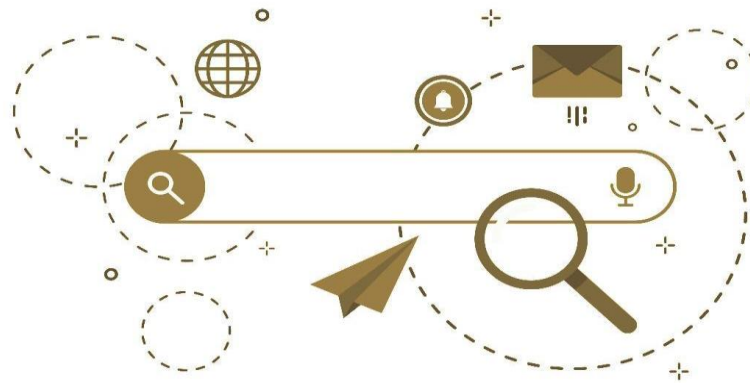

FLOWCHARTS & STORYBOARDS

BPC 101: Basic Principles of Credibility Online



Prepared by Group 7

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Denyi Canario Asencio

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Table of Contents

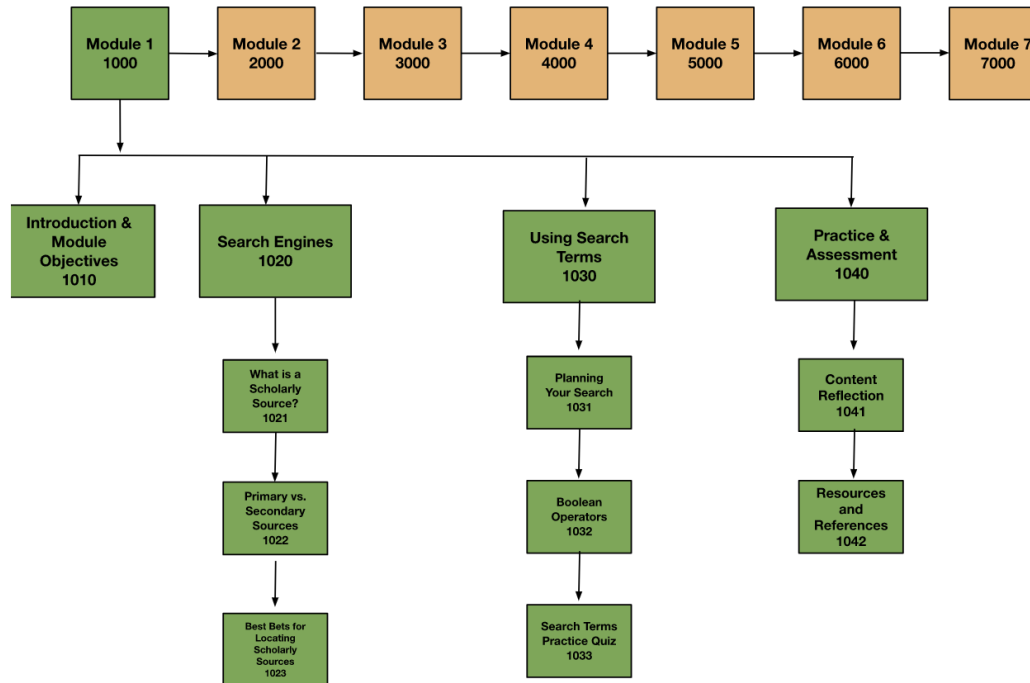
Flowchart.....	2
Figure 1: Flowchart of Instructional Unit.....	2
Storyboards	3
Introduction and Module Objectives Storyboard.....	3
Search Engines Storyboard	6
Using Search Terms Storyboard	10
Practice & Assessment Storyboard	17
References	19
Appendix A - Search Terms Practice Quiz	21
Appendix B - Terminal Objective Reflection Rubric.....	23
Appendix C – Updated Instructional Strategy and Learner Assessment Alignment Table.....	24
Table 1: Instructional Strategy for Module 1.0	24
Table 2: Learner Assessment Alignment Table	30

Flowchart

The flowchart below outlines the instruction for the course BPC 101: Basic Principles of Credibility Online, Module 1: Locating a scholarly article online.

