# Get the Most Out Of Internet Searching

## Description

Get the most out your Internet searching in this hands-on, introductory class. Learn how to effectively use search engines such as Google, review search results and critique websites. Basic ability to use a keyboard and mouse is required. Register by phone for this or other classes in the Internet Essentials series. Each class must be registered for separately.

## Learning Goals > OUTCOMES

**Digital Proficiency** > Navigate > Read information in digital formats

*Learners will be able to . . .*

* Read and interpret information presented in common media, multimedia and transmedia formats
* Identify and locate common types of digital information sources

**Digital Proficiency** > Navigate > Navigate search tools & results

*Learners will be able to . . .*

* Define an information need and determine the best information sources to meet it
* Recognize and use the search features of digital information sources
* Identify, assess, and iterate search terms and strategies

**Digital Proficiency** > Navigate > Critically evaluate digital information

*Learners will be able to . . .*

* Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability
* Evaluate, compare and contrast product and service information found online including both commercial and social services

## Preparation

|  |  |
| --- | --- |
| Equipment Needed: | * Computers for learners * Projector/computer * Internet access * Sound |
| **Materials Needed:** | * PowerPoint on usb * Handouts/evaluation forms for learners |
| **Setup Procedures:** | * Review the “Adult Teaching & Learning at VPL” teaching philosophy: <http://hub.vpl.ca/content/85898> * Review the lesson materials * Confirm that all necessary space and equipment has been booked |
| **Background Reading** | * <http://www.agoogleaday.com/> * See slides for background reading on each topic |
| **# of Staff Required and/or Staff:Learner Ratio** | * 1-5 learners: 1 instructor * 6-12 learners: 2 instructors * For branch meeting room capacities, please see: <http://hub.vpl.ca/content/64490> |

## Opening

Before doors open:

* Write your name and [programs@vpl.ca](mailto:programs@vpl.ca) on the whiteboard (include phone number 604-331-3603 for more basic digital literacy classes)
* Distribute handouts, digital essentials flyers, evaluation forms (if applicable)
* Test internet & speakers
* Turn the computers for learners on before class starts
* Open any relevant websites needed for lesson.

