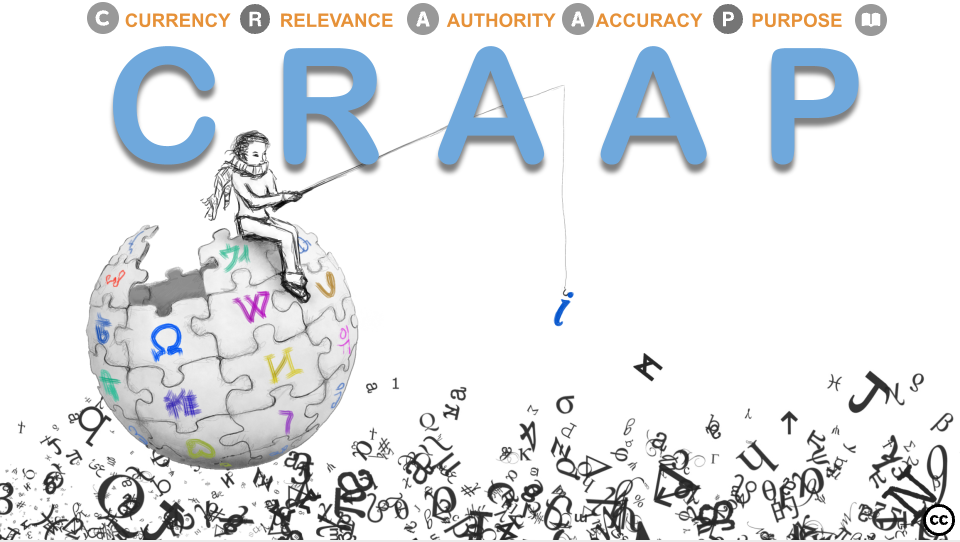
**Solve the Enigma of Source Evaluation**



**Creator**: Sofia Mougiakou

**1st Teaching period**

**1st Activity**

Time: 10’

Type of activity: Warm-up activity - Discussion

Class organisation: whole class

Actions/Tasks: Due to a vast number of online sources, it can be difficult to tell whether these sources are trustworthy to use as tools for research. Students are encouraged to:

* Discuss the importance of source evaluation
* Think of the criteria one should use to evaluate a web source.

The CRAAP Test is one of the evaluation methods. CRAAP is an acronym and stands for Currency, Relevance, Authority, Accuracy and Purpose. The CRAAP test aims to make it easier for educators and students to determine if their sources can be trusted.

**2nd Activity**

Time: 30’

Type of activity: Interactive presentation and collaborative activities

Class organisation: whole class

Actions/Tasks: Students are presented with the interactive presentation [CRAAP Test (H5P via thinglink.com](https://www.thinglink.com/scene/1464278847485640707) or [PPT presentation](https://docs.google.com/presentation/d/1WCGJIUoKSzz7uClCwsoRfteev64imJ6m/edit?usp=sharing&ouid=112133034848320858595&rtpof=true&sd=true)) that has been prepared by the teacher. The students are encouraged to explore the CRAAP test criteria through collaborative activities.

**3rd Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on their understanding on a [One-Minute Paper](https://docs.google.com/document/d/1k9RBuLGHG9X_viRZkejnQxcJoAxwB74YJVJ93jYhwto/edit?usp=sharing)

*“What was the most important point or central concept communicated during today’s class?”*

**2nd Teaching period**

**1st Activity**

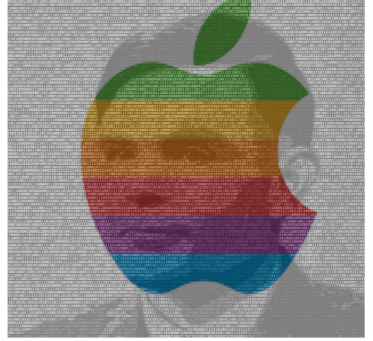
Time: 20’

Type of activity: Interactive group activity – Is it a CRAAP?

Class organisation: Work in pairs

Actions/Tasks: Students are presented with the following scenario:

A student has found a [website](https://stmargarets.london/archives/2009/05/turings_poisoned_apple.html) with some exciting information about Alan Turing:



"The corporate logo of Apple computers is a poignant tribute to Alan Turing who was found dead at his home with a half-eaten poisoned apple beside his bed."

Students are encouraged to work in pairs in order to evaluate the specific [web source](https://stmargarets.london/archives/2009/05/turings_poisoned_apple.html)

using the [Interactive Source Evaluation Scorecard](https://docs.google.com/spreadsheets/d/1mvJeOjt-IFGwKm4vK5b9kET0uAhkWaCmEUIa_bYCVfw/edit?usp=sharing).

**2nd Activity**

Time: 20’

Type of activity: Assessment activity

Class organisation: Whole class

Actions/Tasks: Students are prompted to evaluate their understanding by completing the [Source Evaluation Report](https://moodle.include-erasmus.eu/mod/hvp/view.php?id=1506) ([download the H5P file](https://drive.google.com/file/d/1ZWqBbd4cg4_N5e3jAlkomuLv9cZEQjy1/view?usp=sharing)) They are asked to:

1. Select **one**of the web resources they have already discussed in Activity 1.2.
2. Add criteria for the source evaluation project. They should describe each criterion in their own words.
3. Evaluate their source. Answer the questions related to the criteria they defined.
4. Assess how well the source complies with the criteria they defined
5. Create and submit their report

**3rd Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on their understanding on a [One-Minute Paper](https://docs.google.com/document/d/13raEL1xOkgy7xGRN0arILE1e0lXpDWLkQ4z-COAw4oE/edit?usp=sharing)

*“For you, what interesting questions remain unanswered about the topic?”*