Figure 1: Flowchart of Instructional Unit

The figure below depicts the basic structure and sequence of Module 1: Locating a scholarly article online.



Storyboards

Each of the storyboards below represents one box from the flowchart above (Figure 1) and corresponds to a section of the module in Canvas. The storyboards depict content for Introduction & Module Objectives, Search Engines, Using Search Terms, and Practice and Assessment. Each storyboard contains important details for development, such as text/scripting, screen descriptions, links, developer notes, and in the case of videos, frame images.

Introduction & Module Objectives Storyboard

Project Title: BPC 101: Basic Principles of Credibility Online, Page: 1 of 4 Lesson Title: Welcome to BPC 101 Date: 4/15/23 File Name: Introduction & Module Objectives Frame #: 1010	[Unit Title Header] Introduction & Module Objectives [Subheading] Introduction
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Links Links From Screen: Course Home Page Links To Screens: 1020	Screen Description: Questions to spark the interest of the learners and an overview of the module are explained here. In addition, the module objectives and an introduction to the basic principles of credibility are included.	[Body - to be continued on the next page] As an adult in the digital age, do you know where your news is coming from? Have you ever shared fake news, whether accidentally or on purpose? Can you spot fake news? Want to win debates with your Facebook Friends every time? Welcome to Basic Principles of Credibility Online, BPC101. In this course, you will distinguish between credible and non-credible sources with the aim to help you become college- and career-ready. According to College and Career Readiness Standards (CCRS) for Adult Education (2013) learners “need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries,” and that by doing so they can “gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts.”
Introduction & Module Objectives Introduction As an adult in the digital age, do you know where your news is coming from? Have you ever shared fake news, whether accidentally or on purpose? Can you spot fake news? Want to win debates with your Facebook Friends every time? Welcome to Basic Principles of Credibility Online, BPC101. In this course, you will distinguish between credible and non-credible sources with the aim to help you become college- and career-ready. According to College and Career Readiness Standards (CCRS) for Adult Education (2013) learners “need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries,” and that by doing so they can “gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts.” In this module, you will begin by first learning how to locate scholarly sources based on the CRAAP method. By the end of this course, you will be able to locate and distinguish credible and non-credible sources using the CRAAP method based on the ACRL framework in the online environment. Objectives After completing this module, you will be able to: • Independently locate a scholarly article that meets the criteria of the rubric • Evaluate search results to select appropriate sites for research • Determine search methods and key words for a given research topic • Match information needs and search strategies to appropriate search tools. • Use different types of searching language appropriately		

Background: Canvas Default Background Color Schemes: Canvas Default Color Text Attributes: Canvas Default Text Unit Title Heading: Heading 2 Subheading: Heading 3	Audio: N/A Video: N/A Animated Gifs: N/A Graphic Stills: N/A	In this module, you will begin by first learning how to locate scholarly sources based on the CRAAP method. By the end of this course, you will be able to locate and distinguish credible and non-credible sources using the CRAAP method based on the ACRL framework in the online environment. [Subheading] Objectives
Developer's Notes: N/A		[Body] After completing this module, you will be able to: • Independently locate a scholarly article that meets the criteria of the rubric • Evaluate search results to select appropriate sites for research • Determine search methods and key words for a given research topic • Match information needs and search strategies to appropriate search tools. • Use different types of searching language appropriately

Search Engines Storyboard

Project Title: BPC 101: Basic Principles of Credibility Online, Page: 2 of 4 Lesson Title: Search Engines Date: 4/15/23 File Name: Search Engines Frame #: 1020	[Unit Title Header] Search Engines [Subheading] What are scholarly sources? [Body]
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Links Links From Screen: 1010 Links To Screens: 1021, 1022, 1023	Screen Description: This section will contain a text-based and multimedia presentation created by the design team on locating scholarly sources. Both text and video are two different types of mediums that can be found in this section.	Use search engines when you: • Want to scan a large portion of the information available on the internet. • Want to find out more about a source or author. • Are not sure if the information you want exists. • Do not need to narrow or focus your search very much. What are scholarly sources? Scholarly sources are written by experts or academics who contribute to knowledge in a specific field. They do so by sharing new research findings, theories, analyses, insights, news, or summaries of up-to-date knowledge. Scholarly sources can be primary or secondary research that can come in many different formats. This includes books, articles, and websites that can all be scholarly. One thing to
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1.1 Search Engines

What are scholarly sources?

