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.
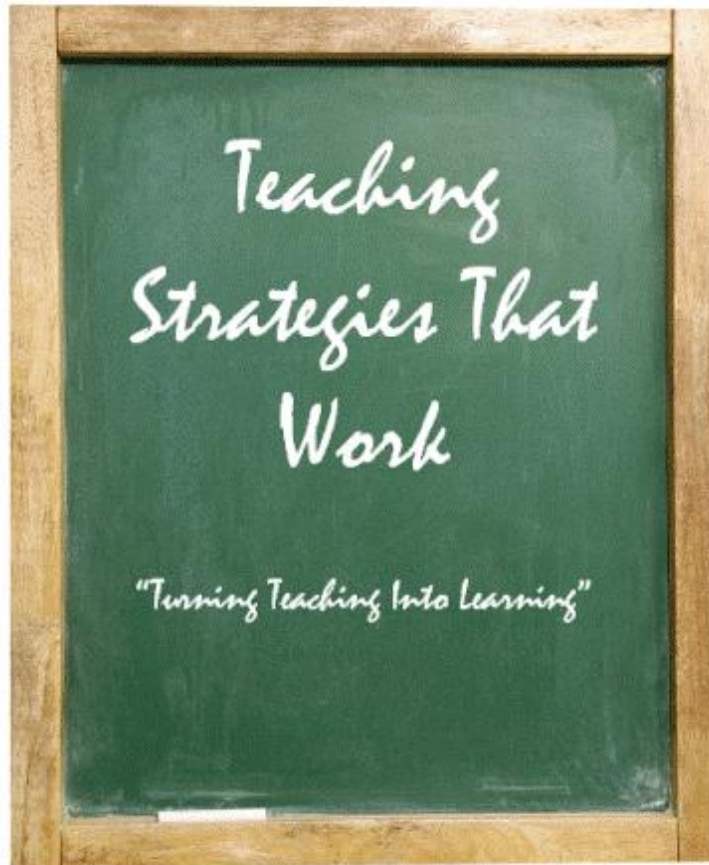
First, make a plan (Polya)

Put your plan for learning into words[1]

- 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

[1] 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

□ Learning guidance

Examples

Elaboration

Handouts

Scaffolding

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

Teaching techniques that fit Gagne's model

- ☐ Instructional approaches

  Lecture

  Demonstration

  Lecture-Demonstration

  Guided Demonstration

  Self-paced Tutorial

Teaching techniques that fit Gagne's model

□ 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

☐ Evaluation

Informal or Formal

Immediate or Delayed

In class or Outside class

Further reading
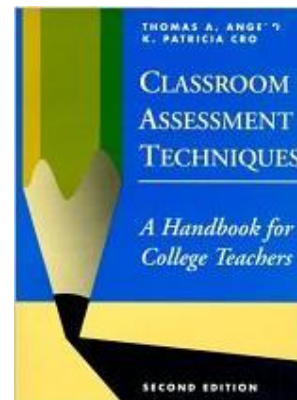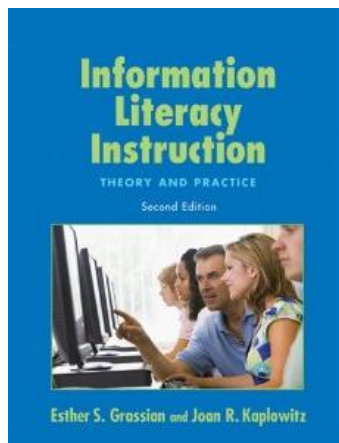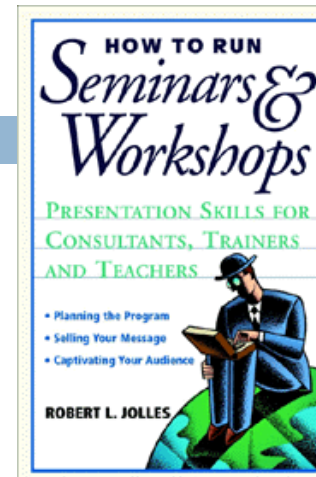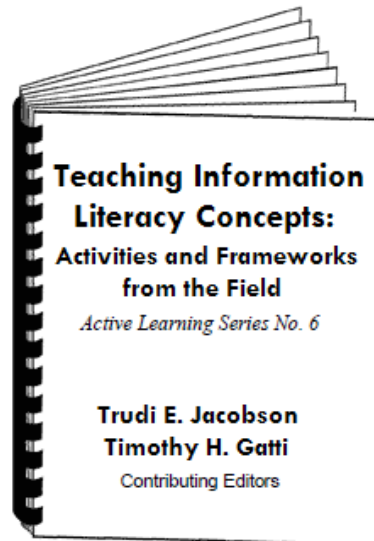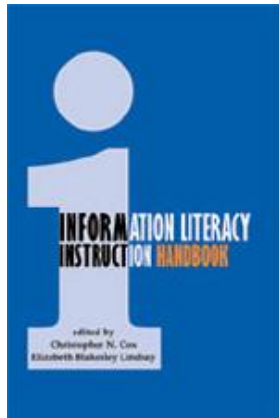
Putting Gagne into practice . . .

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, statue, 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

- <u>Before</u> you cite any primary authority in <u>any</u> document you prepare, you <u>must</u> 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:

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

http://www.youtube.com/watch?v=QFOY0GIg0gU

Guided Activity

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:

