

# UNESCO “Training-the-Trainers” in Information Literacy Workshop

4-6 November 2008

## Bibliotheca Alexandrina

[www.bibliotheca](http://www.bibliothecaalexandrina.org) Alexandrina (BA)

PDF handout files for Session #11

**Designing an information literacy training program:  
Principles & methods of assessment and measuring outcomes**

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## Evaluating Web Sites

See also: <http://www.library.cornell.edu/olinuris/ref/research/webeval.html>

Unlike using an academic library where the books and magazines have been somewhat pre-screened for their reliability as a research resource, the World Wide Web is a collection of information, some of which is not reliable. Before using any information from the web, you should carefully examine it using the following criteria:

### Source

Is the author, sponsor, or producer of the information clearly listed somewhere on the home page?  
Is there an "About Us" section, "Contact Us," or a mission statement that identifies the web author's point of view or expertise?

Can you confirm the authorship of the web site using a source other than the site itself?

What clues the URL address give you about the author (edu. / gov. / org./ com.)?

Is the web author publishing within his or her or its realm of authority?

Can you tell the difference between facts and opinions? Are each clearly marked?

Is there a stated or implied bias or commercial interest that shapes the information?

Do sources outside the website confirm the trustworthiness of the information?

What is the purpose of the site?

Is the information protected by copyright?

### Date

How recently was the information published?

When was the information updated?

Are the links active and up to date?

### Structure

Is the information presented in a clearly organized pattern of information hierarchy?

Does the webpage follow usability guidelines so that it is reader-friendly? (see usability.gov)

Are the graphics effective, informative, and fair?

Are the menus and toolbars easy to use and do they help users to find the appropriate information?

Is animation or sound used effectively or is it a distraction?

Is the site easy to navigate, read, and search?

Do the pages load quickly and easily?

### Content

How helpful or valuable is the information to users?

Is the site complete in the information it provides or refers the reader to?

What other resources does the site make available to the reader (print or non-print)?

How helpful are the links within the site and the links to other sites?

How unique and useful is the information?

Can you find the information on the site confirm using other sources?

Is writing grammatically correct and effective?

[www.webcredibility.org](http://www.webcredibility.org)

## Stanford Guidelines for Web Credibility

How can you boost your web site's credibility?

Guideline	Additional Comments
1. <b>Make it easy to verify the accuracy of the information on your site.</b>	You can build web site credibility by providing third-party support (citations, references, source material) for information you present, especially if you link to this evidence. Even if people don't follow these links, you've shown confidence in your material.
2. <b>Show that there's a real organization behind your site.</b>	Showing that your web site is for a legitimate organization will boost the site's credibility. The easiest way to do this is by listing a physical address. Other features can also help, such as posting a photo of your offices or listing a membership with the chamber of commerce.
3. <b>Highlight the expertise in your organization and in the content and services you provide.</b>	Do you have experts on your team? Are your contributors or service providers authorities? Be sure to give their credentials. Are you affiliated with a respected organization? Make that clear. Conversely, don't link to outside sites that are not credible. Your site becomes less credible by association.
4. <b>Show that honest and trustworthy people stand behind your site.</b>	The first part of this guideline is to show there are real people behind the site and in the organization. Next, find a way to convey their trustworthiness through images or text. For example, some sites post employee bios that tell about family or hobbies.
5. <b>Make it easy to contact you.</b>	A simple way to boost your site's credibility is by making your contact information clear: phone number, physical address, and email address.
6. <b>Design your site so it looks professional (or is appropriate for your purpose).</b>	We find that people quickly evaluate a site by visual design alone. When designing your site, pay attention to layout, typography, images, consistency issues, and more. Of course, not all sites gain credibility by looking like IBM.com. The visual design should match the site's purpose.
7. <b>Make your site easy to use -- and useful.</b>	We're squeezing two guidelines into one here. Our research shows that sites win credibility points by being both easy to use and useful. Some site operators forget about users when they cater to their own company's ego or try to show the dazzling things they can do with web technology.
8. <b>Update your site's content often (at least show it's been reviewed recently).</b>	People assign more credibility to sites that show they have been recently updated or reviewed.
9. <b>Use restraint with any promotional content (e.g., ads, offers).</b>	If possible, avoid having ads on your site. If you must have ads, clearly distinguish the sponsored content from your own. Avoid pop-up ads, unless you don't mind annoying users and losing credibility. As for writing style, try to be clear, direct, and sincere.
10. <b>Avoid errors of all types, no matter how small they seem.</b>	Typographical errors and broken links hurt a site's credibility more than most people imagine. It's also important to keep your site up and running.