As learners enter

* Welcome learners

## Lesson

| **Slideshow/Webpages** | **LEARNING ACTIVITIES** | | | **LEARNING OUTCOMES** |
| --- | --- | --- | --- | --- |
| **Slide/Show** | **Time** | **Trainer Does** | **Learners Do** |  |
| **get.png** | **2 min** | **INTRODUCTION**  ***Welcome*** students; *introduce* yourself; *introduce* the class and series  *Remind* learners of **washroom** locations; **turn off cell phones;** etc.  *Ask* if everyone can hear you. | * Listen to instructor |  |
|  | **5 min** | **LEARNING OPPORTUNTITIES AT VPL**   * This is **one of several Digital Essentials** series offered for free here at the library.   *Click* on the link in slide to **navigate to vpl.ca Digital Essentials** page and *show* learners other classes.  ***Refer* to Digital Essentials flyer**   * You can work toward a **certificate for each series**. If you attend all classes in the series, you will receive a certificate in the last class in the series. * Next week’s class is on **Internet Privacy.** | * Listen to instructor * Ask questions |  |
|  | **3 min** | **LEARNING OPPORTUNTITIES AT VPL**   * There are several ways you can learn more about this topic. One way is through online learning at yourown pace.   **VPL Research Guides**  <https://www.vpl.ca/researchguides>   * Wide variety of topics; collected books & online resources   *Show* them how to find the Research Guides from the VPL website and how to **navigate to the Internet Essentials guide** | * Listen to instructor * Ask questions |  |
| H:\PLG\Privacy\privacyslideshow\Slide4.PNG | **1 min** | **LEARNING OPPORTUNITIES AT VPL**   * This is **one of many learning opportunities** at the library. * Today’s class is meant to be an **introduction to the topic** – there are lots more ways to delve deeper. * There are many other ways to learn and **get help** on this and other topics at the library   + **Drop in** to any branch   + **Computer Drop-In Practice** at Central   + **Call or email** the library | * Listen to instructor * Ask questions |  |
|  | **2 min** | **LEARNING OBJECTIVES**  ***Review* slide** and read learning outcomes listed on slide  ***Lead* a round** where people introduce themselves and answer this question:   * Please share **your name and what brings you here today.** What are you hoping to learn from this class?   *As****k:***   * + Which search engines have you used?   + Have you ever searched for something and been surprised or disappointed by the results you received?   *Acknowledge* each comment: any that you can do **quickly**, address in the moment; if it is more **complex** and will be addressed later in the class, let them know; if it is **out of scope**, indicate which other classes and resources can be used (or make a note to address this at the end of the class) | * Listen to instructor * Respond to instructor’s prompts |  |
|  | **4 min** | **REVIEW BROWSERS**  *Explain* that **different browsers are slightly different**, but have roughly the **same layout**   * We generally use and **recommend Firefox** because it is:   + Non-profit   + Independent   + Stable   + Works with most websites   + Protects your privacy better than other browsers (Chrome gathers a lot of data). Recommend the privacy class in this series if they are interested in this kind of information. | * Listen * Ask Questions | * Identify and locate common types of digital information sources |
|  | **5 min** | **REVIEW BROWSER WINDOW**  *Direct learners* to **open Firefox** on their computers. Ask them to **practice**   * Minimize, maximize, closing * Opening a new tab * Typing in cbc.ca into the Address bar   ***Open Firefox* to demonstrate**, if there is any confusion  *Note* that in some browsers, the search bar and address bar are the same thing | * Open Firefox and practice using browser features | * Identify and locate common types of digital information sources |
|  | **3 min** | **WHAT IS A SEARCH ENGINE?**  *Ask:*   * **What is a search engine?**   *Click* to **reveal definition** on slide and *read* out loud  *Explain* the difference between a search engine and a browser | * Listen * Ask Questions | * Recognize and use the search features of digital information sources * Identify and locate common types of digital information sources |
|  | **8 min** | **HOW SEARCH ENGINES WORK - VIDEO**  ***Play* video** [5:12]  [Background reading for instructor: How Search Works by Google [https://www.google.com/search/howsearchworks](https://www.google.com/search/howsearchworks/) ]  *Ask:*   * Any questions or comments about the video?   ***Review* any concepts** that learners have questions about. | * Watch video * Ask questions | * Recognize and use the search features of digital information sources * Identify and locate common types of digital information sources |
|  | **2 min** | **TYPES OF SEARCH ENGINES**   * There are several **different search engines** including Yahoo, Bing, DuckDuckGo and Google. * They all **work in a similar way** but they will each offer you different search results and have **different strengths** * **Google is the most popular** * **Google is a huge company** that makes many products, including an email service (**gmail**), a browser (**chrome**) and a search engine (just called “Google”). Sometimes, when people say “Google”, they mean the search engine, but sometimes they mean the company. The term has also become **synonymous with “search the internet”.** * DuckDuckGo is one alternate search engine that doesn’t keep track of your searches. * If you want to learn more about data collection and staying private online, come to next week’s class *Let’s Talk About Online Privacy.* | * Listen * Ask Questions | * Recognize and use the search features of digital information sources * Identify and locate common types of digital information sources |