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

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.
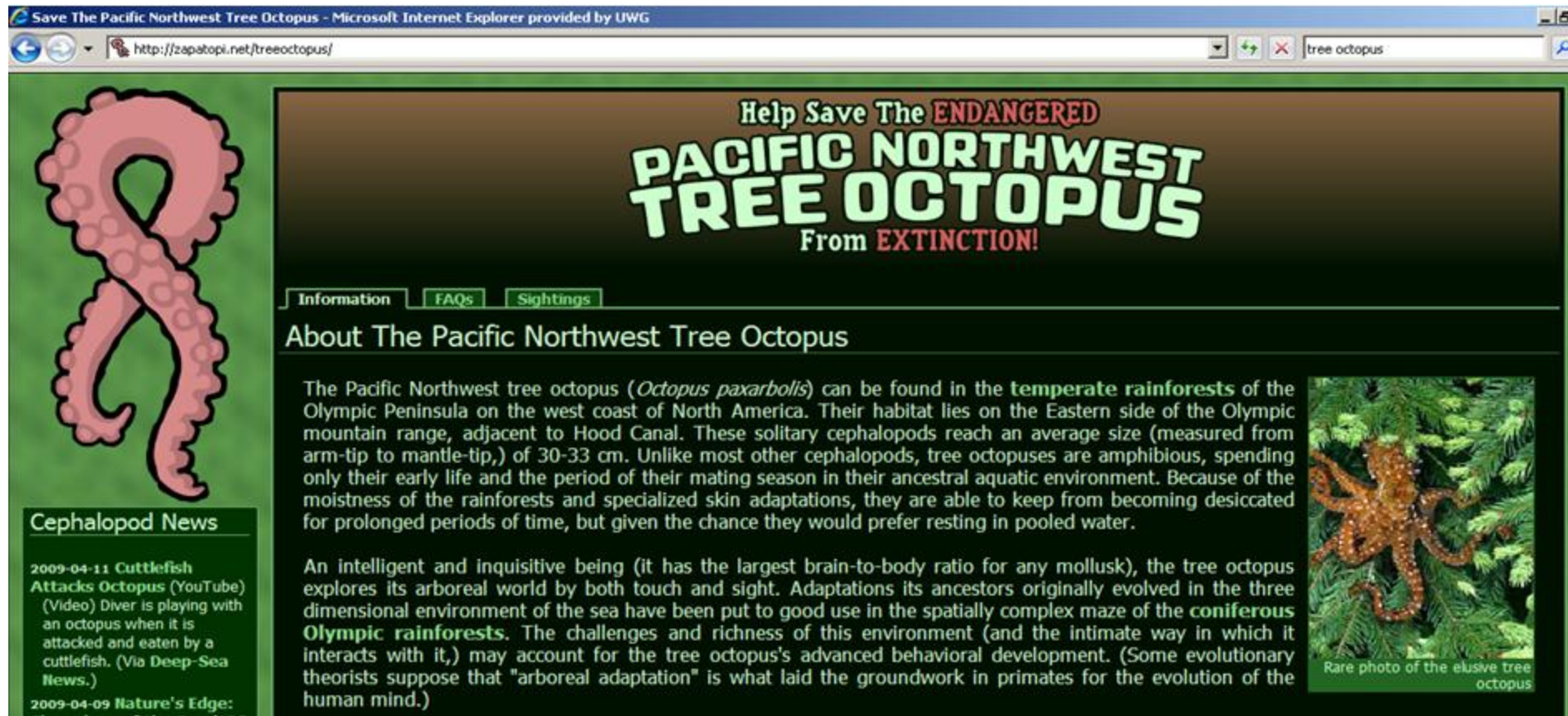
Now, on to our lesson . . .

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:

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

This guy is good!

- Page of viewer-submitted sightings
- Buy ribbons and bumper stickers
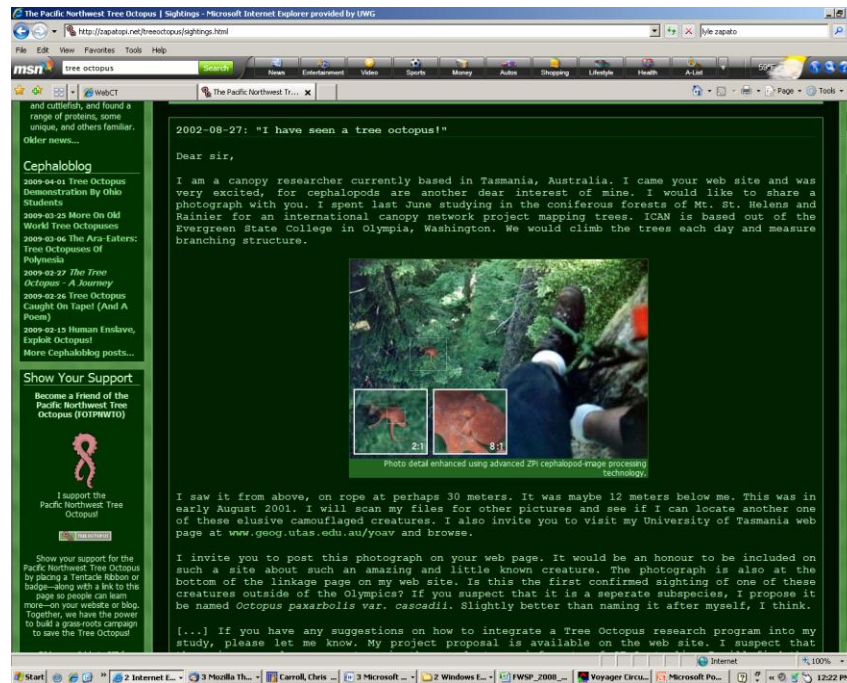
Using Online Sources in College

