Goal-directed Instructional Design Plan - Online Research and Citing Sources
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A problem or a need –

The need that this lesson is addressing is the students’ necessity of citing reliable-sources in their research papers and their works cited pages. Students should need to be able to find resources that they can use to learn from, to use to support their own arguments, or to analyze as a counterargument. In addition to locating resources, students also need to be able to determine if the resource is useful, so does it offer any real argument or evidence that can be used. Also, students need to determine if the author is trustworthy. This means students must be able to recognize bias within a text. Students must also know how to navigate through databases and narrow their searches. The Internet is a great resource; however, anyone can post information or get published. For this reason students need to be taught the specific skills to find accurate and useful information.

1. A real-world performance –

The ability to use the Internet effectively and perform such tasks as researching and collecting information is a skill that all individuals should possess. It is also important that individuals are able to determine if a resource is reliable or biased. For example, if an individual has a medical condition and are looking for ways to control the problem, they need to be careful about taking advice or blindly trusting a company that also sells the product they advise people to take. This is a conflict of interest that often exists all around us. This is a conflict of interest that often exists all around us. Individuals need to be discriminatory with sources of information in order to protect themselves. They need to be able to question the source and find a counterargument to test the information against. It involves a process of making conscious decisions about one’s own learning and personal philosophy. This skill will help students to make more educated decisions in their personal lives.

2. An instructional objective – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; performing skills, recalling facts, identifying examples of concepts, and applying principles.

The objectives of this lesson are based on applying principals to citing and using reliable sources in research papers.

a. Objective: Students will incorporate useful citations from reliable resources within their research papers.

b. Objective: Students will be able to narrow their searches and navigate databases to locate useful information to cite within their papers.

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Research and Fluency:
Students apply digital tools to gather, evaluate, and use information.

a. plan strategies to guide
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results

Curriculum Standards:
ELA.11.LE.2 Identify the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate.

ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.

3. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.

The essential content that the students will apply is a series of questions and steps that they will follow that will help them to determine if their source is both reliable and useful to them. Each time the student locates a resource they must apply a series of questions to determine if the resource fits into the academic and scholarly aspect of the paper requirements. Next they again will use a series of questions to determine if the text provides them support for or against the issue they are exploring. Finally, they will determine when they have enough resources to stop researching and organize the information into a logical format.

The ability to apply these principles effectively is the skill that will ultimately be evaluated.

[Resource Check Sheet](#)

4. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.
Students will incorporate the research they collected into a research paper. They will be evaluated on the effectiveness of the research in its ability to strengthen the argument of the author and the proper citation of the information. Students will also provide a works cited page that properly cites the references used within the text.

**Research Paper Rubric**

5. **A method to help participants learn** – the method to deliver the content; a lesson. The lesson will start with an explanation of why they are using research in their papers and why it is important to be discriminatory with it. I will introduce them to acceptable search engines and demonstrated how to navigate the databases and how to narrow their subject searches. I will walk them through how to determine the reliability and bias of an author or article. I will use class time in the computer lab to allow students to practice on their own.

- **Motivation:** Yelon’s three basic principles of Motivation
  - Meaningfullness – content and activities must have meaning for the learner
    - Students will understand that supporting their arguments with reliable facts will help them to persuade others to their opinions. They will be able to better educate themselves to be more informed individuals.
  - Pleasant consequences – the effects that achieving the goal will have on the learner
    - Students will be more effective in their arguing and persuasion skills to win more disagreements or to persuade others (such as parents) to agree with their positions.
  - Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson
    - Students can be taught that if they become effective persuaders, with the right supporting facts and resources, they may be able to argue to get their own way more often. For example, they can research the importance of having a computer and more effectively argue why their parents should buy them their own laptop.

- **Socialization** - a strong motivator for student learning
  - The socialization this lesson provides is the ability to interact and effectively argue. Most individuals enjoy being right and prefer to win. By supporting our positions with reliable resources and facts we are able to win more often and more easily persuade others. Competition is a social sport, and in some ways that makes arguing a social sport as well.

- **Audience** – For what audience are you designing this lesson? Consider the following:
  - Age: High School Students
  - Skill level: The ability to navigate the Internet or online databases, varying skills
  - Prerequisite knowledge (including technology background): basic technology skills
Technology Used
Basic technology skills to navigate Internet and databases
Access to school’s computer lab and online databases like Mel Resources, Infotrac Student Edition, SIRS Discovery Deluxe and Sirs Renaissance
Easy bibliography makers like: BibMe, Easy Bib, Son of Citation Machine, LandMark Citation Machine
Shared drive space to save and transfer files