## Assignment #1 Identify the Bias of this website

For the teacher:

1. Find examples of website that demonstrate a clear bias or at least unreliability as an academic resource.
2. Be sure to include some websites that are spoof sites. You can find these sites easily by going to Google and typing "Spoof Sites" into the dialogue box.
3. Give your students guidelines to use to evaluate the sites. These can include:
  - Johns Hopkins website evaluation <http://www.library.jhu.edu/researchhelp/general/evaluating/>
  - Stanford Web Credibility Research <http://credibility.stanford.edu/guidelines/>
  - Usability.gov <http://www.usability.gov/pdfs/guidelines.html>
4. Make a paper print out of the homepages you want your students. The reason for this is so that student cannot read the URL or see other obvious clues about the page's authorship.
5. Use white-out or scissors to remove the obvious clues of authorship. This would include logos, URLs, or the name of the actual organization.
6. Use an overhead projector to show the web page printouts to your class. Ask them:
  - Whether the sites would make reliable academic resources
  - If they can identify the bias of the site
  - Who the author of the page actually is

## Websites that you may use for this

1. N.O.W. – National Organization of Women <http://www.now.org/>
2. KKK – Ku Klux Klan <http://www.kkk.bz/>
3. Nation of Islam / Luis Farakam <http://www.noi.org/>
4. Focus on the Family <http://www.focusonthefamily.com/>
5. PETA – People for the Ethical Treatment of Animals <http://www.peta.org/>
6. Planned Parenthood <http://www.plannedparenthood.org/>
7. National Right to Life <http://www.nrlc.org/>
8. Greenpeace <http://www.greenpeace.org/usa/>
9. National Rifle Association <http://www.nra.org/>
10. Dehydrated Water <http://www.buydehydratedwater.com/> (spoof site)
11. Dehydrogen Monoxide Research Division <http://www.dhmo.org/> (spoof site)
12. The Onion <http://www.theonion.com/content/index> (satirical site)

**Assignment #2****Web Site Evaluation Sheet**

Form teams of three people and write your names below.

**This assignment will require you to get right to work and use the full fifty minutes of lab time to complete. Refer to class discussion from Wednesday and use this instruction sheet and smart teamwork strategies to find your sites, divide the writing task, compose your analysis, and edit your group's work.**

1. Your team's goal will be to **locate one reliable web page and one unreliable Web page** (not an article from a database) for one of the subjects listed below and, as a group, **write up an analysis of both** in terms of their individual reliability as a research resource.

2. Using the criteria listed on the Evaluating Web Sites sheet I gave to you, please explain what makes one site reliable and valuable as a research source and what makes the other unreliable. Be specific. Cite the criteria, giving examples from the Web page to illustrate and explain your point (e.g. URL information, clues offered by the links, date of the information, endorsements by authoritative organizations, vocabulary as clue, etc.)

3. Select **one** subject from the list below of possible research topics.

Sports injuries

Consumer product information

Political candidate or party information

Alcohol and substance abuse

Health information

Parenting advice

4. Complete a search on your subject to locate websites. You may want to split up this part of the assignment to be more efficient. For best results, use Google.com. If you are looking for unreliable sites, try using search phrases that are non-academic (e.g., "booze" compared to "alcohol" or "bleeding gums" instead of periodontal disease).

5. When you find a reliable website, print out **only the first page (be sure to limit the print option!)**. **Do the same for the corresponding unreliable site. Please see me if you need help limiting the print.**

6. After you locate your two web pages, as a team, discuss what makes each site reliable or unreliable. Then write up a group explanation of your discussion. Give specific examples from the pages on the sites. You are not limited to discussing the contents of the first page only for the examples to illustrate your points.