Scholarly sources are written by experts or academics who contribute to knowledge in a specific field. They do so by sharing new research findings, theories, analyses, insights, news, or summaries of up-to-date knowledge.

Scholarly sources can be primary or secondary research that can come in many different formats. This includes books, articles, and websites that can all be scholarly. One thing to remember, there is sometimes a difference between scholarly and peer-reviewed articles. It is important to remember that: *all peer-reviewed sources are scholarly, but not all scholarly sources are peer-reviewed.*

Popular vs. Scholarly Sources

While many library databases allow you to filter your search results to scholarly articles, it is still helpful to know the differences between popular and scholarly sources to ensure that you are locating credible sources. The chart below summarizes main differences between the two types of sources.

Primary vs. Secondary Sources

When researching your topic, it's important to understand the differences between primary and secondary sources. Here are some general definitions and examples.

Primary Sources provide direct or firsthand evidence about an event, object, person or work of art and are usually written or created during the time under study. Examples include

- Articles presenting original research and data
- Interviews
- Speeches
- Archival materials (like letters, diaries, photographs, etc.)
- Creative Works
- Newspaper articles reporting on current events

Secondary sources interpret, comment on, analyze, or review information from primary sources and can be written after the time under study. Examples include

- Articles in periodicals (journals, magazines, newspapers, etc.) that review or interpret previous research or events
- Most non-fiction books, including textbooks, biographies, and history books

Popular vs. Scholarly Sources

While many of our library databases allow you to filter your search results to scholarly articles, it is still helpful to know the differences between popular and scholarly sources to ensure that you are fulfilling your assignment requirements. This chart summarizes some of the main distinctions between the two types of sources.

Characteristics	Popular Source	Scholarly Source
Written by	staff writers, reporters, or freelance journalists	researchers, experts in a particular field
Audience	general public	academics, someone familiar with the field
Language	easy to understand and nontechnical	discipline-specific, often contains jargon
Length & scope	short, provides a broad overview of a topic	lengthy, provides in-depth coverage and analysis of a topic
Citation & research	rarely cites sources and often reports on research conducted by others	cites sources and provides extensive references, often presents original research
Sponsored by	corporate or nonprofit organizations	universities and other educational institutions as well as professional, nonprofit associations

While many library databases allow you to filter your search results to scholarly articles, it is still helpful to know the differences between popular and scholarly sources to ensure that you are locating credible sources. The chart below summarizes main differences between the two types of sources.

remember, there is sometimes a difference between scholarly and peer-reviewed articles. It is important to remember that: *all peer-reviewed sources are scholarly, but not all scholarly sources are peer-reviewed.*

[Subheading]

Popular vs. Scholarly Sources

[Body]

While many library databases allow you to filter your search results to scholarly articles, it is still helpful to know the differences between popular and scholarly sources to ensure that you are locating credible sources. The chart below summarizes main differences between the two types of sources.

Best Bets for Locating Scholarly Sources

Below are a few places to begin your search:

- [PrimoSearch](#) searches a variety of source types and is a good place to begin your research.
- [Academic Search Premier \(EBSCOhost\)](#) provides access to both scholarly and popular sources on a broad range of topics.
- [ERIC](#) the go-to database for Education Research.
- [APA PsycInfo](#) is a renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations.
- [Google Scholar](#) provides another way to access scholarly sources.