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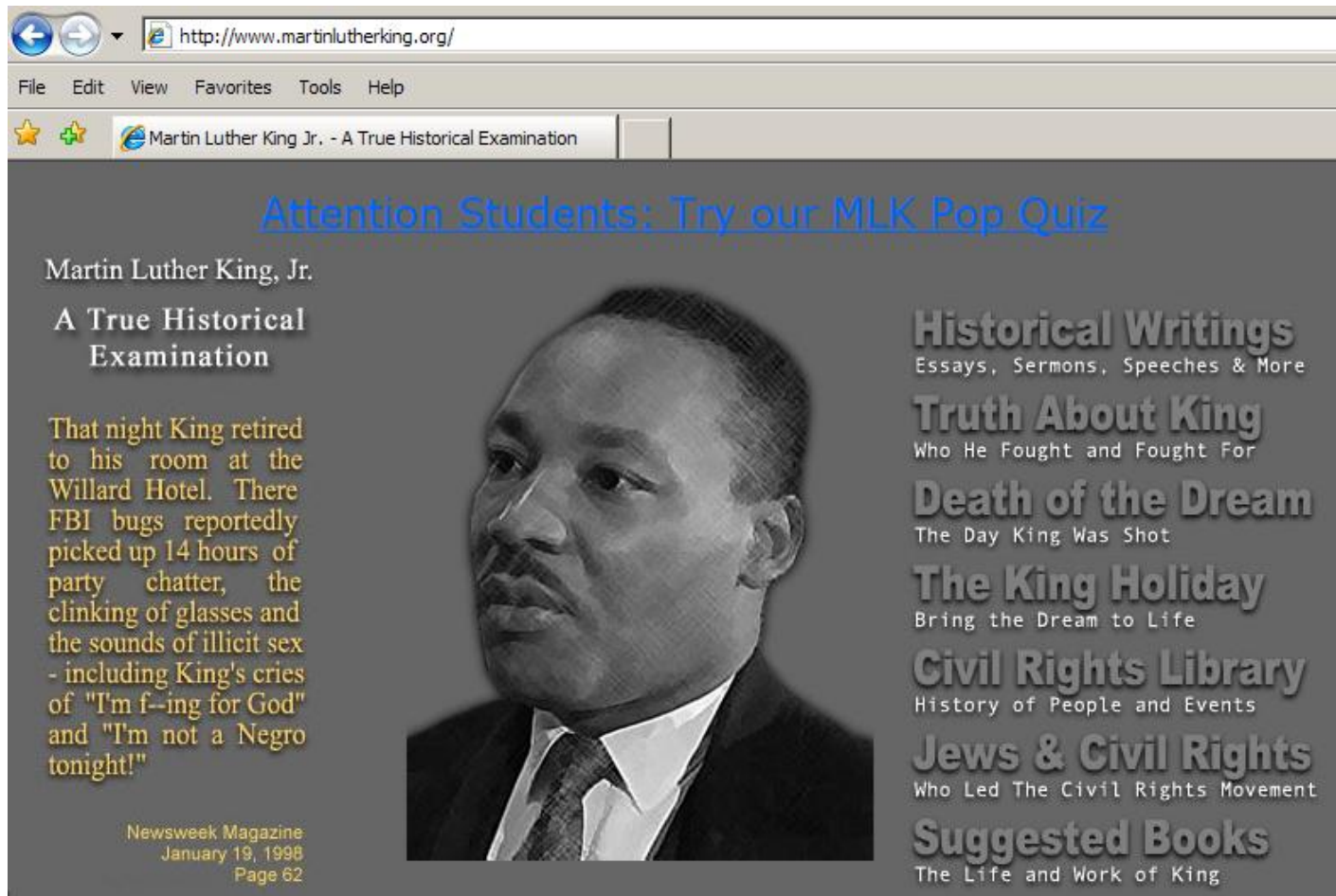
- Clues
  - Domain extension
  - Author(ity)
  - Quality
  - Overall (holistic) view

First Clue: The Source

- <u>Domain extensions</u>
  - .com…commercial
  - .org…organizations
  - .net…network
  - .biz…business
  - .gov…government
  - .edu…education
  - .us or other country extensions

- Use of .com, .org, .net is muddied

Example 1
http://www.martinlutherking.org

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

- 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

Search over 100 encyclopedias and dictionaries:

ENCYCLOPEDIA•COM

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

What is the origin of the source?

Second Clue

- **<u>Author(ity)</u>**

 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

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

One possible answer: Go to the "General Information" page

JIMMY CARTER LIBRARY & MUSEUM

Contact Us! | Directions | Documents & Photographs | Friends of the Library | Interns/Volunteers | Search | Site Index
Home | Information ↓ | Library/Research ↓ | Museum ↓ | Education ↓ | Youth Space | Events ↓ | News ↓ | Virtual Tour ↓ | Related Links

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
- **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:** EDAW, 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

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

Examples on how to determine Quality would be presented next

Fourth Clue

- <u>Holistic view</u>
- 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

Authority clues – any "About" or "Contact" links?

Quality clue: Why does the site exist?

More Quality clues – Copyright? Supporting documentation?

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

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

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.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

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.
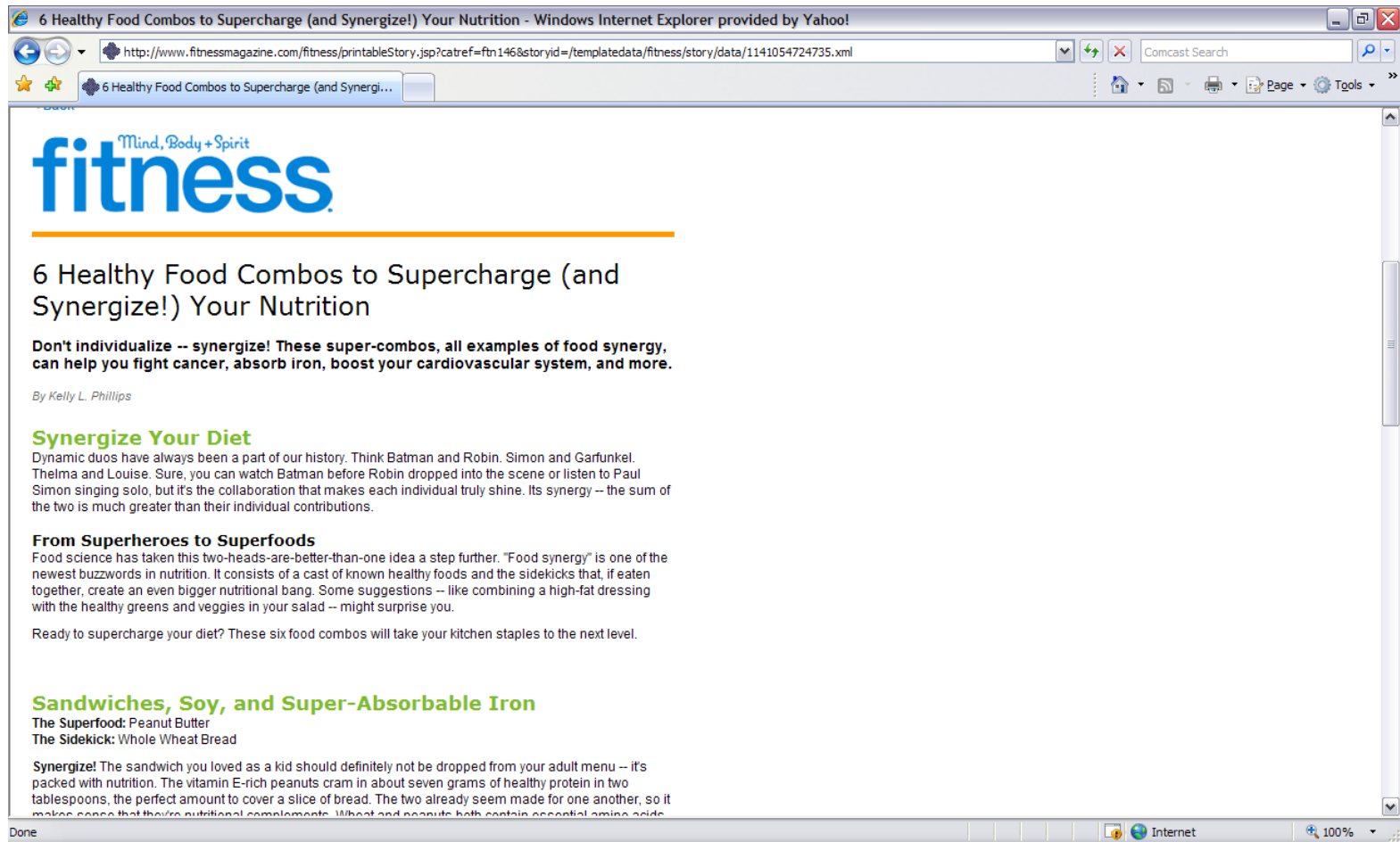
Denise starts her research

- 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:

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

EBSCOhost: Family Influences on Food Choice: Conte...

