known healthy foods and the sidekicks that, if eaten together, create an even bigger nutritional bang. Some suggestions -- like combining a high-fat dressing with the healthy greens and veggies in your salad -- might surprise you.

Ready to supercharge your diet? These six food combos will take your kitchen staples to the next level.

### Sandwiches, Soy, and Super-Absorbable Iron

**The Superfood:** Peanut Butter  
**The Sidekick:** Whole Wheat Bread

**Synergize!** The sandwich you loved as a kid should definitely not be dropped from your adult menu -- it's packed with nutrition. The vitamin E-rich peanuts cram in about seven grams of healthy protein in two tablespoons, the perfect amount to cover a slice of bread. The two already seem made for one another, so it makes sense that their nutritional complements. Wheat and peanuts both contain essential amino acids

Why eat out? Free month of healthy menus p. 74

**fitness**

Mind, Body + Spirit

"I love being strong and sexy, and my workout is the best all-over body toner I've ever tried."

---MARRIAGE, PAGES 54

Change your **mind, body & spirit** at any age

- Easy workouts for every shape
- Super foods for a super body
- New beauty finds: for skin, hair, the works!

Done

Internet 100%

# Back to Denise's second article: Popular or Scholarly? Why?

EBSCOhost: Family Influences on Food Choice: Context of Surviving Breast Cancer - Windows Internet Explorer provided by Yahoo!

http://web.ebscohost.com/ehost/pdf?vid=4&hid=101&sid=b8cff3cb-44a8-4f3a-83e6-e806903c6243%40sessionmgr103

Result List | Refine Search

Citation PDF Full Text (689KB)

Save a Copy Search Select 161% Search Web

## Family Influences on Food Choice: Context of Surviving Breast Cancer

BRENDA L. BEAGAN, PHD<sup>1</sup>; GWEN E. CHAPMAN, PHD, RDN<sup>2</sup>

<sup>1</sup>School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;  
<sup>2</sup>Food, Nutrition and Health, University of British Columbia, Vancouver, British Columbia

**ABSTRACT**

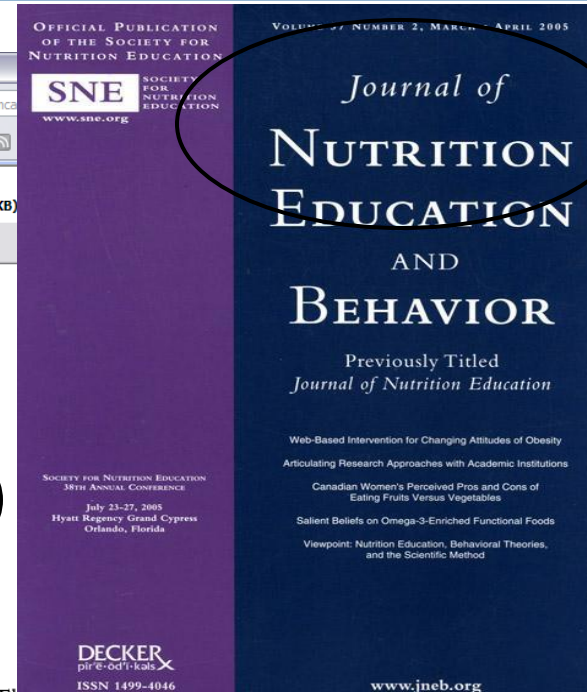
**Objective:** To explore women's perceptions of family influences on food decision-making in the context of having had breast cancer or not having had breast cancer.

**Design:** Individual interviews exploring women's perceptions of their eating habits, health status, and diet health and

relations through catering to others' tastes. This may be an opportune time to help women introduce healthful eating.

**KEY WORDS:** food choice, family, social influences, food behavior

(*J Nutr Educ Behav.* 2004;36:320-326.)