Characteristics	Popular Source	Scholarly Source
Written by	staff writers, reporters, or freelance journalists	researchers, experts in a particular field
Audience	general public	academics, someone familiar with the field
Language	easy to understand and nontechnical	discipline-specific, often contains jargon
Length & scope	short, provides a broad overview of a topic	lengthy, provides in-depth coverage and analysis of a topic
Citation & research	rarely cites sources and often reports on research conducted by others	cites sources and provides extensive references, often presents original research
Sponsored by	corporate or nonprofit organizations	universities and other educational institutions as well as professional, nonprofit associations

[Subheading]

Best Bets for Locating Scholarly Sources

[Body]

Below are a few places to begin your search:

- [PrimoSearch](#) searches a variety of source types and is a good place to begin your research.
- [Academic Search Premier \(EBSCOhost\)](#) provides access to both scholarly and popular sources on a broad range of topics.
- [ERIC](#) the go-to database for Education Research.
- [APA PsycInfo](#) is a renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations.
- [Google Scholar](#) provides another way to access

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Graphic Stills:
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Developer's Notes: A video will be embedded to explain how to locate a scholarly online and understand the different parts of that article.

[https://vimeo.com/276227989]	scholarly sources. References: University of Toronto Libraries (n.d.) What counts as a scholarly source? Retrieved April 15, 2023, from https://onesearch.library.utoronto.ca/faq/what-counts-scholarly-source UCF Libraries. (2023, March 31). UCF Research Guides: ENC 1102 - Composition II - UCF Research Guides at University of Central Florida Libraries. Retrieved April 15, 2023, from https://guides.ucf.edu/ENC-1102 UCF Libraries. (2023, March 31). UCF Research Guides: SLS 1501 - Strategies for Success in College - UCF Research Guides at University of Central Florida Libraries. Retrieved April 15, 2023, from https://guides.ucf.edu/SLS-1501
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Using Search Terms Storyboard

Project Title: BPC 101: Basic Principles of Credibility Online, Page: 3 of 4 Lesson Title: Planning Your Search Date: 4/15/23 File Name: Planning Your Search Frame #: 1031		[Unit Title Header] Planning Your Search [Body] Before you begin searching about a topic, it is important to take steps to plan how you will search that topic. There are several different ways you can approach a search within a database. You can find more about each method below:
Links Links From Screen: 1023 Links To Screens: 1032	Screen Description: This page contains information on 3 different search strategies within a database; keyword searching, subject searching, and phrase searching. Examples of each will be provided within the body of the page.	[Subheading] Keyword Searching [Body]

Planning Your Search

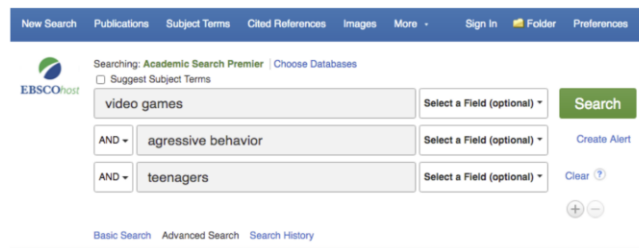
Before you begin searching about a topic, it is important to take steps to plan how you will search that topic. There are several different ways you can approach a search within a database. You can find more about each method below:

Keyword Searching

Keywords are the important words, phrases, or concepts related to your research topic. You'll need to identify your main concepts and search terms to find the most relevant sources in the database you are using.

Search engines like Google use a **natural language algorithm**. That means you can enter an entire question or even just talk to Google and get lots of results. If you search Google for "What is the effect of playing video games on aggressive behavior in teenagers?", you get millions of results.

But searching for an entire question in a database will not get you any results, or at least not many good ones. Library databases are more specific and will only give you exactly what you put in. Instead, enter just your keywords, often separated with one concept per search box:



Keywords are the important words, phrases, or concepts related to your research topic. You'll need to identify your main concepts and search terms to find the most relevant sources in the database you are using.

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But searching for an entire question in a database will not get you any results, or at least not many good ones. Library databases are more specific and will only give you exactly what you put in. Instead, enter just your keywords, often separated with one concept per search box.