Result List | Refine Search

Citation   PDF Full Text (689K

Save a Copy   Search   Select   161%   Search Web   Y!

Family Influences on Food Choice: Context of Surviving Breast Cancer

BRENDA L. BEAGAN, PHD[1]; GWEN E. CHAPMAN, PHD, RDN[2]

[1]School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;
[2]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.)

Pages   Attachments   Comments

1 of 8

Done   Internet   100%

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
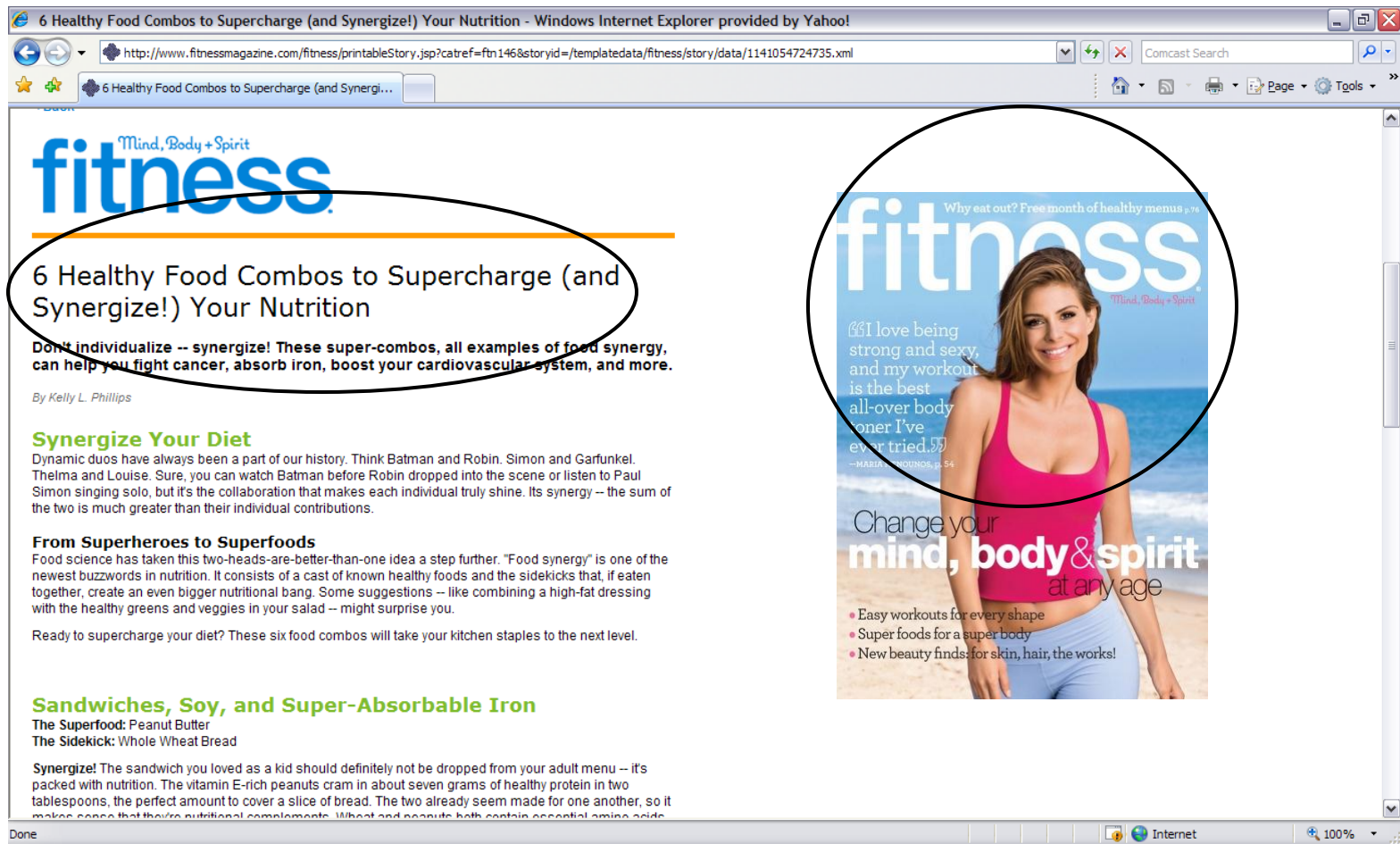
Characteristics of Popular Sources

- **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?

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

EBSCOhost: Family Influences on Food Choice: Conte...

Result List | Refine Search

Citation   PDF Full Text (689KB)

Save a Copy | Search | Select | 161%

Family Influences on Food Choice: Context of Surviving Breast Cancer

BRENDA L. BEAGAN, PhD[1]; GWEN E. CHAPMAN, PhD, RDN[2]
[1]School of Occupational Therapy, Dalhousie University, Halifax, Nova Scotia;
[2]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%

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

Audience
Researchers, Experts, Professionals, College Students

Writers
Researchers, Experts, Professionals

Scholarly Sources

What's Inside/Appearance
Research Studies
List of References
More Text, Less Photos
Technical Language