7. Brainstorm as a group about both sites and then type up one sheet for the reliable and a separate sheet for the unreliable site. You should compare the sites when explaining why one is reliable and one is not. Write one full page in paragraph format giving a full explanation and analysis for **each site**. **Be sure to cite the evaluation criteria from the Stanford Guidelines or the Johns Hopkins worksheet and give examples from each site to support your conclusions.**

8. Proofread, spell check, and grammar check each other's work to edit out errors or unclear wording. If your group finds a mistake on one of the pages after it has been printed, correct it on the paper copy with pen rather than handing in a write up with mistakes in it.

9. When you are done, staple together and hand in:

- this cover sheet with your names listed at the top,
- the printout of the first page for the unreliable Web site and your one page analysis,
- the first page of the reliable Web site and the explanation for why it is reliable.

**Please do not visit any site that is offensive to anyone in the class.**

## Assignment #3

**Web page reliability assignment**

## Lab Assignment

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Form groups of two people. Introduce yourselves to one another and work together to complete this assignment. Use your planning sheets from Wednesday to write this up. You may take turns writing and both team members should proofread the final draft before handing it in.

**Assignment:** College students are increasingly using the Internet as a research tool for academic term papers and projects. The problem is that some students may not be able to tell an academically reliable site from an unreliable site. The Academic Skills Center has asked you to write a **one page** information sheet that offers at least three guidelines (complete with explanations and examples) that students should use to evaluate whether or not a web site is a reliable site for a term paper. You may refer students to sources that offer guidelines for web evaluation (e.g., <http://lib.nmsu.edu/instruction/evalcrit.html> , librarians, or professionals in the content area).

**Audience:** College students who have limited experience using the Internet for academic research who need to be told not to trust every web site they see.

**Purpose:** You should convince your readers of the importance of evaluating Internet sites and then offer criteria to use to evaluate sites and then provide clear, logical, and complete illustrations and explanation of the criteria. Identify and discuss at least three different criteria that someone can use to tell whether a site can be used as an information source for a research paper or project.

**Organization and development:**

Your **introduction** should:

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Possible **criteria** and **illustrations** you can offer include:

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Your **conclusion** should:

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What **other sources** might you refer students to for further help with determining the reliability of a web reliability?

**Assignment #4****Critical Review of Web Sites****Due Date:** \_\_\_\_\_

This project will require you to gather, evaluate, and review - in writing - information that you locate using the Web and then write a memo that summarizes your findings. **You may form teams of two people to write this memo. Friday's lab will be a time for your team to meet and work on this project.**

**Assignment:** Your supervisor is getting ready to revise and improve your company's Web page and is in the process of gathering ideas for the Web page content and layout. He has asked you to do some preliminary research by locating and analyzing the Web pages for several of your largest competitors with a similar product or service (e.g., consumer product information, professional organizations, universities, online retail/ wholesalers, charitable organizations, etc.).

**Your writing task** will begin with you selecting one competitor's homepage to use as a comparison. Then print out a copy of the competitor's homepage and your own organization's homepage. Copying just the first page of each is fine. Some web pages will not print and you will have only a white page of paper. If this is the case, then you may still hand this in with your report and note that the first problem is that the webpage does not print out.

**Your purpose** will be to compare these two sites (not just the Homepage, but also the in links) and evaluate their effectiveness as a marketing or information resource for the two organizations that they represent.

As a group, write a memo that summarizes your findings and makes at least four specific recommendations for improving your company's website. You will need to also create a Power Point with an oral presentation that analyzes your company's website and proposes and explains the specific improvements you are recommending. For example, don't just say that graphics at a particular site are good; instead, give concrete suggestions on what makes the text and graphics effective or how they need to be revised for improvement. You should refer to the Stanford Guidelines or other standards listed on the sheets I will give you and on the websites to which I will refer you.

