Life Beyond Google

- Info lit as taught to Year 10 English for AS90853 at Ashburton College in 2015.

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Life Beyond Google

- Info lit as taught to Year 10 English for **AS90853**
- 1 hours session in library taken by Library staff
- Learning outcomes:
  - How to use OPAC
  - Variety of sources
  - Website evaluation; Get Real principles
  - Use of Search Engines other that Google

Introduce myself: Delia Achten, ; Library Manager

Ashburton College is a large rural high school, roll of about 1400

This is the lesson I take as part of the teaching of AS90853, Info Lit to Year 10 English

It has evolved over the years I have been doing it and is still evolving

Research Method 1.9 AS90853

Advise class to bring pen/pencil, English book or research folders.

Open Power Point and slide show.

Have on hand:
- **handouts on A5**
- **A5 blank paper for activity 1**
- **Screen dumps on plastic folders**
- **an Info File for an example**
- **'Face The Facts' topic ideas**

Greet everyone and explain they are here to open up some ideas for them on how to find information suitable for a scholarly project.

Activity 1: Thinking about where you find out 'stuff', in groups think of as many places you find out information. (3 minutes)

Student has next birthday reports back: rules of engagement: no repeats, one item at a time from each group, I am arbitrator (not always fair or logical!)

Keep tally for inter-class competition.

Talk about Information Files

Key point: VARIETY AND QUALITY

Where do I go for information?

- **Library search** (library catalogue/OPAC)
  - Books
  - Information Files (magazine & newspaper articles)
  - Some web sites
- **Library Web**
  - EPIC
  - Index NZ
  - Research Page links
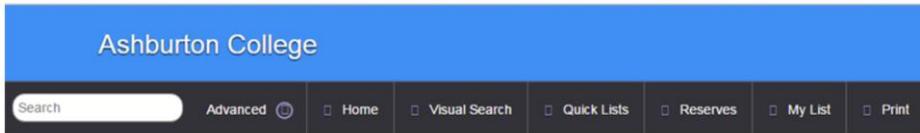 - Search Engines
- **Ask for help**

The Plan!

Promote idea of a strategic approach to get quality information without wasting time.

HANDOUT **for books or folders**

The Plan: Run through slide then take each item in turn as follows:

1   Library Catalogue OPAC

Ashburton College

Search   Advanced   ☐ Home   ☐ Visual Search   ☐ Quick Lists   ☐ Reserves   ☐ My List   ☐ Print

- Books
- Information files (magazine and newspaper articles)
- Magazine articles
- Some websites
- DVD collection

Demonstrate using September 11:
- **Book, classification, copies, in/out**
- **Website**
- **Information file**
- **DVD**

Don't forget to cite your source!

Notes: Source 1

■ Title of book/article/website: _____
■ Author, Creator or website Address: _____
■ Publisher Details (for books/articles): _____
■ Date of publication/last updated: _____
For interviews etc, note full name of person interviewed, when and why this person was chosen.

Information Relevant to Key Questions

Key Question 1: _____

Key Question 2: _____

Evaluation of source: Reliable/useful   Yes / No / Maybe (circle one)
Why / Why not? _____

(See Resource A on handout for examples of this).

Show them where to find this information
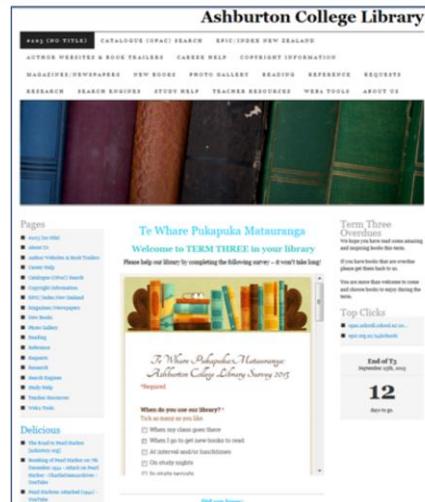> **in a book**
> **in an article**

WILL show them where to find it on EPIC databases

Library Web has lots of useful links, especially EPIC

Point out web address has 3 l's

At school, the Intranet is found as browser homepages

Talk about different pages

Open EPIC:
- **No need to log in at school**
- **open History in Context and search September 11**
- **show how to cite resource**

EPIC is a venture between New Zealand libraries and the Ministry of Education. Through EPIC schools can access databases containing thousands of international and New Zealand magazines, newspapers, biographies, substantial reference works, and images. EPIC lets you access up-to-date full text articles covering a huge range of subjects.

How often do we use Google as first point of call? How many go past first page of hits? Second?

Doing a scholarly research different to finding out everyday information like sports draws and what phone to buy, so Google may not be the best search engine to use. Manipulated by companies to ensure their page comes into the first page of chosen searches, has ads, sponsored sites.

Activity 2: For this search how many hits?

Discuss how many hits; how many are reliable on first screen: Wikipedia, Youtube, ads

3 Search engines

- Not all search engines are created equal: ads or sponsored results, companies manipulate Google
- Need for *'scholarly results'*
- Library Web – Search Engines – SLIKK.com

SLIKK!

Search and collect the web with Slikk.com!

Talk about alternate Search Engines from Library Web

Duck Duck Go
Carrot
SLIKK
Etc

Open SLIKK and show results for September 11; discuss view with preview on side

"The trouble with quotes from the internet is that you can't always depend on their accuracy."

Captain James Cook
1728 - 1779

What is wrong with this slide?

Discuss sailing the Pacific looking for wifi hotspots

Take home message: distrust everything you find on the internet until proven reliable

We need to judge the value of a source so we can assess the info it contains.

On your work sheet you need to complete an evaluation – next slide

How do we know this? Next slide.

Evaluating a Website; GET REAL!

Go
Explore the
Topic!   (So you know a bit about what you are looking for.)

Read the URL
- If it has the following it means the website has usually not been created to make money:
- .edu .ac .govt .gov .org .K12   *Anyone can buy a .com or .net URL.*

Examine the content
- information?   Advertising?   Propaganda?
- Someone's opinion eg a blog?
- Trying to sell me a product or an idea?
- Is it relevant?
- Recently updated? Does it matter?

Ask about the author
- Do I know anything about them?
- Are they an expert?

Links?
- Does it have references and are the references legitimate?

Return to handouts.

Point out that evaluation of source part of Standard.

Go through GET REAL Principles.

Activity 3: Hand out screen dumps
- **One pile authentic/reliable information**
- **One pile material not to be relied upon**

Discuss as group each screen dump:
- **start with Kennel Club (Get info first)**
- **More than one criteria important: Women & Aids**
- **Anti-aging: ads/selling product**
- **Tree octopus: reliable info, Get info**
- **TeAra / CDC okay**

Let's dial a friend

What do you now know??

In pairs: tell the person next to you **2** things you would not have thought of doing during your research before today

- **What do we now know?**
- **What skills have we picked up today?**