Purpose
Checking Facts
Reviewing Research in a Specific Field
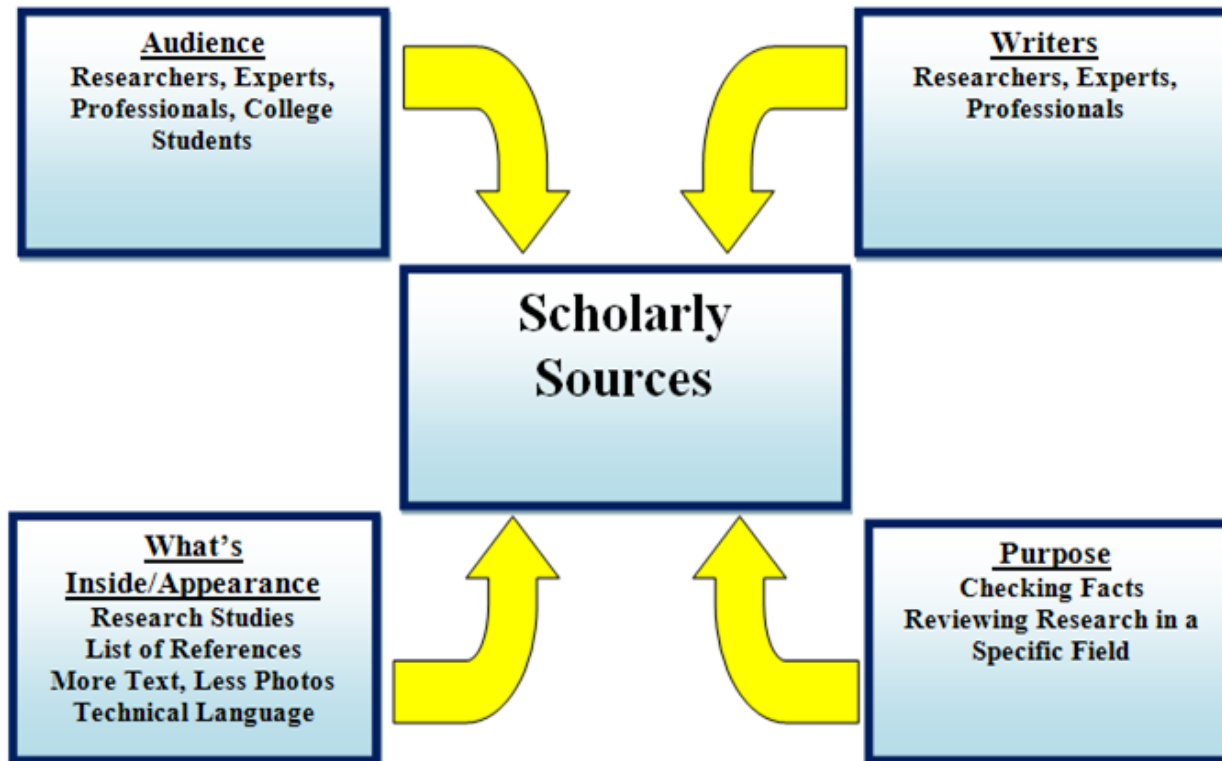
Scholarly Source Game

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

- 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 21st 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

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
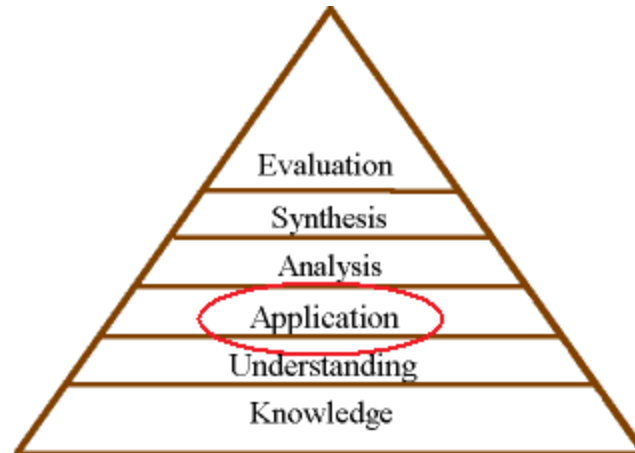
Teaching Goals

- 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:

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

These data match to Authority and Currency gadgets.

Authority

Your Account		Help & Info		YouTube	
Videos	Inbox	Help Resources	Community Help Forums	Company Info	Press
Favorites	Subscriptions	Safety Center	Copyright Notices	TestTube	Contact
Playlists	more...	Developer APIs	Community Guidelines	Terms of Service	Blog
		Advertising	YouTube On Your Site	Privacy Policy	Jobs
		YouTube Handbook			

© 2009 YouTube, LLC

Currency

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 - ▾ Go

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)

Search

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.

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 [...] Stephen Barrett, M.D., archives many NCAHF documents that can help people evaluate health [...]

Basic Principles

NCAHF's founding principles were derived from consumer protection law and the scientific pr[...] Included are the beliefs that:

- "Consumer" is not a special class but a role played by all; everyone in a free enterprise so[...] 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 [...]
  - 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

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.