**Audience:** Your manager has not asked you for anything more than your initial recommendations for improving your website at this point and he does not expect you to be an authority on Web page design. He has asked you to approach this from the typical consumers' point of view and usage expectations, but also to base your criticism of your company's home page on research-based standards or criteria.

**Your introduction**, which may run more than one paragraph, should briefly restate the key points of your assignment and then go on to give an overview of the competitor's Web site you visited and your general reaction to the content and layout of your own company's and the competition's Web pages. Please sure to include the URLs for both web sites and reference the copies of Homepages that should be stapled to your final draft. **Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your **body** can focus on any of the topics suggested below. You do not have to write about every criteria or standard from the guide that you select (e.g., Stanford Guidelines); instead, you can focus on only the problems your company's website has that are significant compared to your competitor's Web page. If there is division of opinion within your group, you might note that and discuss the significance of it.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_

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Your **conclusion** should make specific and realistic recommendations for your company's web page design specifically noting what should be incorporated into its design and what should be avoided. You may close your memo by offering to following up on your recommendations.

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### Content questions to consider:

1. What was your first overall impression of the product or company based on the web page? For example, what was its target audience? What evidence did it give of that audience awareness?
2. What is the most interesting, distinctive, or helpful aspect of the site?
3. What information was lacking for the typical user visiting the web page?
4. What is least appealing about this site? How would you improve this aspect?
5. How would you rate this company or product based solely on the image given by the web page? What evidence can you give to illustrate your point?
6. How does the web page match the image this organization / product has in other media? Is the quality of the Web page consistent with quality of other media images and the product or organization itself?
7. How would you rank the value of the information that is provided at the site (what did you look at first, second, etc.)?
8. Were the links helpful, relevant, up-to-date, easy-to-use?
9. How would you rate the graphics used? What would you change about them?
10. Was there an interactive component to the page that made sense and was easy to use?

#### Gateway websites on usability (keyword search: free usability tutorials):

<http://www.usability.gov>

<http://www.useit.com/>

<http://websitetips.com/usability/#tutorials>

[http://www.google.com/Top/Computers/Internet/Web Design and Development/Web Usability](http://www.google.com/Top/Computers/Internet/Web_Design_and_Development/Web_Usability)

Team member names: \_\_\_\_\_  
\_\_\_\_\_

1. What two websites will your team be reviewing?

Website in need of revision: <http://www.> \_\_\_\_\_

Ideal website: <http://www.> \_\_\_\_\_

2. Using complete sentences, describe the primary purpose/ mission/ or function of the website you are reviewing: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Printout and attached to this sheet a copy of the homepage for the websites your team is comparing.

4. Using the criteria listed on the usability websites and the assignment sheet, describe three features that are either good (for the good site) or bad (for the bad site) that you are responsible for reviewing as part of your team. Briefly explain what makes the features good or bad.

This site is the \_\_\_ **good** or \_\_\_ **bad** site for our team. Features that make it thus are:

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What source(s) will you use to evaluate your website?

<http://www.> \_\_\_\_\_

**Attach a printout of one page** that shows the criteria you will use. You cannot use the Stanford Guidelines for this portion of the assignment.

**Assignment #4 Worksheet****Critical Review of Web Sites****Team Project**

Team members \_\_\_\_\_

Web Page for \_\_\_\_\_

Web address: \_\_\_\_\_

1. What was your first overall impression of the competition based on the web page? For example, what type of visitors would it attract? What is the quality of the product or service offered based on the web page information?

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2. What is the most interesting, distinctive, or helpful aspect of the competitor's site?

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3. What information is lacking for a web visitor looking to find out more about the organization, product, or service?

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4. What is least appealing about the competition's web site? How would you improve this aspect?

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5. What suggested changes would you make (be specific)? \_\_\_\_\_

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7. How would you rank the value of the information that is provided at the site (what did you look at first, second, etc.)?

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8. How would you rate the graphics used? What would you change about them?