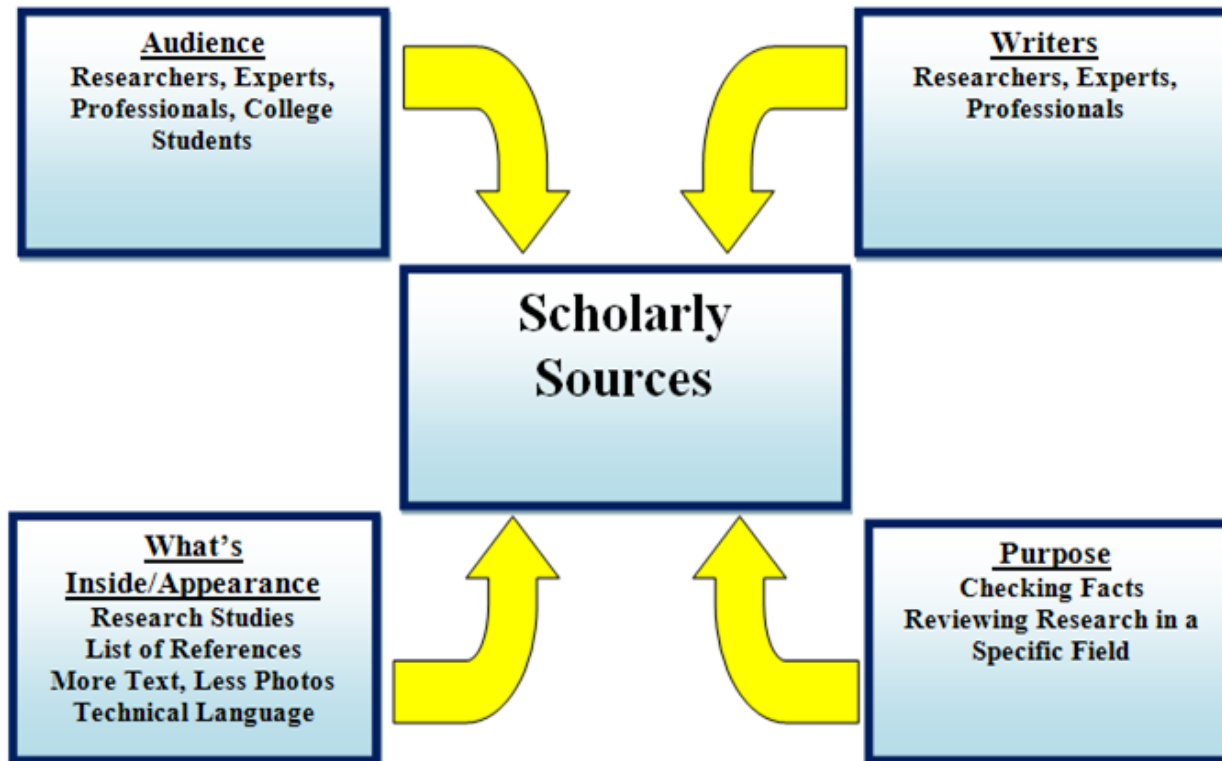


# Are popular sources ever useful for research?



- Popular sources are great for generating ideas for your research. You can use them as part of the brainstorming process....but for this class assignment your articles need to be from scholarly sources.

# Let's review



# Scholarly Source Game

---

Divide the class into two groups. True – false questions on scholarly and popular articles will be asked. One person from each group will answer a question either at the board or from their seats. Whoever gets the correct answer first scores a point for that group. The next person in the group gets a chance to answer a question.

# Sample true-false game questions



Scholarly sources contain few advertisements.

Scholarly sources are usually published daily or weekly.

It is best to stick with scholarly sources when seeking in-depth research on a topic.

Popular sources tend to cover current topics or trends.

You find an article that discusses the benefits of red wine. The source is *Runner's World Magazine*. Is this a scholarly source?

Bonus Point: Why or why not?



# Evaluation

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- At the end of the instructional session, students will be given a take-home quiz that consists of four questions. The quiz will be graded for extra credit. The students have one week to locate and summarize three articles, and the instructor will request a list of citations midway through the week.

# Retention

- Students will return the take-home quiz and the instructor will evaluate their answers.
- The librarian invites the students to visit the library for further assistance in locating their articles

# Did you see these teaching techniques?

- **Instructional approach**

  - Lecture-Demonstration

- **Learning guidance**

  - Examples

  - Elaboration

- **Retention**

  - Scholarly Sources handout

- **Practice & Evaluation**

  - Informal true-false game

  - Formal take-home exercise



# Gagne events included in this excerpt:

- ★ Gain attention
- ★ Inform learners of objectives
- Stimulate recall of prior learning
- ★ Present the content
- ★ Provide learning guidance
- ★ Elicit performance (practice or rehearsal)
- ★ Provide feedback
- ★ Assess performance
- ★ Enhance retention and transfer

# EVALUATING WEB SITES: USEFUL GADGETS

**Stephanie Crane and Ruth Faircloth**



# Introduction



This lesson is designed to demonstrate the concept of evaluating the authority, relevance/usefulness, bias, and currency of information on the Internet to undergraduates.

# Circumstances of Instruction



Student-Centered University has requested the implementation of an Information Literacy course which will be incorporated into the curriculum as a required core class to be taken in the first semester of the freshman year.

# Needs Assessment

In consultation with the IT department, an interactive activity is uploaded on all computers within the classroom, called: “Website Evaluation: Useful Gadgets.”

Faculty who teach core requirement courses, student representatives, and reference librarians collaborate during a series of meetings to gather information and then plan a sequence of scheduled instructional lectures throughout the semester-long class. Reference librarians, Crane and Faircloth agree to teach the sequence dealing with evaluating web sources. During lesson planning, they consult the following sources:

- Cassell, K., & Hiremath, U. (2006). *Reference and information services in the 21<sup>st</sup> century*. New York: Neal-Schuman.
  - ▣
  
- Birks, J., & Hunt, F. (2003). *Hands-on information literacy activities*.
  - ▣ New York: Neal-Schuman.
    - Activity & Worksheet adapted from “Evaluating Web Sites I”,
      - (p. 57-71).
  
- *Searching the Web-An Educator’s Reference Desk Lesson Plan*.
  - ▣ [http://www.eduref.org/Virtual/Lessons/Information\\_Literacy/IFO0202.html](http://www.eduref.org/Virtual/Lessons/Information_Literacy/IFO0202.html)

# Information Literacy Standard

## □ **Standard Three:**

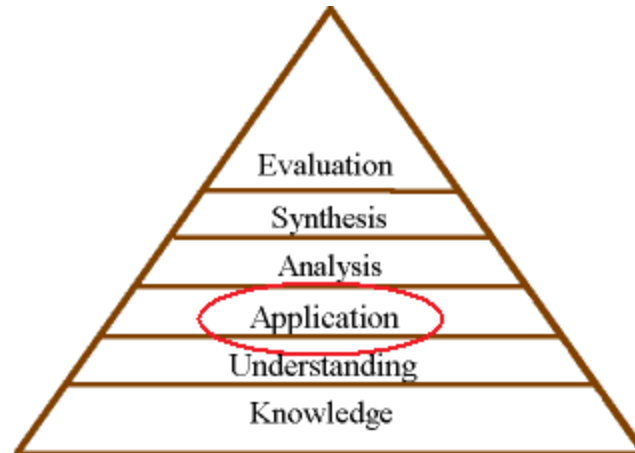
*The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.*

## □ **Performance Indicators:**

- *summarizes main ideas extracted from gathered information*
- *articulates and applies criteria for evaluating both information and its sources*
- *synthesizes main ideas to construct new concepts*

# Bloom's Taxonomy Level Application

***Application:*** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write



# Teaching Goals

---

- To demonstrate the concept of evaluating the authority, relevance/usefulness, bias, and currency of electronic information sources.



