
TREATMENT PLAN

BPC 101: Basic Principles of Credibility Online



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Unit Descriptors

The Instructional Treatment Plan includes course objectives based on the subordinate skills analysis completed in the Analysis Report. The plan encompasses one terminal objective and two enabling objectives. Various methods of assessments have been designed and are detailed below.

Course Title: Basic Principles of Credibility Online (BPC101)

Module Number and Title: Module 1.0 – Locating a Scholarly Article Online

Terminal Objective: 1.0 Given a research topic, learners will independently locate a scholarly article and provide clear reasoning as to why they chose that article.

Enabling Objective: 1.1 Given example search engines, learners will explore and navigate the databases to gain understanding and familiarity.

Enabling Objective 2: 1.2 In a practice test, learners will determine search methods and key words for a given research topic

- 1.2.1 Match Information needs and search strategies to appropriate search tools.
- 1.2.2 Use different types of searching language appropriately.

Prerequisites: Identifying a search engine

Time Requirements: Module 1 will take approximately 2 hours over the course of 1 week to complete.

Resources: Canvas LMS

Instructional Strategy and Media Selection

For this unit, the instructional design team agreed to use the 5 Component Lesson Model by Walter Dick, Lou Carey, and James O. Carey, which is based on the 9 Events of Instruction by cognitive psychologist Robert Gagné. The model is also a teacher-centered model that is designed to shift the responsibility of constructing learning experiences from teacher and materials to the learners. (Dick, Carey & Carey 2014).

Module 1 Instructional Strategy

Table 1 is organized into three different columns. The first column represents the Instructional Events of the 5 Component Lesson model which are pre-instructional activities, content presentation and learner guidance, learner participation, assessment, and follow-through activities. The next column includes a description of how the instructional plan addresses and includes the principles. The final column contains the media and tool selection that supports each component.

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 be exposed to research topics that are relevant to	Web Page

	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. 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: 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	1. Web Page - o Text and Links 2. Web Page - o Text, Video 3. Web Page - o Text, Video, Links, Checklist, Multiple Choice Questions 4. Canvas Assessment Tool - o Practical Assessment
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	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. 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	Canvas Discussion Platform for Feedback Canvas Practical Assessment Tool

	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.	
Assessment	Assessment will happen throughout the course and at different stages of the instruction. This can include an entry skills test, pretest, practice 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 Discussion Platform for Feedback 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

Media Selection Rationale

Web Pages (links, chart, images, multimedia): The selection of web pages for the learning and performance contexts was based on their compatibility with the online environment, as they incorporate a variety of media such as text, links, charts, images, and multimedia. To cater to online learning needs, the Learning Management System (LMS) Canvas will be utilized to facilitate learners' practice within the digital realm.

Canvas: The learners will access all modules, content, and assessments on Canvas. Canvas is designed to support online learning environments such as implementing discussions, assessments, and feedback. Learners are able to immediately view results upon completion of online tests and instructors and peers are able to provide feedback. Learners and instructors have access to messaging, discussions, group pages, and modules.

Printable Interactive PDF Handout: Visual aids in the form of single-page documents are practical resources that help to solidify the learning objectives after the course is finished. These PDFs are portable, meaning they can be saved, retrieved, and printed outside the OER Commons learning management system, which makes them convenient for future reference.

Module 1.0 Learner Assessment Alignment Table

To evaluate the Terminal Objective, students will provide an extended response by submitting a link to their article and justifying its classification as scholarly. The Enabling Objectives consist of both psychomotor and intellectual skills, which will be evaluated using checklists, multiple-choice questions, and true/false questions. Since Intellectual skills are more intricate, they often require multiple assessment items to accurately measure the learners' knowledge.

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)
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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
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				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. 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 thesauruses 4. How can you broaden your
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				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
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				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"
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				to search for multiple words as an exact phrase 6. All research databases provide full text of their articles. a. True b. 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	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 thesauruses 4. How can you broaden your search to get more results in a database?
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				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"
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				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
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				multiple words as an exact phrase 6. All research databases provide full text of their articles. a. True b. False
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Appendix A: Enabling Objective 1.1 Practice Test Questions

1. Credible web pages often have which of the following suffixes? (Choose all that apply).
 - a. **.edu**
 - b. **.com**
 - c. **.store**
 - d. **.gov**
 - e. **.org**

- f. .mil**
2. Which of the following are well-known, scholarly databases to search for articles and information? (Choose all that apply).
- a. Google
 - b. Bing
 - c. EBSCO Host**
 - d. JSTOR**
 - e. Google Scholar**
 - f. Microsoft Edge
3. Library databases are generally indexed to the articles in periodical publications, but can also be indexed to books, reports, images and sound files.
- a. True**
 - b. False
4. All scholarly articles are available for free on the Web from the publisher's Website.
- a. True
 - b. False**
5. Websites of government agencies can be considered credible sources of information because...
- a. Government agencies sponsor original research that informs public policy.**
 - b. Government agencies are never wrong, just as governments are generally infallible.
 - c. Web addresses that end in ".gov" indicate that the agency is a lobbying group that aims to influence public policy.
 - d. Web addresses that end in ".org" indicate that the agency is hosted by a college or university

Appendix B: Enabling Objective 1.2.1 Practice Test Questions

Below are the practice test items that address the enabling objective 1.2.1 listed Table 2.

The bold text represents the correct answer or answers to the question. Questions are organized in order of increasing levels of difficulty as recommended in the 5 Components of Learning Model.

1.Scholarly articles are some of the best resources for a research project.

- **True**
- False

2. The Directory of Open Access Journals (DOAJ) provides a number of scholarly journal articles that you can access free of charge. The DOAJ includes scientific and academic journals covering a variety of fields, and written in many languages

- **True**
- False

3. If the author is someone who openly advocates for a particular policy or position, their scholarly work may not be objective.

- **True**
- False

4. After all of your research into the background of an article and its author, you may still be unsure about the quality of the article. Who will be able to discuss with you how reliable the source is.

- Another student
- Google
- **A research librarian**

5. Peer reviewed Journals are authoritative sources

- **False**
- True

Appendix C: Enabling Objective 1.2.2 Practice Test Questions

Below are the practice test items that address the enabling objective 1.2.1 listed Table 2.

The bold text represents the correct answer or answers to the question. Questions are organized in order of increasing levels of difficulty as recommended in the 5 Components of Learning Model.

1. Which operator would increase your search results?

- a. AND
- b. OR**
- c. NOT

2. The Operator AND...

- a. Expands your search
- b. Restricts or Limits your Search**
- c. Quantifies your search
- d. Redirects your search

- a. True
- b. False**

4. If your search results have too many unrelated topics with the same name what operator would most likely produce a better search?

- a. AND
- b. OR
- c. NOT**

5. Using NOT in front of parentheses will exclude everything inside the parentheses?

- A. True**
- B. False

Appendix D – Terminal Objective Reflection and 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?
- 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?

Table 3: Assessment Rubric for Terminal Objective 1

Distinguished (90–100 points)	• 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. • Clearly explains how they decided on search terms used to locate the article.
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	- Clearly explains why they chose the given article referencing concepts discussed in the module. - Clearly answers all given reflection questions. - Response is at least two paragraphs in length.
Satisfactory (80-89 points)	- 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. - 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. - Answers 4-5 given reflection questions. - Response is at least one paragraph in length.
Unsatisfactory (<80 points)	- 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. • Does not tell why they chose the given article. • Answers 2-3 given reflection questions. • Response is less than one paragraph in length.
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