A database's keyword search looks for the words you've entered anywhere in an article's record fields (e.g., Title, Subject

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Audio: N/A
Video:
<https://www.lib.ncsu.edu/videos/tips-and-tricks-phrase-searching>
Animated Gifs: N/A
Graphic Stills: 5 Graphic Stills
screenshoted from the [EBSCO](https://www.lib.ncsu.edu/videos/tips-and-tricks-phrase-searching)

	Host database	Terms, Abstract, etc.), and sometimes in the article full text. In the example database article record below, you can see the keywords "video games" and "aggressive behavior" in bold in every field where they appear. Take some time to develop a list of keywords before starting your search. Remember that keywords should be the main subjects in your topic, and not connecting words such as "what," "effect," or "on." If you're not sure which terms or combinations of terms might work best, talk to a librarian. [Subheading] Subject Searching [Body] Unlike keyword searches, subject searches only return results that include your search term in the subject headings field. Many databases use a controlled vocabulary, which is a list of standardized
Developer's Notes: Examples and screenshots will be provided to better illustrate the concepts being discussed. There will also be a short video included at the end of the page to illustrate phrase searching for learners.		

	subject headings used to index content. You can usually find the database's controlled vocabulary in a section called subject terms on the article record page or in the database thesaurus. Most database article records will have subject terms assigned to them in their record. Clicking on a subject term in an article record will start a new search using that exact subject term instead of a keyword. In the example below, the subject terms field of an article record is highlighted. [Subheading] Using a Database Thesaurus [Body] Use the database thesaurus to determine which word or phrase is the one used by the database for a specific concept. For example, since "aggressive behavior" and "aggression" mean roughly the same thing, a database may choose to index all articles on this topic under the psychology concept of
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"aggression." That way, a subject search for "aggression" will also return articles about "aggressive behavior."

Example:

In this database , we clicked "Subject Terms" in the blue menu bar. We then browsed for the term "aggressive behavior" The search revealed that the preferred term in this database is "AGGRESSION (Psychology)."

[Subheading]

Subject Searching

[Body]

Once you know the subject term, it can be used instead of a keyword in your search. In the example below, the keyword phrase "aggressive behavior" is replaced with "AGGRESSION (Psychology)" and the "SU Subject Terms" field is selected from the menu next to the search box, which tells the database a preferred subject term is being used.

Searching with subject terms can make your results much more precise. It can also help you expand your list of effective search terms to use in other databases.

[Subheading]
Phrase Searching

[Body]
Place quotation marks around a phrase to search for that exact phrase. Most databases support phrase searching.

Example: A search for "United Nations" (with the quotation marks) will return only results where the two words appear together as a phrase, and not results where "united" and "nations" appear in other combinations or order.

Watch the video below for a quick demonstration of phrase searching.

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	Commons. https://lor.instructure.com/resources/c89a7c65c0b048c0879fdc2b59032d45?shared
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Practice & Assessment Storyboard

Project Title: BPC 101: Basic Principles of Credibility Online, Page: 4 of 4 Lesson Title: Terminal Objective Reflection Date: 4/15/23 File Name: Terminal Objective Reflection Frame #: 1030		[Unit Title Header] Terminal Objective Reflection [Body] Read the research topic below: Track the rising price of universities and show its effect on current students.
Links Links From Screen: 1030 Links To Screens: 1041	Screen Description: Students will be required to complete a reflection assignment in this section, which will require them to demonstrate what they have learned.	Using a credible search engine, locate a scholarly article for the given research topic. Provide the link for your article in the written response space below. Then write at least 2 paragraphs that answer the following questions:

Terminal Objective Reflection Published Edit  Read the research topic below: Track the rising price of universities and show its effect on current students. Using a credible search engine, locate a scholarly article for the given research topic. Provide the link for your article in the written response space below. Then write at least 2 paragraphs that answer the following questions: • Which search engine did you use to locate your article? • What search terms did you use to locate your article? Why? • How did you decide on the search engine and search terms used? • Why do you think this article is relevant to the given research topic? • Reflect on the things you have learned so far in this course. Was there anything you already knew? What did you learn from this first module? How can you apply what you have done to the real-world?		Which search engine did you use to locate your article? What search terms did you use to locate your article? Why? How did you decide on the search engine and search terms used? Why do you think this article is relevant to the given research topic? Reflect on the things you have learned so far in this course. Was there anything you already knew? What did you learn from this first module? How can you apply what you have done to the real-world?
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Developer’s Notes:N/A		

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Appendix A - Search Terms Practice Quiz

In the development process of our course, we decided to modify our practice quiz questions to better match the content of the modules we created. We condensed the module to only include 1 practice quiz. This quiz is made up of 6 questions that assess the knowledge retained from 1031 and 1032. These questions were pulled from the module "Searching a Database" found in Canvas Commons developed by CSB/SJU Library.