# Learning Objectives

1. Students will determine **authority** of a website using author, bibliography, e-mail contact, contact information, links, design elements, spelling, grammar, reviews and ratings.
2. Students will determine **relevance** or **usefulness** of a website using audience, content and keywords.
3. Students will determines **bias** of a website using e-commerce, opinions, perspectives, or sponsors.
4. Students will determine **currency** of a website using updated date, revised date, copyright date, and active links.

# Preparation of Materials

- Computers with Internet access (Computer lab or classroom)
- Sample web sites for examination: <http://www.ncahf.org/>
- Software program: Useful Gadgets interactive game
- Worksheet
- Allotted time: 50 minutes

# The instruction begins . . .

- As students find their seats, a quirky Inspector Gadget theme song is playing.
- Using projected graphics, the teacher introduces Inspector Gadget as a character who uses his crazy cybernetic gadgets and gizmos to fight the evil M.A.D. organization.
- Gadget always uses the most relevant information. He searches for clues of the utmost authority. At times when he can't figure out how to battle evil, he must stand back and be unbiased to re-examine the clues.


**Now you will learn how to be an  
Inspector of websites using these gadgets:**

**Authority**

**Relevance  
Usefulness**

**Bias**

**Currency**



The instructor then presents a series of homepages of web sites and points out which “gadget” will help determine the usefulness of the site.

# A YouTube video is examined first:

YouTube - Broadcast Yourself. - Windows Internet Explorer

http://www.youtube.com/

File Edit View Favorites Tools Help

YouTube - Broadcast Yourself.

Watch Today: Live Presidential News Conference on [youtube.com/whitehouse](http://youtube.com/whitehouse), 8-9 PM Eastern

**You Tube** Broadcast Yourself™  
Worldwide | English

Sign Up | QuickList (0) | Help | Sign In

Home Videos Shows Channels Community Search Upload

**Obama's First 100 Days** (view all)

**whitehouse**  
Today is the 100th day of President Obama's Administration. Watch pundits discuss how he's handled everything from the economy to swine flu, then tune in to the White House's YouTube channel (at 8pm EDT) for a live stream of his address to the nation.

 <b>Live Tonight on YouTube: The Pre...</b> 18 hours ago 5,318 views citizentube ★★★★★	 <b>Obama's breakneck 100 days - 28 ...</b> 1 day ago 13,355 views AlJazeeraEnglish ★★★★★	 <b>Rove Evaluates Obama's First 100...</b> 2 days ago 10,875 views FoxNewsElectionHQ no rating	 <b>Assessing Obama's First 100 Days</b> 1 day ago 5,285 views WashingtonPost ★★★★★
---	--	--	--

**GM**  
Watch this video

**GM Total Confidence**  
Get More Information On GM Total Confidence. See the Video Here!  
GMAprilEvent2009

A link to “Company Info” and a copyright date are found.

<b>Your Account</b> <a href="#">Videos</a> <a href="#">Favorites</a> <a href="#">Playlists</a>	<a href="#">Inbox</a> <a href="#">Subscriptions</a> <a href="#">more...</a>	<b>Help &amp; Info</b> <a href="#">Help Resources</a> <a href="#">Safety Center</a> <a href="#">Developer APIs</a> <a href="#">Advertising</a> <a href="#">YouTube Handbook</a>	<a href="#">Community Help Forums</a> <a href="#">Copyright Notices</a> <a href="#">Community Guidelines</a> <a href="#">YouTube On Your Site</a>	<b>YouTube</b> <a href="#">Company Info</a> <a href="#">TestTube</a> <a href="#">Terms of Service</a> <a href="#">Privacy Policy</a>	<a href="#">Press</a> <a href="#">Contact</a> <a href="#">Blog</a> <a href="#">Jobs</a>
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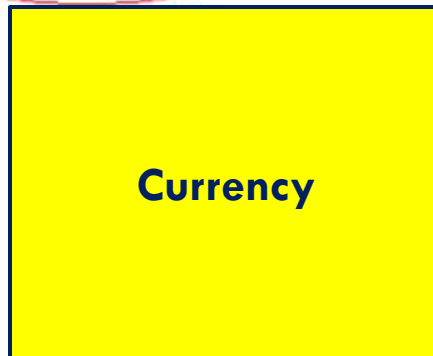
© 2009 YouTube, LLC

These data match to Authority and Currency gadgets.



<b>Your Account</b> Videos Favorites Playlists	<a href="#">Inbox</a> <a href="#">Subscriptions</a> <a href="#">more...</a>	<b>Help &amp; Info</b> <a href="#">Help Resources</a> <a href="#">Safety Center</a> <a href="#">Developer APIs</a> <a href="#">Advertising</a> <a href="#">YouTube Handbook</a>	<a href="#">Community Help Forums</a> <a href="#">Copyright Notices</a> <a href="#">Community Guidelines</a> <a href="#">YouTube On Your Site</a>	<b>YouTube</b> <a href="#">Company Info</a> <a href="#">TestTube</a> <a href="#">Terms of Service</a> <a href="#">Privacy Policy</a>	<a href="#">Press</a> <a href="#">Contact</a> <a href="#">Blog</a> <a href="#">Jobs</a>
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© 2009 YouTube, LLC





Let's examine the "Mission Statement" for this site.

# National Council Against Health Fraud

Enhancing Freedom of Choice through Reliable Health Information

[Report a Fraud](#) | [Join Discussion List](#) | [Get Free Newsletters](#) | [- Visit Our Allied Sites -](#)

NCAHF is a private nonprofit, voluntary health agency that focuses upon health misinformation, fraud, and quackery as public health problems. Its positions are based upon the principles of science that underlie consumer protection law. It advocates: (a) adequate disclosure in labeling and other warranties to enable consumers to make truly informed choices; (b) premarketing proof of safety and effectiveness for products and services claimed to prevent, alleviate, or cure any health problem; and, (c) accountability for those who violate the law. This site, which belongs to long-time NCAHF board member Stephen Barrett, M.D., archives many of NCAHF's documents.