Authority

Relevance Usefulness

Bias

Currency
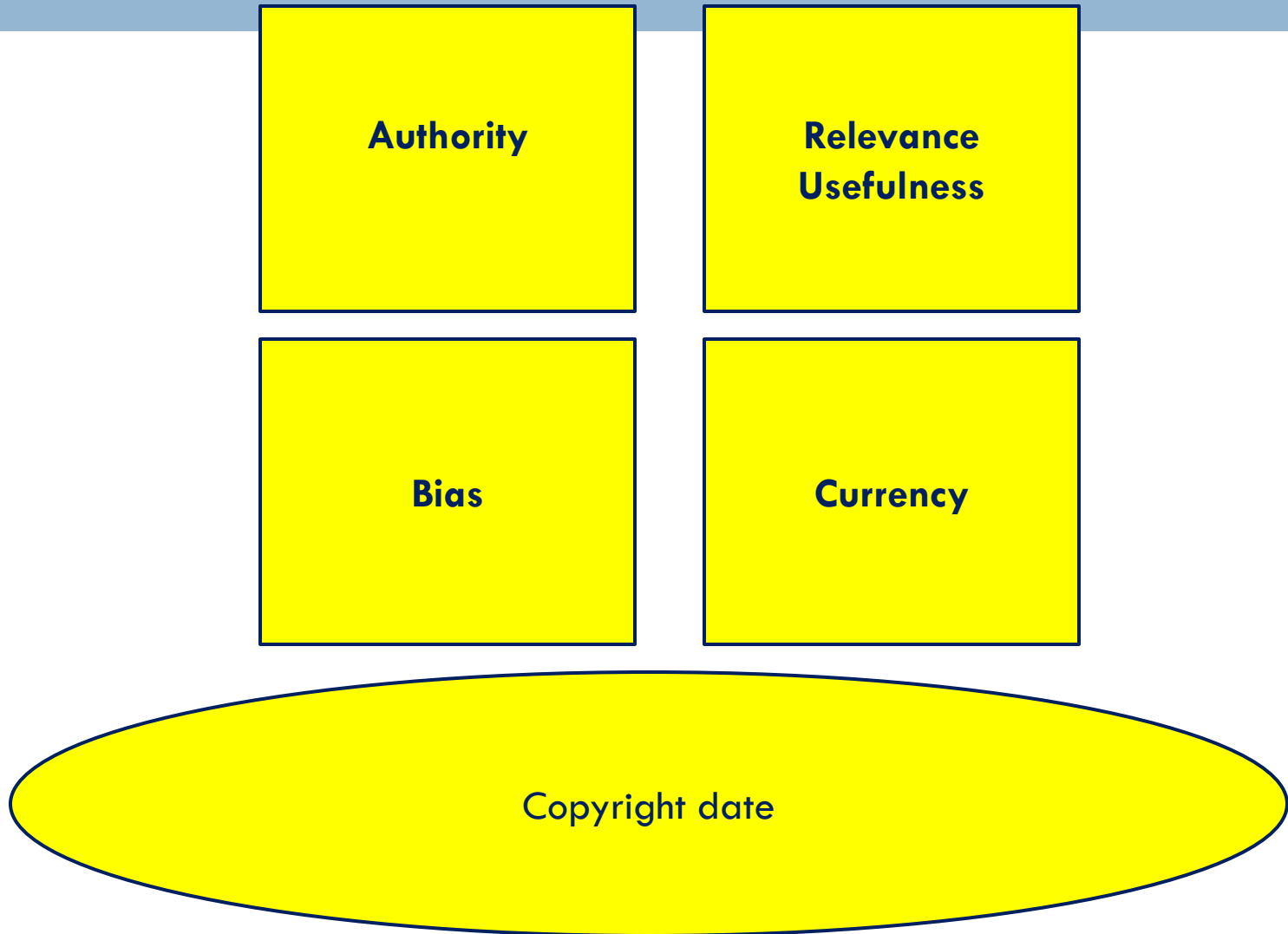
Copyright date

When "Copyright date" appears, clicking on "Currency" . . .