| **NO SLIDE** | **5 min** | **COMPARING SEARCH RESULTS IN DIFFERENT BROWSERS**  ***Direct* learners to**   * Open a Firefox browser window * Type google.ca in address bar * **Type in “Fresh Bread” into google** * Open another window and type in “Duckduckgo.com” * **Type in “Fresh Bread” into duckduckgo**   *Ask* learners to **compare results and *discuss* as a group**.  ***Discuss* how to identify ads**.  *Discuss* the **different results based on the “tracking”** (google) and “non-tracking” (Duckduckgo) browsers | * Practice searching * Share | * Recognize and use the search features of digital information sources * Identify and locate common types of digital information sources |
|  | **5 min** | **SEARCHING WITH GOOGLE**   * This video is an overview, but we’re going to go into details about many things it covers.   ***Play* video** [3:35]  *Ask:*   * Any questions or comments about the video?   ***Review* any concepts** that learners have questions about. | * Watch video * Ask questions | * Recognize and use the search features of digital information sources * Identify, assess, and iterate search terms and strategies |
|  | **2 min** | **SEARCHING STRATEGIES**  ***Review* slide** and explain how we are going to look at these search strategies **in more depth**   * You can use all of these strategies with **Image and Video search** by constructing your search query and then selecting the “Image” or “Video” tab, as shown in the video   ***Demonstrate* in Firefox where to find the Image and Video tabs**   * We’ve been using Google as an example, but I want to remind you that these features **work across many different search engines** | * Listen to instructor * Ask questions | * Recognize and use the search features of digital information sources * Identify, assess, and iterate search terms and strategies |
|  | **3 min** | **KEYWORDS**   * You **do not have to use full sentences** in searches, but keywords   ***Review* points on slide**  *Emphasize*that you will often have to **try multiple times** to find the results you want, and that’s ok! | * Listen to instructor * Ask questions | * Recognize and use the search features of digital information sources * Identify, assess, and iterate search terms and strategies |
|  | **8 min** | **SELECTING KEYWORDS ACTIVITY**  *Direct* learners to choose and search keywords for the inquiries on the slide.  ***Click* for first question** to come up.  *Ask* learners to try search on their own.    *Review* results as a group  ***Repeat* for second question**.  *Explain* that questions and answers will use different wording; when you’re constructing your keyword search, **think about what words will appear in the answer** | * Listen to instructor * Practice searching | * Identify, assess, and iterate search terms and strategies |
|  | **4 min** | **MORE SEARCHING TIPS – VIDEO**  ***Play* video** [2:29]  *Ask:*   * Any questions or comments about the video?   ***Review* any concepts** that learners have questions about. | * Watch Video * Ask Questions | * Identify, assess, and iterate search terms and strategies |
|  | **5 min** | **MORE SEARCHING STRATEGIES**  *Review* strategies on slide. (Note that **google does not support letter-specific \* wildcard** searches, just word based.)  ***Instruct* learners to** **test these out in Firefox** on their own computers.  ***Discu****ss* results. | * Listen to instructor * Practice strategies in Firefox | * Identify, assess, and iterate search terms and strategies * Recognize and use the search features of digital information sources |
|  | **10 min** | **SEARCHING PRACTICE**  ***Direct* learners to perform searches** to find the answers to one or multiple of the questions on the slide.  *Encourage* them to come up with their own questions.  ***Discuss* obstacles and strategies** as a group. | * Practice searching * Ask questions * Discuss strategies and obstacles | * Recognize and use the search features of digital information sources * Identify, assess, and iterate search terms and strategies |
|  | **6**  **min** | **HOW TO READ A WEBPAGE**  ***Play* video** (2:55)  ***Refer* to handout** on page 2 ‘Reading a Website’  *Ask* if there are any q**uestions** about the video or handout.  *Ask* learners to **navigate to “vancouver.ca” and try out “Control F”** using the **term “Business”** | * Watch video * Ask questions * Practice searching | * Read and interpret information presented in common media, multimedia and transmedia formats * Evaluate, compare and contrast product and service information found online including both commercial and social services Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **3 min** | **CRAAP GUIDELINES**  ***Refer* to handout** (p. 3) with detailed explanation of CRAAP guidelines  *Review* each term:   * **Currency**: The timeliness of the information * **Relevance**: Importance of the info for your needs * **Authority**: source of the information * **Accuracy**: reliability, truthfulness, and correctness of the content. Can you corroborate this with other, independent sources? * **Purpose**: The reason the information exists | * Explore handout * Respond to instructor prompts * Ask questions | * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **6 min** | **APPLYING CRAAP**  ***Navigate* to Pacific Northwest Tree Octopus website** (<https://zapatopi.net/treeoctopus/>) by clicking on the image in the slide.  ***Review* CRAAP guidelines** **in reference to this site.**   * **CURRENCY** -  looking at the footer tells us the site was created in 1998, and last updated in May of 2018 * **RELEVANCE** - the audience appears to be adults interested in preserving endangered species; the presence of an online store selling merchandise gives it the appearance of an organization * **AUTHORITY** - the site author is someone named Lyle Zapato, whose name links to a personal website with no scientific credentials; it is clearly stated that "the site is not associated with any school or educational organization"; and the only contact information is the author's blog * **ACCURACY** – Whole sections of the text are obviously incorrect, and nothing here can be corroborated from other sources. * **PURPOSE** - the content makes it clear that this website is questionable * **Another tip** for assessing whether what your reading is true, is to do **a google search on the subject and see what else you can find on the topic**   ***Have* learnersdo a search on “Pacific Northwest Tree Octopus”.**  ***Review* and *discuss* the information on Wikipedia** related to the topic that states that it is a hoax.  (Other hoax websites you can refer to: http://www.thedogisland.com; http://www.dhmo.org/) | * Listen * Ask Questions * Do a search | * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **4 min** | **WIKIPEDIA**  ***Explain* what Wikipedia is** (is run by non-profit; open to anyone to contribute; has editors to help maintain reliable content)  ***Review* slide** and go through CRAAP guidelines.  ***Open* Wikipedia** and **click a featured article** on main page  *Point out* that every article has **sources cited at the bottom** that you can use to verify the information etc. | * Listen to instructor * Ask questions | * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **5 min** | **HOW TO SPOT FAKE NEWS**  ***Explain* “fake news” term** (first meant inaccurate information, but now is used as a way to critique mainstream media by politicians such as Donald Trump…)   * Some online sources can masquerade as legitimate, but actually are misrepresenting information * Some are done for humorous effect, but some are intentionally trying to deceive * Anyone can post anything on the internet, making it easier to spread false information. * Always consider **who created the content, and what their motive was** (A & P of CRAAP) * Particularly pervasive on social media platforms such as Facebook   ***Review* slide and go through the 8 points**.  ***Refer* to handout** (p. 4), “How to Spot Fake News” | * Listen to instructor * Refer to handout | * Read and interpret information presented in common media, multimedia and transmedia formats * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **4 min** | **FAKE NEWS ACTIVITY**  *Direct* learners to **search "Quiz: can you spot the fake news story?”** and **complete** [**https://www.channelone.com**](https://www.channelone.com/feature/quiz-can-you-spot-the-fake-news-story/) **quiz.**  ***Discuss* results** as a group. | * Complete online quiz | * Read and interpret information presented in common media, multimedia and transmedia formats * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **5 min** | **FACT CHECKING WEBSITES**   * One way to check whether something is true is to look it up on a “fact-checking” website   ***Review* slide to explain what a fact-checking website is**  ***Review* examples**.  ***Navigate to* Factscan.ca** and show how the site works.  ***Navigate to* snopes.com.** ***Search* snopes.com for the pacific tree octopus** claim. | * Listen * Ask Questions | * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability |
|  | **5 min** | **TIPS FOR EVALUATING WEBSITES: REVIEW**  ***Review* slide**  For **point 4:**   * *Explain* how often the design (i.e. all caps, red on black background etc) of a website *can* be an indication of untrustworthy information   *Ask:*   * **What other kinds of searches are likely to retrieve biased results**? (ie political, opinions, anything that can be sold) * Any **other questions** about evaluating websites? | * Listen * Ask Questions * Answer questions from instructor | * Critically evaluate information sources in context to infer how authority, context, format, URL, publisher, affiliation, bias and other factors contribute to reliability * Evaluate, compare and contrast product and service information found online including both commercial and social services |
| **did.png** | **2 min** | **DID WE LEARN HOW TO?**  **slide**  *Ask:*   * Do you have any other questions and/or comments?   ***Refer* learners to resources on the handout**  *Remind* learners about **Online Privacy class next week** | * Listen * Ask Questions |  |
|  | **10 min** | **EVALUATION FORMS**  *Ask* them to take some time to fill out the evaluation form. If possible, have them fill out the form online. If not, provide them with the paper forms:   * We would like your feedback! Please take some time to fill out an evaluation form to let us know what you enjoyed and what could be improved. * There is a bookmark link to the form on all computers. * You can also access the link by going to <http://www.vpl.ca/trainingfeedback> | * Fill out evaluation form |  |