## About NCAHF

- [Mission Statement](#) (updated 11/30/09)
- [Quackery-Related Definitions](#) (updated 3/2/01)
- [NCAHF Manifesto](#) (posted 12/1/00)
- [NCAHF's History](#) (posted 6/25/01)
- [Contact Information](#) (revised 11/30/09)

  
  
or [search all our allied sites](#)

Its use and relevance to deterring health fraud seems clear.



### **NCAHF Mission Statement**

The National Council Against Health Fraud is a nonprofit, tax-exempt voluntary health agency focused upon health fraud, misinformation, and quackery as public health problems. This site, which belongs to long-time NCAHF board member Stephen Barrett, M.D., archives many NCAHF documents that can help people evaluate health claims.

# It is honest about its bias towards consumers and science.

## Basic Principles

NCAHF's founding principles were derived from consumer protection law and the scientific process.

Included are the beliefs that:

- "Consumer" is not a special class but a role played by all; everyone in a free enterprise society has a stake in maintaining high standards for health products and services.
- Professionals in the health sciences, academia, law and business as well as government agencies share a responsibility to help consumers protect themselves from deception and exploitation in health-related matters.
- The scientific process is essential for discovering truths and validating health claims and information.
- Health products and services should be:
  - proved safe and effective before marketing with proponents bearing the burden of such proof
  - accurately labeled or fully described
  - truthfully advertised.
- As noted in the Consumer Bill of Rights, consumers have:
  - The right to free and informed choice
  - The right to accurate information
  - The right to safety
  - The right to be heard
  - The right to consumer education

These data match to Relevance/Use and Bias gadgets.

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  - The right to be heard
  - The right to consumer education

**Relevance  
Usefulness**

**Bias**

# Practice Activity

- An online quiz challenges students to match an element (e.g., copyright date) from a website to the “gadget” that determines a website’s credibility.
- Students must match the website data to one of the 4 gadgets.
- A correct match gives a “correct” feedback message. An incorrect match gives a corrective feedback message.
- Students practice for 20 minutes.
- Teachers walk about the classroom to assist