Authority

Relevance
Usefulness

Bias

Currency
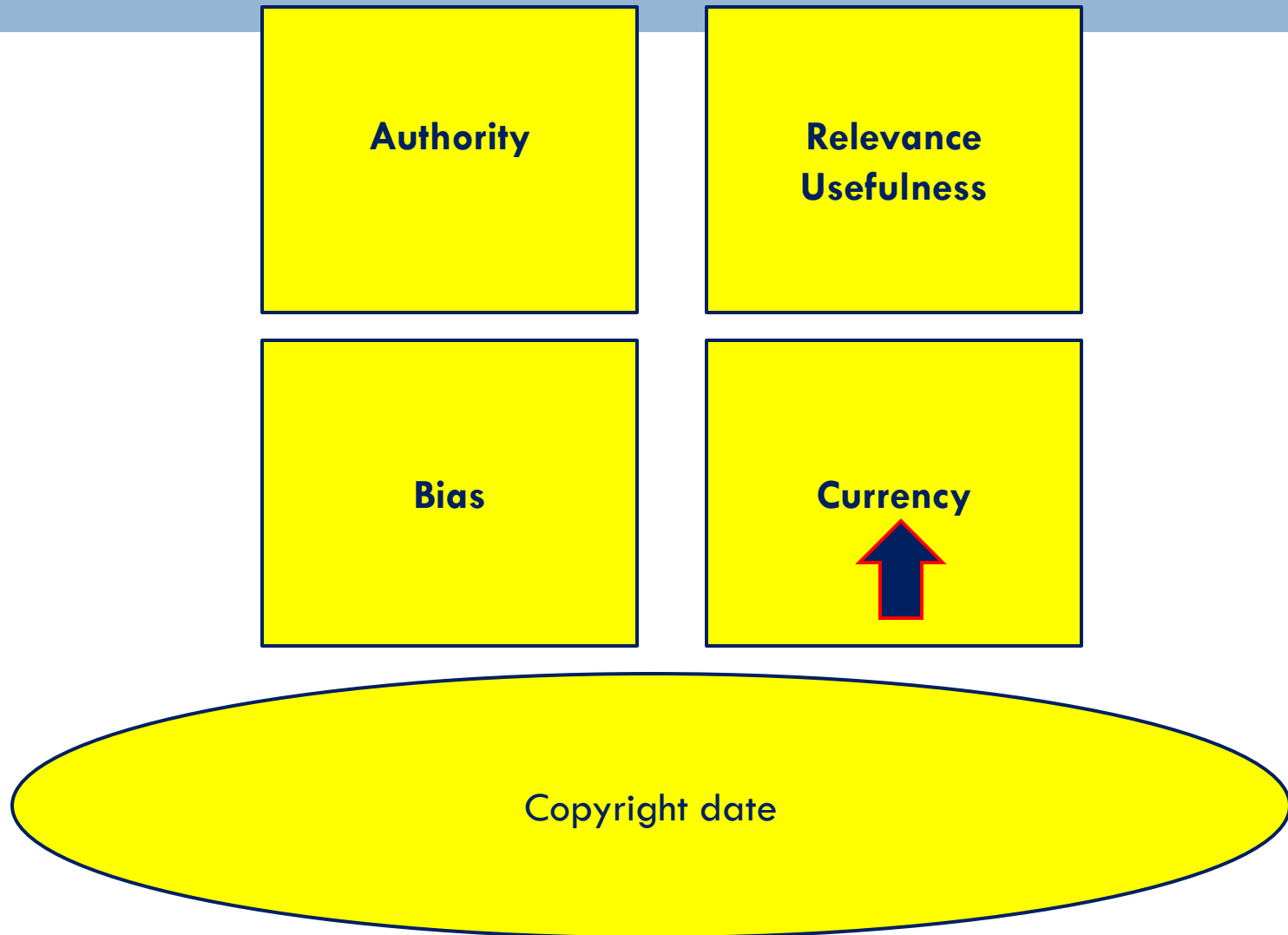
Copyright date

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

Authority

Relevance Usefulness

Bias

Correct Gadget
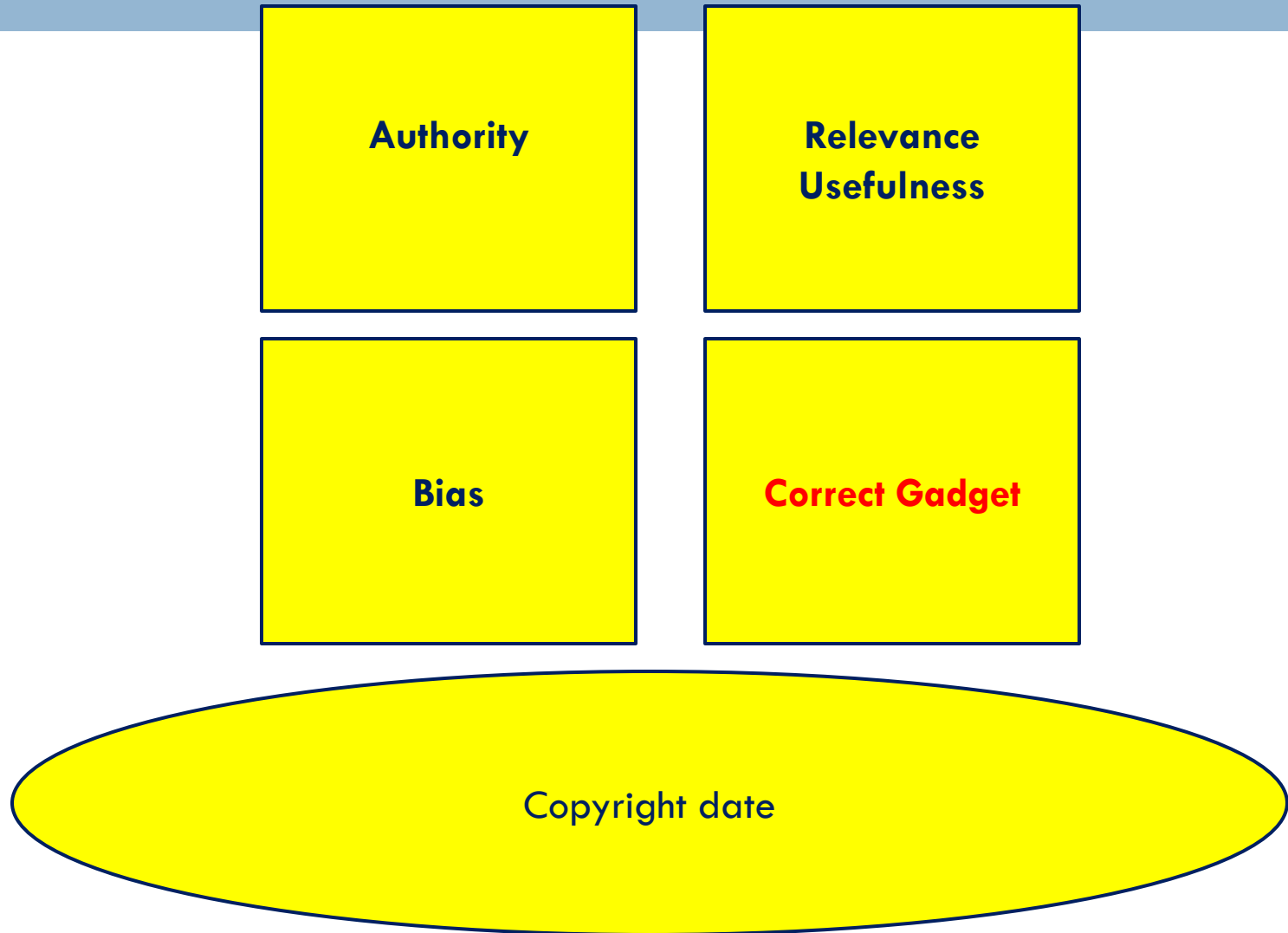
Copyright date

Clicking on "Bias" as a match to "Copyright date" . . .

Authority	**Relevance Usefulness**
Bias ↑	**Correct Gadget**

Copyright date
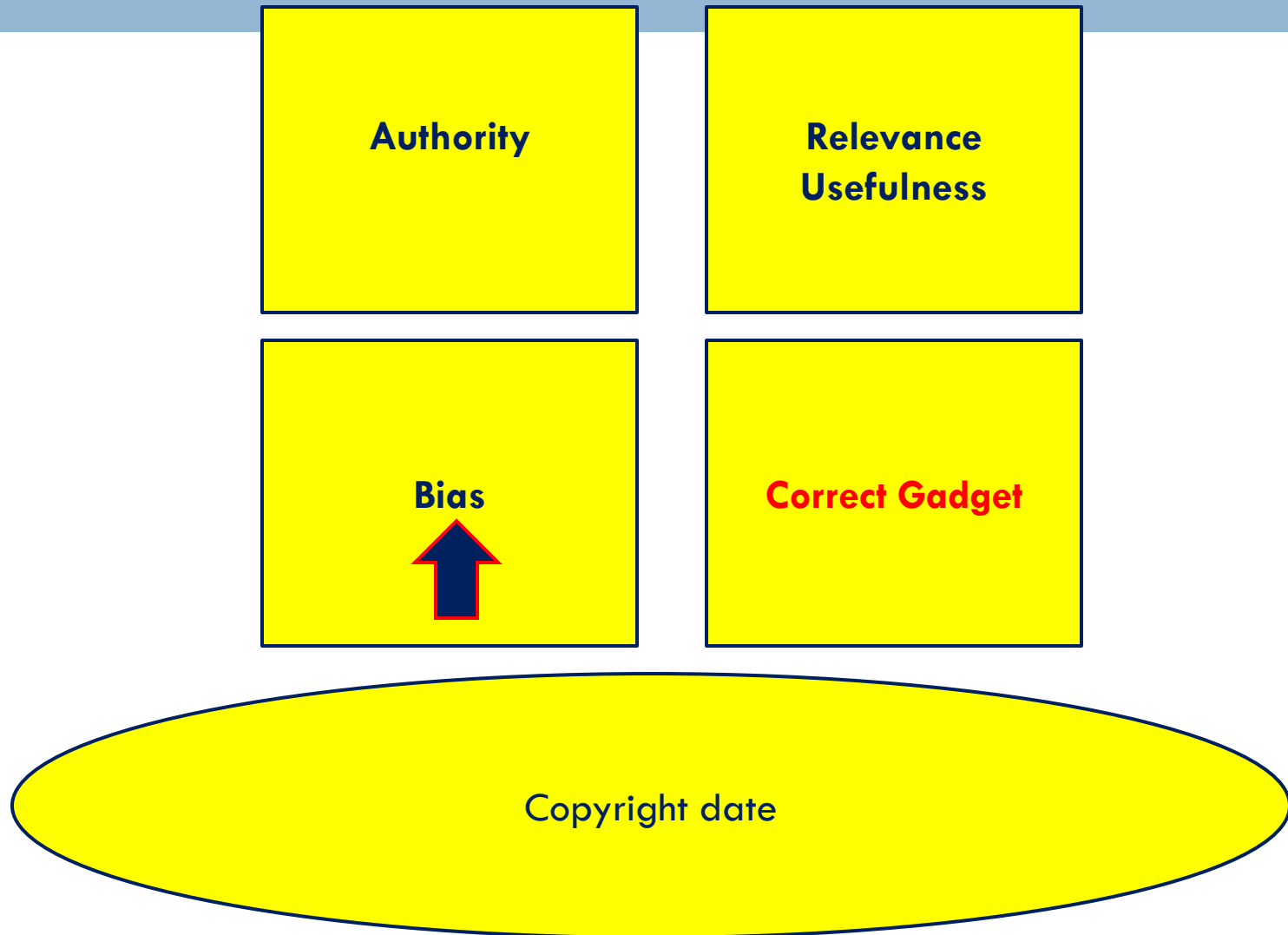
. . . results in a "Wrong Gadget" message (as shown):