1. Using a library research database, you can search many more articles with higher relevancy than you can by searching in a specific journal.
 - a. **True**
 - b. False
2. A database's keyword search looks for the words you've entered anywhere in an article's record fields (such as title, abstract, or journal).
 - a. **True**
 - b. False
3. Where can you find subject terms to use when searching in a database? Select all that apply:
 - a. In the article abstracts
 - b. **In the subject terms section of an article record**
 - c. In the works cited
 - d. **In the database thesaurus**
4. How can you **broaden** your search to get **more** results in a database? Select all that apply:
 - a. Limit search results to Full Text
 - b. **Add in different synonyms for your keywords using the Boolean operator "OR"**

- c. **Use a truncation symbol to search for various endings of a word**
 - d. Add another concept to your search using the Boolean operator "AND"
5. How can you **narrow** your search to get **fewer** results in a database? Select all that apply:
- a. Remove a keyword from your search
 - b. **Remove unrelated records by using the Boolean operator "NOT"**
 - c. Use broader terms or concepts for your keywords
 - d. **Use "quotation marks" to search for multiple words as an exact phrase**
6. All research databases provide full text of their articles.
- a. True
 - b. **False**

Appendix B - Terminal Objective Reflection Rubric

In the development of our storyboards for practice and assessment, we found that our rubric for grading the Terminal Objective reflection needed to be adjusted to better fit the restrictions of the Canvas Rubric tool. Students will receive a score out of 75 points. Criteria was broken into 3 sections; Article and Links, Explanation, and Length. You will find the updated Rubric Below:

Terminal Objective Reflection Rubric - Module 1				
Criteria	Ratings			Pts
Article and Links	25 pts Distinguished Provides Link to Article Uses a search engine deemed scholarly and credible according to the content in the module. Clearly outlines search terms used to find the article and reasoning why.	15 pts Satisfactory Provides Link to Article Uses a search engine deemed scholarly and credible according to the content in the module. Clearly outlines search terms used to find the article but does not provide reasons why.	5 pts Unsatisfactory Does not provide Link to Article Does not use a search engine deemed scholarly and credible according to the content in the module. Gives search terms used but does not explain why or how those terms were chosen.	25 pts
Explanation	25 pts Distinguished Clearly explains how they decided on search terms used to locate the article. Clearly explains why they chose the given article referencing concepts discussed in the module.	15 pts Satisfactory Explains how they decided on search terms used to locate the article but explanation is unclear. Explains why they chose the given article but does not reference concepts discussed in the module.	5 pts Unsatisfactory Gives search terms used but does not explain why or how those terms were chosen. Does not tell why they chose the given article.	25 pts
Length	25 pts Distinguished Clearly answers all given reflection questions. Response is at least two paragraphs in length.	15 pts Satisfactory Answers 4-5 given reflection questions. Response is at least one paragraph in length.	5 pts Unsatisfactory Answers 2-3 given reflection questions. Response is less than one paragraph in length.	25 pts
				Total Points: 75

Appendix C – Updated Instructional Strategy and Learner Assessment Alignment Table

In the development of our flowcharts and story boards, we encountered significant changes to our Instructional Strategy and Methods. You will find an updated Instructional Strategy Table and Learner Assessment Alignment Table Below:

Table 1: Instruction Strategy for Module 1.0

Instructional Events	Description	Media & Tool Selection
Pre-Instructional Activities	The 5 Component Lesson Model suggests that prior to beginning the unit, it is important to motivate the learners and establish clear objectives. To address the pre-instructional activities, the following approaches will be taken: Motivation To motivate the learners, the strategy involves engaging their attention, highlighting the relevance of the instruction, and encouraging their confidence and satisfaction, as detailed below: <u>Attention:</u> To gain learners' attention stimulating questions will be asked: <i>"Have you ever shared fake news, whether accidentally or on purpose?"</i> <i>"Can you spot fake news?"</i> <u>Relevance:</u> The relevance of knowing the basic principles of credibility will be addressed with current political and social topics. Learners will	Web Page