## 4 Gadgets and one example button display on the screen.

**Authority**

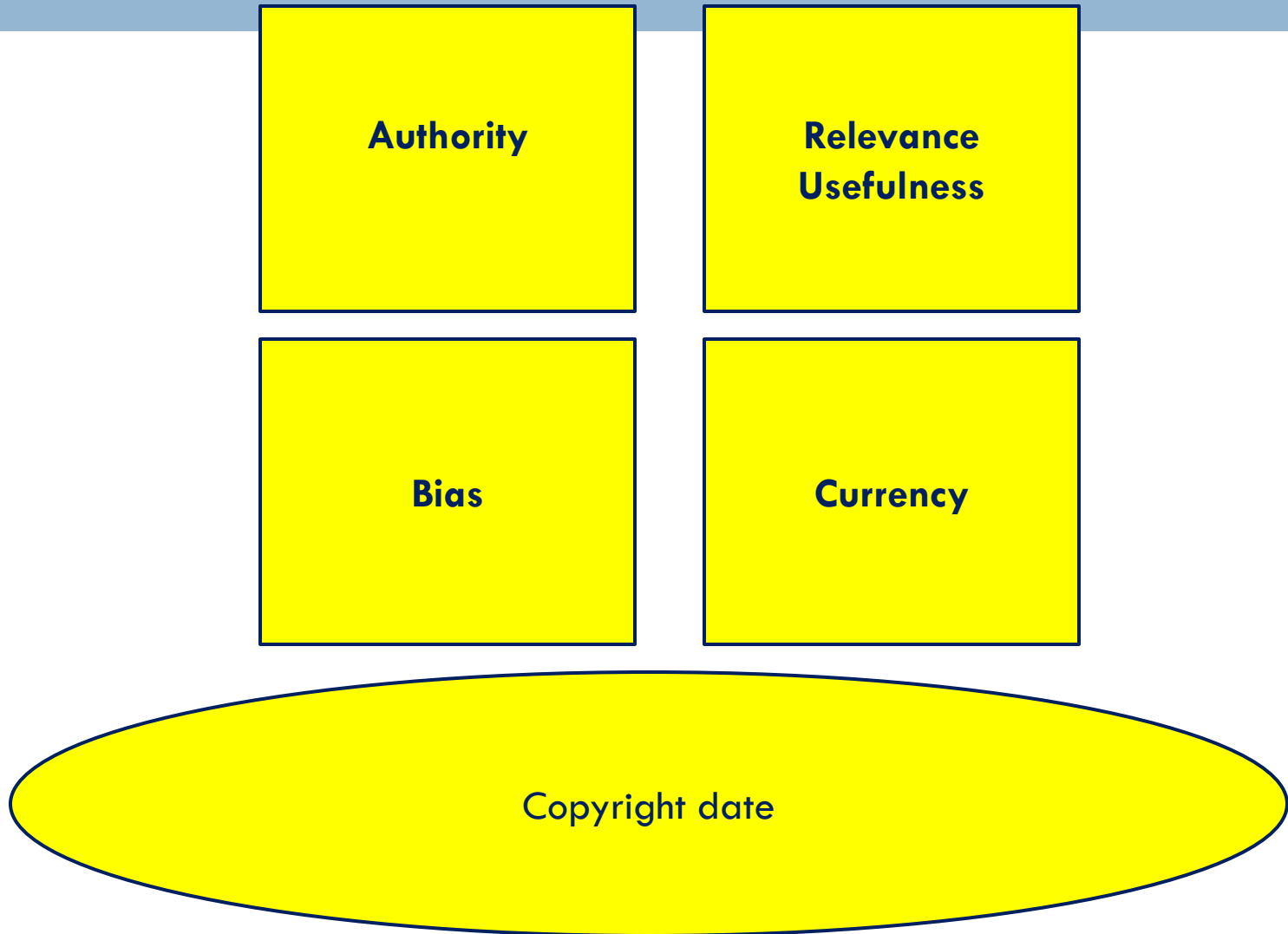
**Relevance  
Usefulness**

**Bias**

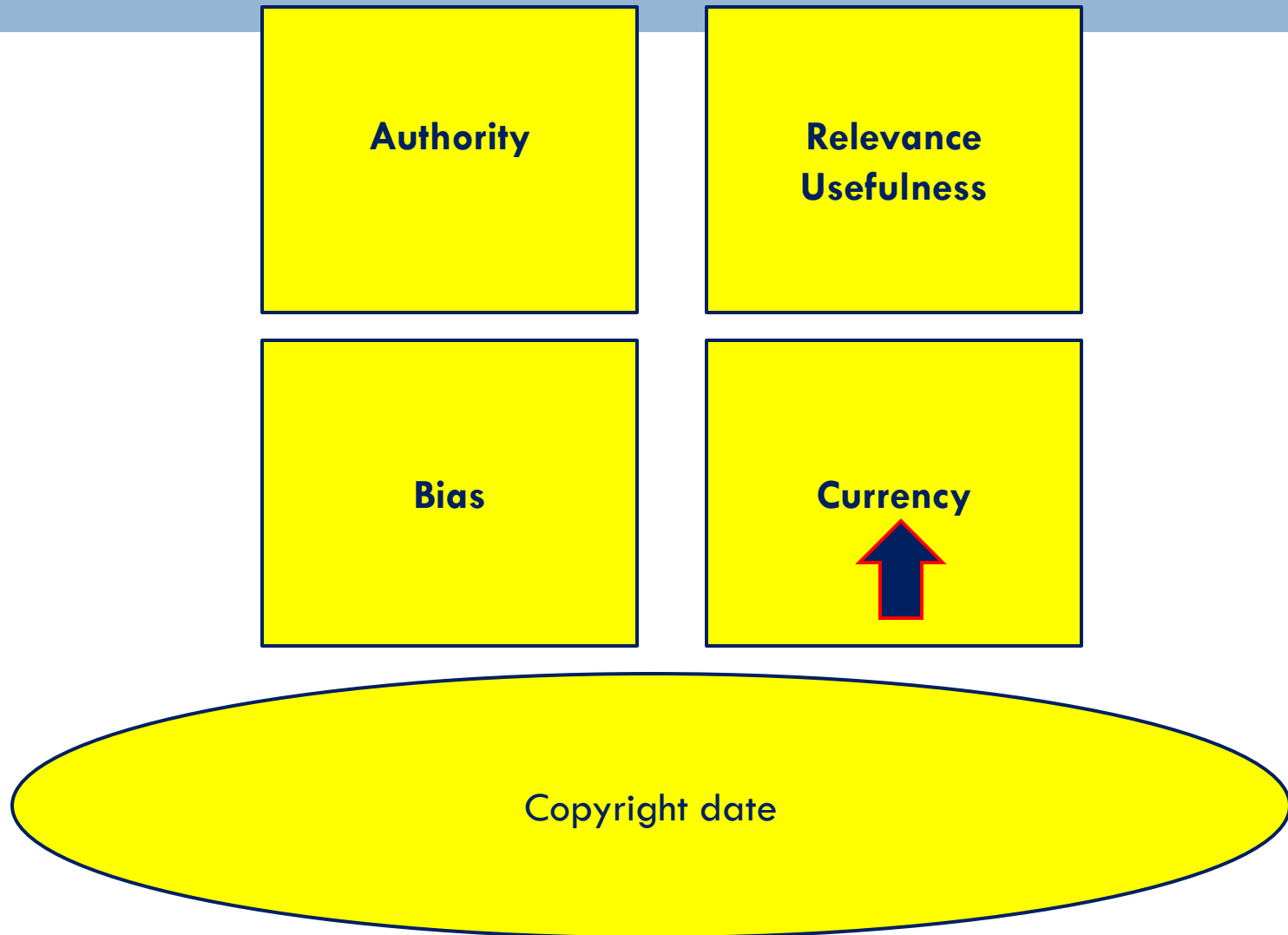
**Currency**

**Click Here For Next Example**

An element at the bottom must be matched to a gadget by clicking on the square containing its name.