Authority

Relevance Usefulness

Wrong Gadget

Correct gadget relates to how recent information is

Currency

Copyright date
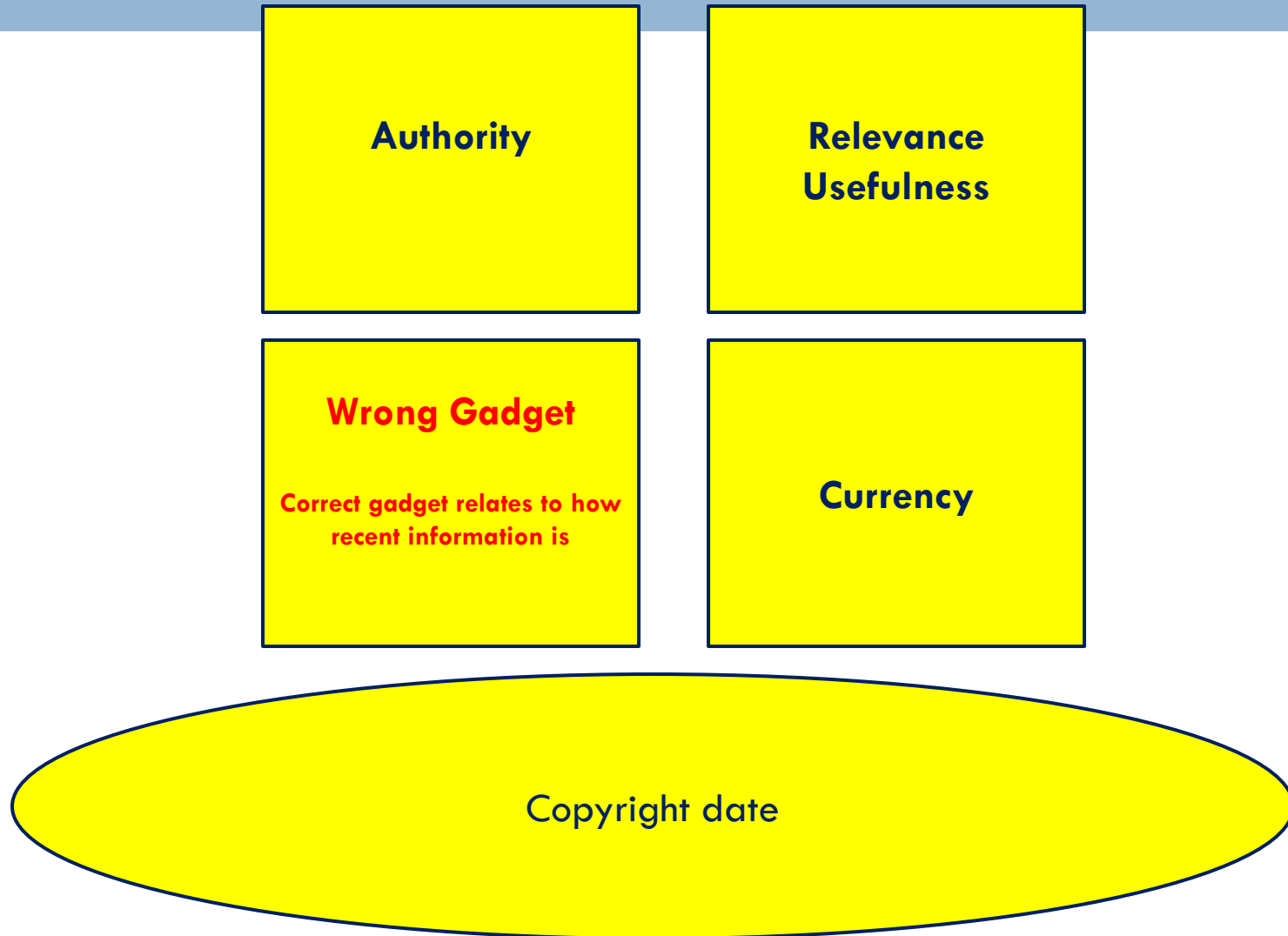
The students may try again.

Authority

Relevance Usefulness

Wrong Gadget

Correct gadget relates to how recent information is

Currency

Click Here to Try Again

Authority	Currency	Relevance Usefulness	Bias
bibliography	active links	bibliography	opinion
review rating	publication date	keywords	telling only one side
grammar	revised date	What is it about?	trying to sell
author biography	date updated	review rating	information is missing
contact info	copyright date	sponsors	sponsors
email			
name			
qualifications			
quality of links			
spelling			
author			
references			

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:
- What it is about. - Keywords - Who the audience is.		Authority Relevance/Usefulness
- Updated date - Revised date - Copyright date - Active links (ie. do they all work?)		Bias Currency
- Author - name - biography - credentials/qualifications - other publications - is there a group or organization responsible for the page? - Bibliography - E-mail contact/ contact information - Quality of links – are they good ones? - Design elements (does it look professional?) - Spelling and grammar (are there mistakes?) - Reviews and ratings		
- Trying to sell something? - Opinion? - Telling only part of the story? - Is there a sponsor (eg. a company) who has a specific interest?		

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!