	be exposed to research topics that are relevant to current debates and issues. Learners will feel that they are informed and can participate in everyday social interactions. <u>Confidence:</u> Learners will be reminded that they are educated and capable adults that can participate in current arguments and provide information to the topic. They will also be reminded of their social responsibilities as citizens to pull credible information from sources when educating others. <u>Satisfaction:</u> The satisfaction that learners will gain from this course will be intrinsic and extrinsic. Internally, learners will become more confident in their ability to navigate online articles and sources to use in everyday interactions and academic endeavors. Externally, learners will be provided with certificates of completion that they can use in applications to schools, jobs, and in personal portfolios to show proficiency in the skill. Objectives Learners will be presented with the terminal and enabling objectives at the start of each module so that they have a clear idea of what they should master by the end of the course.	
Content Presentation and Learner Guidance	Based on the 5 Components of Learning Model, the instruction will be arranged with attention to sequencing, organization, headings, and a review of the terminal objective. Both examples and non-examples will be provided to ensure learners gain a clear understanding of the concepts.	1. Web Page - o Text and Links 2. Web Page - o Text, Video 3. Web Page

	Sequence The Module will be sequenced into 4 main sections. Each section will have sub-sections to further break down the concepts being discussed. These Sections will Progress as follows: • 1010 :Introduction and Module Objectives • 1020: Search Engines ◦ 1021: What are scholarly Sources ◦ 1022: Primary vs. Secondary Sources ◦ 1023: Best Bets for Locating Scholarly Sources • 1030: Using Search Terms ◦ 1031: Planning Your Search ◦ 1032: Boolean Operators ◦ 1033: Search Terms Practice Quiz • 1040: Practice and Assessment ◦ 1041: Terminal Objective Reflection ◦ 1042: Resources and References Organization, Headings, Review The content within the course will be organized using an outline as recommended in the Dick and Carey Model. Headings, Subheadings, and paragraphs will be used to lay out content for learners. The following will be the basic outline for content within the course:	◦ Text, Video, Links, Checklist, Multiple Choice Questions 4. Canvas Assessment Tool ◦ Practical Assessment
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	1. <u>Introduction and Objectives</u>: The learners will be hooked with attention-grabbing questions and then discussion of why the content is relevant. A statement of potential intrinsic and extrinsic rewards will be mentioned. Finally, terminal and enabling objectives will be under the subheading: <i>Objectives</i>. 2. <u>Using Search Terms</u>: This section will contain a text-based and multimedia presentation created by the design team on locating scholarly sources (1.1.1). Two different types of mediums (text and video) were chosen so learners can see the information demonstrated in multiple ways and appeal to a large variety of learning preferences. 3. <u>Using Search Terms</u>: This section will also contain a text-based and multimedia presentation created by the design team on using the CRAAP method based on the ACRL Framework for Information Literacy. Two different types of mediums (text and video) were chosen so learners can see the information demonstrated in multiple ways and appeal to a large variety of learning preferences. A checklist will be given with the CRAAP method on it. 4. <u>Practice and Assessment</u>: Under the subheading: <i>Content Reflection</i>, learners will find directions for the assessment and a rubric as well. Table 2 will have details on the assessment and rubric. Students will also find a list of sources and resources here to explore the content within the module further.	
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	Examples and Non-Examples The use of real-world examples of the application of the ACRL Framework for Information Literacy and CRAAP method will allow learners to grasp new knowledge and integrate it into their existing skill set. The use of appropriate non-examples will also demonstrate to learners the misconceptions in credibility assessment. Both examples and non-examples will be used to facilitate understanding. The differences between credible and non-credible sources may also be utilized to highlight non-examples in the content and during the practice test.	
Learner Participation	Learner participation will consist of the following tasks: Feedback Learners will also have the opportunity to collaborate and provide and receive feedback from peers. Practical Assessment When learners conclude the course, they will complete a practical assessment where they demonstrate the skills they learned with a real-world research topic. Learners will submit this practical assessment for scoring from a course administrator and, if completed successfully, they will receive a certificate of completion for the course.	Canvas Discussion Platform for Feedback Canvas Practical Assessment Tool
Assessment	Assessment will happen throughout the course and at different stages of the instruction. This can include an entry skills test, pretest, practice	Canvas Discussion Platform for Feedback