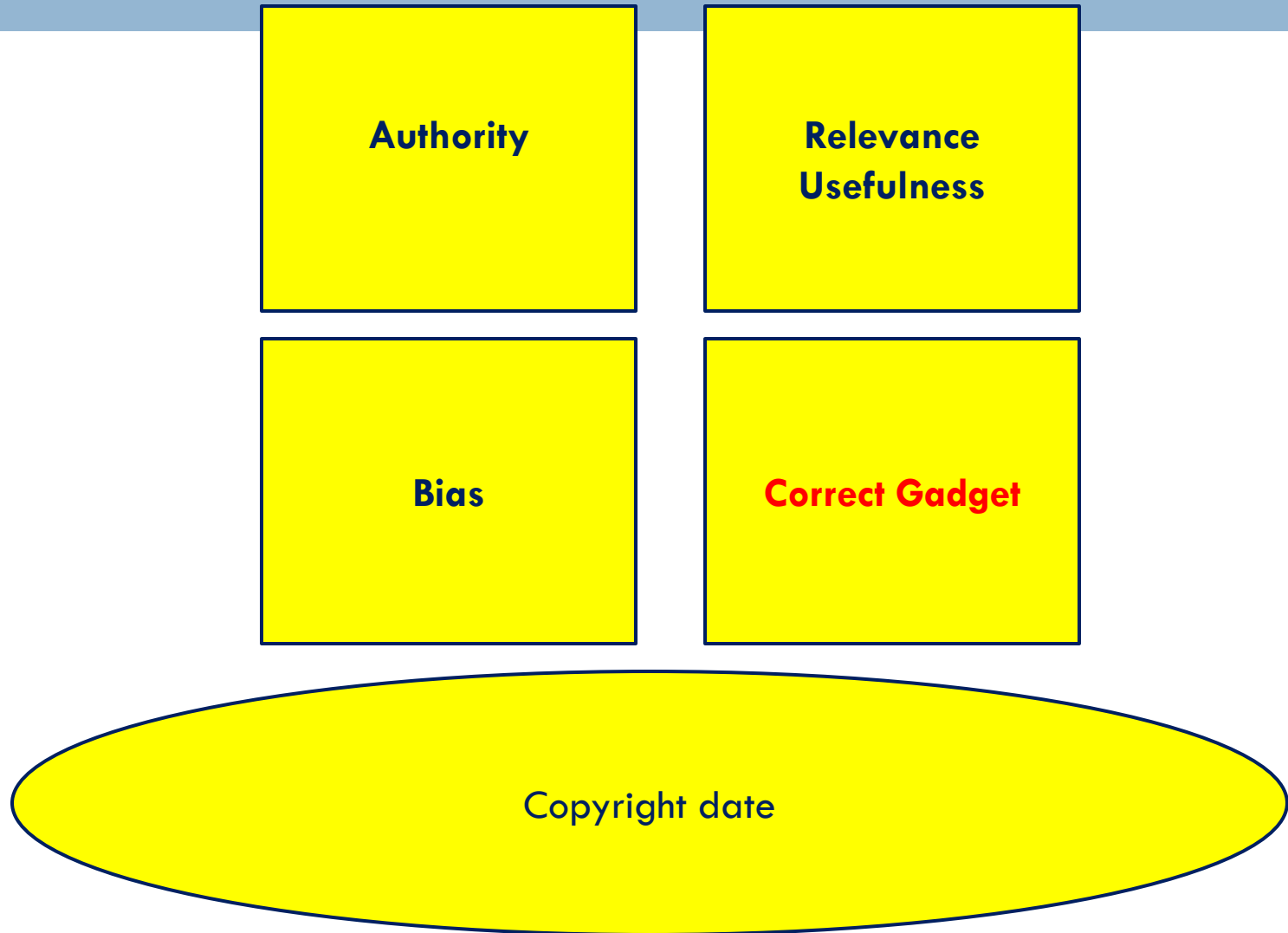


When “Copyright date” appears, clicking on “Currency” . . .

