# Evaluation Game—Annotated Bibliography

## LEARNING OBJECTIVE:

* Students will be able to identify the specific criteria sources need to have to be useful for a particular assignment.
* Students will be able to articulate why one source may be “better” than another for their assignment.

## APPLICABLE FRAME:

### Authority Is Constructed and Contextual

* **Knowledge Practice**: define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).
* **Disposition**: develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview.

### Information Creation as a Process

* **Knowledge Practice**: assess the fit between an information product’s creation process and a particular information need.
* **Disposition**: value the process of matching an information need with an appropriate product.

## EQUIPMENT:

* Handout with annotations
* Ballot for voting or Polling/survey software
* Prize for students that collect tokens

## RULES:

1. Each student has a copy of the assignment and the 4 annotations.
2. Each student ranks the annotations from 1 to 4 with 1 being “ the most usefulness” to 4 being the least useful and records this rank for themselves.
3. Students record the ranks using either a paper ballot with baskets or boxes or with an electronic polling or survey.
4. Class discusses the “TRAP” worksheet and information from original ballot/poll.
5. Class determines a consensus rank of annotations and tokens are awarded to any student that had that consensus ranking recorded.
6. Each student looks has a copy of 2nd assignment and 4 annotations
7. Each student ranks the annotations from 1 to 4 with 1 being “the most usefulness” to 4 being the least useful and records this rank for themselves.
8. Class discusses the “TRAP” worksheet and information from original ballot/poll.
9. Class determines a consensus rank of annotations and tokens are awarded to any student that had that consensus ranking recorded.
10. Students with 2 tokens awarded a “prize.”

**Game variation**:

Replace annotations in steps 6-9 with short articles and have students rank the articles.

## ASSESSMENT:

Student feedback could be gathered from either a “minute paper” or online survey. Questions that could be asked may include:

* What did you learn from the activity?
* Will you change how you evaluate your search results after this activity?
* What is the most important evaluation criteria?
* How will you identify the evaluation criteria you need for your next assignment?
* What assumptions do you make when looking at source?

### TRAP Questions

|  |
| --- |
| **Evaluate your resource (TRAP).** |
| **Timeliness** | **Relevance** | **Authority** | **Purpose** |
| **When was this published?****Is the information on the page time sensitive?****Is being current important to the topic?****Does the date of the information affect its accuracy?** | **Does this meet the needs of my assignment?** **Is it on my topic?** **How deeply is my topic covered in this source?****How would I use this source?** | **Who is the author?****Is the author credible?****Is the publishing organization credible?** | **Who is the audience?****Why was this written/published?****Does it show bias?**  |

**Does the source meet your expectations based on the citation?**

**Is the source relevant to your topic?**

**What is the purpose of the source?**

**Would you use it for this assignment?**

### Community College “Ballot” Rankings

|  |  |  |
| --- | --- | --- |
| **Source** | **Citation Source Title** | **Rank (1-4)** |
| **A.** | The Onion |  |
| **B.** | *New York Times* |  |
| **C.** | *Journal Of College Admission* |  |
| **D.**  | *Journal Of Public Economic Theory* |  |

### Sanctuary City “Ballot” Rankings”

|  |  |  |
| --- | --- | --- |
| **Source** | **Citation Source Title** | **Rank (1-4)** |
| **A.** | International Migration |  |
| **B.** | Progressive |  |
| **C.** | Journal of Bible & Theology |  |
| **D.**  | *Urban Affairs Review* |  |