	test, and post test as deemed necessary. In reference to our learner analysis, participants will have limited background in using scholarly sources and conducting research. Therefore, the entry test will be used to determine if learners can: identify a search engine, have basic reading and comprehension proficiency, and have a basic understanding of culturally appropriate attitudes. The entry skills test will consist of multiple-choice questions. If learners do not perform well, then resources will be given to allow learners to gain the entry skills needed to begin the course. To assess learning of the terminal objective, learners will take a practical assessment. The assessment will be on a given research topic and learners will be asked to define search terms and evaluate several sources and determine if they are credible or not. This will be done with multiple choice questions, true or false, and practical real-life application questions. Students will need to receive 80% or higher on the practical assessment to be successful.	Canvas Practical Assessment Tool
Follow-through activities	Learners will also have access to resource links at the end of the module that will provide further chances for exploration of the concepts covered within the module..	Web Page - Links to helpful resources

Table 2: Learner Assessment Alignment Table

Skill	Objective	Domain	Method	Item/Criteria
1.0 Independently locate a scholarly article on the given research topic.	Terminal Objective: 1.0 Given a research topic, learners will independently locate a scholarly article that meets the criteria of the rubric.	Intellectual Skills	Post-Test: Reflection Rubric	Reflection Read the research topic below: Track the rising price of universities and show its effect on current students. Using a credible search engine, locate a scholarly article for the given research topic. Provide the link for your article in the written response space below. Then write at least 2 paragraphs that answer the following questions: • Which search engine did you use to locate your article? Why? • What search terms did you use to locate your article? • How did you decide on the search engine and search terms used? • Why do you think this article is relevant to the given research topic?

				Reflect on the things you have learned so far in this course. Was there anything you already knew? What did you learn from this first module? How can you apply what you have done to the real-world? Assessment Rubric: (See Appendix B)
1.1 Learners will explore and navigate databases to gain understanding and familiarity.	Enabling Objective 1: 1.1 Given example search engines, learners will explore and navigate the databases to gain understanding and familiarity.	Psychomotor Skill	Practice and Observation	Below are a few places to begin your search: PrimoSearch- searches a variety of source types and is a good place to begin your research. Academic Search Premier (EBSCOhost) - provides access to both scholarly and popular sources on a broad range of topics. ERIC - the go-to database for Education Research. APA PsycInfo -is a renowned resource for abstracts of

				scholarly journal articles, book chapters, books, and dissertations. • Google Scholar - provides another way to access scholarly sources.
1.2 Determine search methods and key words for a given research topic.	Enabling Objective 2: 1.2.1 Match Information needs and search strategies to appropriate search tools.	Intellectual Skill	Practice Test: True/False Multiple Choice	1. Using a library research database, you can search many more articles with higher relevancy than you can by searching in a specific journal. 1. True - False 3. Where can you find subject terms to use when searching in a database? Select all that apply: - In the article abstracts In the subject terms section of an article record - In the works cited In the database thesaurus

				6. All research databases provide full text of their articles. - True False
1.2 Determine search methods and key words for a given research topic.	Enabling Objective 2: 1.2.2 Use different types of searching language appropriately.	Psychomotor Skill	Practice Test: True/False Multiple Choice	2. A database's keyword search looks for the words you've entered anywhere in an article's record fields (such as title, abstract, or journal). True - False 4. How can you broaden your search to get more results in a database? Select all that apply: - Limit search results to Full Text

				2. Add in different synonyms for your keywords using the Boolean operator "OR" 3. Use a truncation symbol to search for various endings of a word 4. Add another concept to your search using the Boolean operator "AND" 5. How can you narrow your search to get fewer results in a database? Select all that apply: 1. Remove a keyword from your search 2. Remove unrelated records by using the Boolean operator "NOT" 3. Use broader terms or concepts for your keywords 4. Use "quotation marks" to search for multiple words as an exact phrase
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