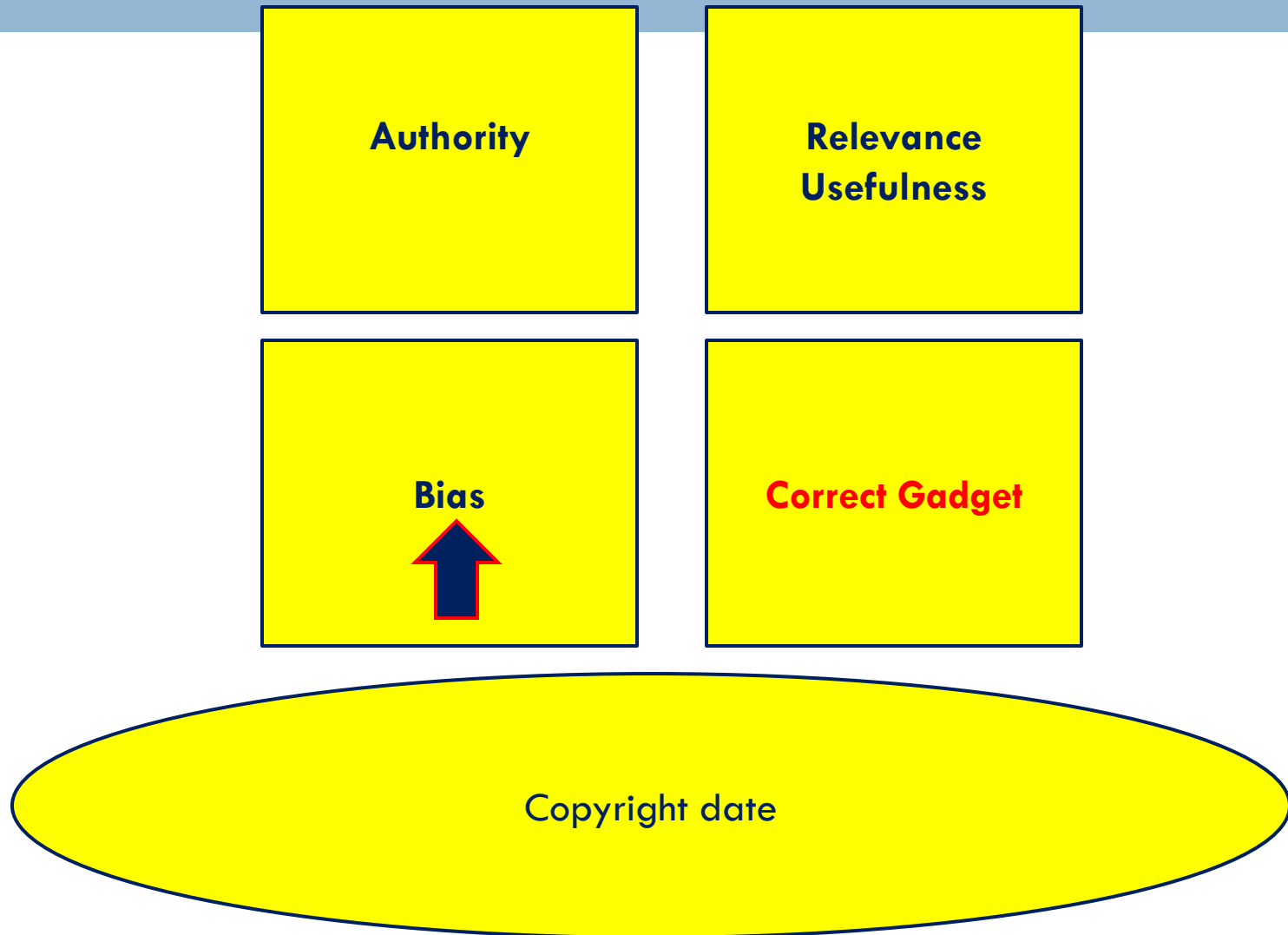




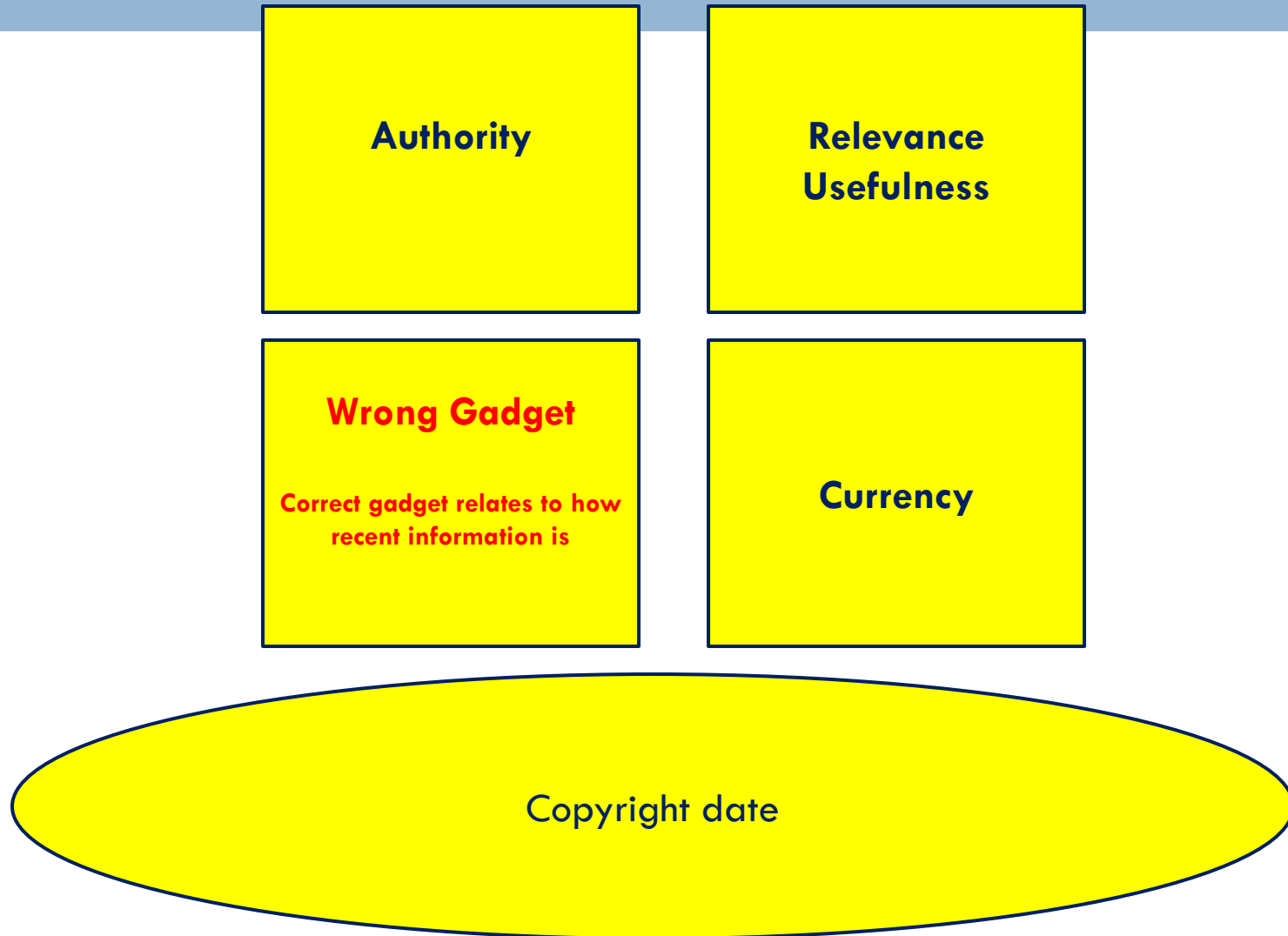
. . . results in a “Correct Gadget” message (as shown):



Clicking on “Bias” as a match to “Copyright date” . . .



. . . results in a “Wrong Gadget” message (as shown):



The students may try again.