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Session 11 Tuesday, Nov. 6<sup>th</sup>  
Designing an Information Literacy Training Program:

## Principles & Methods of Assessment and measuring outcomes

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## Training and teaching begin with instructional design that considers

- What do the students already know?
- What do the students need to know?
- What content and behaviors are being taught to bridge that gap?



## Assessments consider

- What the student knew (in-coming competencies)
  - Point-in-time snapshot
  - Placement advice
- What the student learned (exit competencies)
  - Longitudinal growth measurement
  - "Value added" measurement



## Assessments demographics

- Institution-wide
- Discipline-based
- Target audience with larger population
- Individual Educational Plans



## Benefits of assessment

- Demonstrate a need
- Justify an expense
- Earn accreditation
- Articulate level of competencies to
  - Direct teaching strategies
  - Organize students into learning groups
  - Identify appropriate teaching resources



## ACRL has placed the foundation Standards and Indicators

- Recognize the need for information
- Identify potential sources of information
- Develop successful information search strategies
- Evaluate information critically
- Use information effectively to accomplish specific purposes
- Understand the ethical, legal, and social guidelines
- Access and use information ethically and legally

## Clarify objectives using ACRL

- Rank the relevancy/ importance of selected skills
- Be reasonable in the number of skills you assess
- Match the skills to
  - Abilities levels in your testing population
  - Teaching goals / content area
- Articulate levels of performance for each skill selected



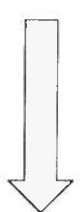
## Think beyond cognitive skills

### Behavioral lifelong-learning skills include


- Attitude toward and interest in the subject
- Persistence or time-on-task
- Realistic and relevant goal setting
- Multiple approaches to problem solving
- Willingness to apply the learning
- Ability to realistically self-asses (knowing when to ask for help)



## Bloom's Taxonomy of cognitive skills

- Knowledge Most common
  - Comprehension
  - Application
  - Analysis (logical errors)
  - Synthesis
  - Evaluation (judgments) Least common
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## A Taxonomy /Rubric

- Is a scoring tool
  - Lists the criteria for grading and
  - Articulates gradations of quality or performance in each criterion (e.g., excellent to poor).
- 

## Yakima Community College

The information literate student demonstrates the nature and extent of the information needed.

1. UNACCEPTABLE	2. NEEDS WORK	3. ACCEPTABLE	4. EXCELLENCE
1. Unable to identify types of sources in own field of interest.	1. Identifies only a few types of sources in professional field.	1. Identifies major sources of professional information.	1. Identifies sources of literature and information in field.
2. Unable to determine the nature and extent of information needed.	2. Shows little ability to determine the nature and extent of information needed.	2. Determines the nature and extent of information needed.	2. Determines the nature and extent of information needed.

The information literate student accesses needed information effectively and efficiently.

1. UNACCEPTABLE	2. NEEDS WORK	3. ACCEPTABLE	4. EXCELLENCE
1. Unable to fully comprehend the nature and extent of information needed.	1. Shows some ability to comprehend the nature and extent of information needed.	1. Shows ability to comprehend the nature and extent of information needed.	1. Shows ability to comprehend the nature and extent of information needed.
2. Shows little or no ability to determine the nature and extent of information needed.	2. Shows some ability to determine the nature and extent of information needed.	2. Shows ability to determine the nature and extent of information needed.	2. Shows ability to determine the nature and extent of information needed.

## Trait ranks / scales

### Three point scale

- Emergent
- Satisfactory
- Proficient

### Four point scale

- Unacceptable
- Developing
- Acceptable
- Proficient

- No progress
- Progress
- Exceptional progress

- Unsatisfactory
- Novice
- Proficient
- Exceptional

# Information Literacy Rubrics

The screenshot shows a webpage titled "Information Literacy Rubrics" with a navigation menu at the top. The main content area is divided into sections: "About the Rubrics", "Full Information", "How to Use the Rubrics", "Contact Us", "Copyright Information", "Feedback Form", "Site Map", "Search for Items", "Library Services", "Library Hours", "Library Location", "Library Contact", "Library Hours", "Library Location", "Library Contact".

