# Evaluation Game—Sources

## 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.
* Students will be able to describe the concepts of timeliness, relevance, authority and purpose and apply them to a source.

## 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:

* Round 1 annotated bibliographic entries with assignment for students to evaluate.
* Round 2 envelope sets consisting of 2 sources (fulltext articles to websites) with an annotated bibliography describing each source in the envelope cover sheet. Each source should be numbered. Prepare enough envelope sets for each group plus at least 3 extra sets
* Ballot for voting on “best” source.
* Script for students to use during source presentation and the TRAP worksheet.
* Timer
* Prize for students that collect tokens

## RULES:

### Round 1 Evaluation of Annotations

1. Have the students sit in pairs.
2. Hand out an envelope with 4 annotated bibliography sheets number A-D.
3. Describe the assignment.
4. In 3 minutes each pair ranks the “usefulness” of the sources 1-4 (1 most useful and 4 least useful).
5. Write this on paper. 1 letter of source (A-D); 2 letter of source A-D, etc.
6. Classroom instructors act as “judges” for the students to determine if the pair put the sources in the correct order. The judge gives the pair a token if for each correct rank.

### Discuss TRAP and specific assignment questions.

1. A sample source is examined by the entire class using the TRAP evaluation form.
2. Emphasis is placed on these questions provided.
   * Does the source meet your expectations based on the citation?
   * Is the source relevant to your topic (solution for trash on the mesa)
   * What is the purpose of the source?
   * Would you use it for this assignment?

### Round 2 Best Source Round

1. Students continue to work in the pairs.
2. Each pair will examine 2 sources using TRAP and the questions on form, determine the “better” of the 2, and then try to persuade the rest of the class to vote for 1 of their sources as the “best” on an anonymous ballot. Members of a pair cannot vote for their own source.
3. Each group is handed an envelope with 2 unique sources (may be print or web), a summary of the source, and a TRAP evaluation form with question for each source.
4. Each pair briefly examines these sources (1 minute?).
5. Each pair must then decide to keep their envelope, exchange it (potentially not unique sources), or trade with another group.
6. Each pair evaluates their sources using TRAP evaluation form and prepares a persuasive 1 minute “argument” using the script provided (6 minutes)
7. Each pair presents its “1 minute argument” to class.
8. Class votes on sources using prepared ballot.
9. A pair is awarded a token for each vote it’s source receives.
10. Class instructors may also award 2 tokens to the pair they believe made the best argument for their source.
11. Pair with most tokens is awarded a prize.

## 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?**