**Authority**

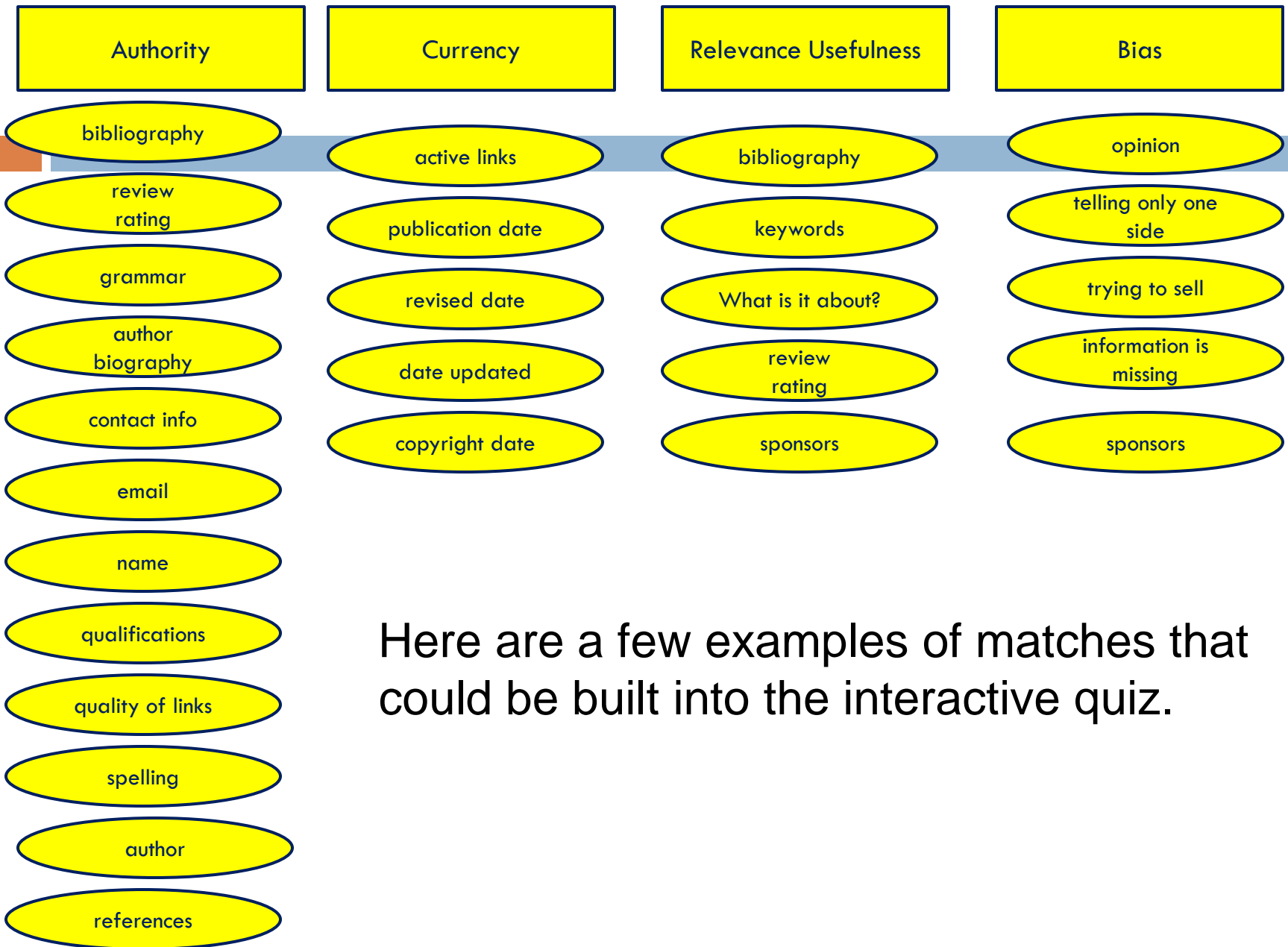
**Relevance  
Usefulness**

**Wrong Gadget**

**Correct gadget relates to how  
recent information is**

**Currency**

**Click Here to Try Again**



Here are a few examples of matches that could be built into the interactive quiz.

# Evaluating Web Sites: Useful Gadgets Worksheet



Gadgets	Which Gadget is it?	Choose from:
<ul style="list-style-type: none"> <li>• What it is about.                             <ul style="list-style-type: none"> <li>○ Keywords</li> </ul> </li> <li>• Who the audience is.</li> </ul>		Authority  Relevance/Usefulness
<ul style="list-style-type: none"> <li>• Updated date</li> <li>• Revised date</li> <li>• Copyright date</li> <li>• Active links (ie. do they all work?)</li> </ul>		Bias  Currency
<ul style="list-style-type: none"> <li>• Author                             <ul style="list-style-type: none"> <li>○ name</li> <li>○ biography</li> <li>○ credentials/qualifications</li> <li>○ other publications</li> <li>○ is there a group or organization responsible for the page?</li> </ul> </li> <li>• Bibliography</li> <li>• E-mail contact/ contact information</li> <li>• Quality of links – are they good ones?</li> <li>• Design elements (does it look professional?)</li> <li>• Spelling and grammar (are there mistakes?)</li> <li>• Reviews and ratings</li> </ul>		
<ul style="list-style-type: none"> <li>• Trying to sell something?</li> <li>• Opinion?</li> <li>• Telling only part of the story?</li> <li>• Is there a sponsor (eg. a company) who has a specific interest?</li> </ul>		

# Did you see these teaching techniques?



- **Instructional approach**

  - Lecture-Demonstration

- **Learning guidance**

  - Examples

  - Elaboration

  - Feedback from the tutorial and the instructor

- **Practice & Evaluation**

  - In-class, interactive quiz

  - Homework assignment with worksheet

# Gagne events included in this excerpt:

- ★ Gain attention
- ★ Inform learners of objectives
- Stimulate recall of prior learning
- ★ Present the content
- ★ Provide learning guidance
- ★ Elicit performance (practice or rehearsal)
- ★ Provide feedback
- ★ Assess performance
- Enhance retention and transfer



## Closing Tips

- Add the Nine Events of Gagne to your teaching techniques
- Use events when appropriate – you need not use every event in every lesson you teach
- Consider using quizzes and games as practice and to test retention
- Allow for evaluation of learning to happen after the library instruction



**Thanks for joining us!**