# University of Maryland

excellent resources

The screenshot shows a webpage titled "Research Skills Tutorial" with a navigation menu at the top. The main content area is divided into sections: "Introduction", "Module 1: The Research Process", "Module 2: Organizing and Evaluating Information", "Module 3: Locating, Accessing, and Evaluating Information", "Module 4: Writing the Research Paper", "Module 5: Finding Sources", "Module 6: Finding Web Pages", "Module 7: Finding Web Pages".

# U of Maryland - Still more

The screenshot shows a webpage titled "Evaluate Internet Resources" with a navigation menu at the top. The main content area is divided into sections: "The World Wide Web", "Evaluate Internet Resources", "Criteria #1: Authority", "Criteria #2: Accuracy", "Criteria #3: Objectivity", "Criteria #4: Currency".

# U of Maryland Scholarly articles

The screenshot shows a webpage titled "Identify and Locate Scholarly Journals" with a navigation menu at the top. The main content area is divided into sections: "Table of Contents", "Distinguishing among Scholarly, Popular, and Trade Journals", "Article Type", "Proposed", "Abstract".

## Assignments to teach & assess Information Literacy skills

- Integrate IL skills into the curriculum
  - 50 minutes will not teach IL
  - Contextualized learning works
  - Graduate the learning from basic to advanced
  
- IL skills as part of a writing or speech project



## webcredibility.org

Stanford Web Credibility Research  
[www.webcredibility.org](http://webcredibility.org)

### Stanford Guidelines for Web Credibility

How can you know your web site's credibility?

We have compiled 18 guidelines for looking for credibility in a web site. These guidelines are based on three years of research that we have done at Stanford.

Guideline	Additional Comments	Learning Objectives from our site
1. Make a habit of verifying the accuracy of the information you learn.	This guideline is the foundation for all the other guidelines. People don't like to do it, but it's essential to the success of the project. The more you do it, the more you'll learn about the world.	Verify the accuracy of the information you learn.
2. Show that there's a real person behind the web page.	It's not just a matter of having a name and a picture. It's about having a real person behind the web page. The more you know about the person, the more you'll trust the information.	Identify the person behind the web page.
3. Highlight the expertise, training, and experience that qualify the person behind the web page.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Identify the expertise, training, and experience that qualify the person behind the web page.
4. Show that content and credibility people should consider your site.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Show that content and credibility people should consider your site.
5. Make a habit of checking your sources.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Make a habit of checking your sources.
6. Analyze your site for a hidden government or organizational bias.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Analyze your site for a hidden government or organizational bias.
7. Make your site easy to use.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Make your site easy to use.
8. Show that your site is up to date.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Show that your site is up to date.
9. Show that your site is credible.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Show that your site is credible.
10. Show that your site is trustworthy.	The more you know about the person, the more you'll trust the information. The more you know about the person, the more you'll trust the information.	Show that your site is trustworthy.

## Consumer Reports Web Watch

## Johns Hopkins

**Assignment #1**  
**“Edited” webpages**



- Teaching basic IL skills
- Use paper print outs of a homepage
- Remove organizational identifying information (e.g., URLs, logos, names)
- Ask students to use guideline to determine what type of organization produced the page

**Assignment #2**  
**Good site / Bad site exercise**

- Teaches students to analyze
- Select a controversial topic  
(e.g., politics, health information, consumer products)
- Students must find a reliable and unreliable website
  - Use guidelines to explain levels of credibility
  - Identify fraud, bias, spoofing, or faulty logic
  - Illustrate trustworthy, credible content

**Assignment #3**  
**Write an instruction sheet**



- Teaches students to apply the learning
- Give students evaluation guidelines
- Have them write a one page sheet explaining to other students
  - What the guidelines are
  - Importance of using guidelines to evaluate
  - **Where to go for extra help**

**Assignment #4**  
**Longer reports / case studies**

- Teaches students evaluation
- The student takes the role of a manager of a company whose current website needs to be improved
- Compare current website with “competition”
- Make specific, concrete, research-based recommendations for improvements

Sharing information makes us  
all better teachers



For a PDF copy of  
the assignments,  
E-mail me at:

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