

## Show What You Know

### Introduction

Show What You Know is an assignment designed for the opening weeks of Rhetoric. It serves as a low-stakes assignment that helps students practice and gain confidence speaking in public while introducing them to critical research skills and improving information literacy. In other words it helps students think about how they find information, where they find it, and what they should be looking for. It also serves as an alternative to the kinds of ice-breakers that students and instructors find cheesy or irrelevant. The assignment asks students to teach their classmates something they know how to do well or give a demonstration of a skill they think classmates would want to learn.

Each class will select the best “Show What You Know” presentation by secret ballot. The winner from each class and one additional student from each class nominated by the instructor will be invited to deliver their Show What You Know in the Library Learning Commons in a special public event with publicity and catering.

Students completing the Wikipedia Challenge (instructions under “Wikipedia Challenge and CRAAP Test”) will also turn in their worksheets as part of the final Show What You Know assignment. Winners from the challenge will be announced at the Show What You Know special public event.

**NOTE:** There are certain components of this project that require coordination provided by IDEAL. Instructors using this IDEAL project should notify IDEAL before beginning the assignment by e-mailing [ideal@uiowa.edu](mailto:ideal@uiowa.edu). Include your section number(s), class meeting times, which IDEAL project you are using, and your expected timeline for starting and finishing the project in your class.

The following pages contain:

- Overview and lesson plan for instructors
- Assignment sheet (to distribute to students; includes activities and instructional materials)
- Ballot template (to use in selecting your class’s best presentation)
- Personal Knowledge Communities activity and completed example (Parts 1 and 2)
- CRAAP Test and completed example (for those students completing ‘Research & Evaluation’ module, Part 3 below)

### Overview and lesson plans for instructors

This project is designed for the first two weeks of class. Many parts of it can be adapted based on your own goals or approach, but *instructors planning to submit a student’s name for the special public performance in the Learning Commons should plan to finish by mid-way through the third week of class, since the public event will be held the Wednesday or Thursday of that week.*

The guide offers flexibility to move the modules around within a two-week timeframe. Some instructors may choose to make the lessons part of three consecutive class meetings. Others may wish to spread it out over two weeks.

## Show What You Know

### **Part 1: Introduce the activity.**

Hand out the assignment sheet or post it on your course website. Verbally introduce it to the class.

### **Part 2: Brainstorming and pre-planning**

Have students brainstorm topics and elements of excellent presentations in groups of three. Students then list and discuss the qualities of an excellent presentation on the white board. Instructors should describe their own expectations for presentations. Instructors should use specific language to describe the objectives of the activity in order that students understand its relevance in the class. Instructors should also walk students through the concept map and Library Guides page/resources to complete the 'research and evaluation sources' portion of the assignment. Five objectives are already listed in the assignment sheet, but you may wish to include your own.

### **Part 3: Research and evaluating sources**

Students develop a concept map using the Library Guides page/resources in order to search for Wikipedia and/or other online articles containing interesting facts, historical context, or statistics that can serve as an attention-getter for the presentation. Once an interesting fact is found, students must prove that the information on the page cited is from a credible source by completing the CRAAP evaluation. This may be done in class, as homework, or both. *Note: Instructors including the 'research and evaluating sources' module into the Show What You Know Activity are encouraged to invite librarians to class sessions to assist with the module. Instructors interested in inviting a librarian should contact: [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu)*

### **Part 4: Designing presentations.**

Students develop their presentations either in class, at home, or a bit of both. Students should use the presentation rubric to help them think about what makes a good presentation.

### **Part 5: Practice/workshop.**

Students share their draft presentations in groups of three. Group-mates give suggestions for improving the presentations. Homework/classwork: Students send slides, including a final slide with a citation of their Wikipedia article or other source, to the instructor for compilation. Students also send their completed source evaluation activity, including a completed CRAAP form.

### **Part 6: Show What You Know!**

Students present in class. Instructors have compiled student slides and assigned an order for presentations.

Instructors may want to schedule the class meeting on presentation day in one of the Open Areas of the Library's Learning Commons so that the whole class can present in public. To use the Learning Commons for class presentations, e-mail [brittney-thomas@uiowa.edu](mailto:brittney-thomas@uiowa.edu) several days in

## Show What You Know

advance. If you've decided to use the Learning Commons for your own class meeting, you should announce it in your regular classroom at least twice, send an e-mail to all the students, and post a notice to your course site—don't leave people behind!

At the end of the presentations, students cast secret ballots to select the best presentation. Instructors should create and photocopy ballots for their classes in advance (template below). Instructors then enter the winning student's details using the online form on IDEAL's website.

Optional: Instructors should send copies of their students' CRAAP activities to [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu) for feedback and entrance into the Wikipedia Evaluation Challenge competition

### Possible Activities for Instructors

Below is a suggested trajectory and in-class activities for the assignment. This is designed to be flexible and can be tailored to an individual class. The assignment is divided into five "chunks" that will take up approximately 15-20 minutes of class time. Not every section listed below is necessary to implementing the Show What You Know assignment. Adapt the assignment as needed for your course.

#### WEEK 1

Part 1: Introduce the assignment to students and distribute assignment sheet.

Part 2: Students brainstorm and select a topic, then create a concept map.

**Optional Activity:** Personal Knowledge Communities (part 1)

Objective: Students identify communities they belong to and the knowledge they've gained through these communities in order to choose a presentation topic.

#### Instructions:

1. Students fill out the Personal Knowledge Communities sheet individually
2. After selecting one of the communities from the sheet, students make a list of things they've learned as part of that community and then describe the different types of activities that contributed to their learning.
  - A. The following list describes three types of activities (or types of knowledge) that can contribute to learning within a community. Have students describe two examples of each of the following types of activities.
    1. Social activities - knowledge gained through understanding values and attitudes of a particular community (e.g., expectations about keeping a shared workspace clean)
    2. Physical activities - these are activities that involve actions of the body and/or interactions with physical materials (i.e., how to draw a cartoon, how to serve a volleyball)

## Show What You Know

3. Textual activities - these are activities that incorporate texts of some kind (i.e., books, magazines, blogs)

\*Remind students to keep their Personal Knowledge Communities sheet for a future activity

3. Explain the concept map and instruct students to complete their own (using [Coggle](#)) before returning to class using a topic generated from the activity.

**Homework:** Assign students to create their own concept map (1) at home before next class

### Part 3: Students learn how to research and evaluate sources.

**Optional Activity:** Personal Knowledge Communities (part 2)

Objective: Students explore different types of authority and think about how information resources are related to creators' expertise, credibility and the context in which information resources are created and used.

\*Remind students to bring Personal Knowledge Communities sheet to class

Instructions:

1. Students identify the 'authors' of each type of knowledge listed in their Personal Knowledge Communities sheet from part 1 and answer the following questions:
  - A. How did you know or come to trust these authors to teach you about your chosen topic?
  - B. From your experience in this community, do you now have the authority to teach about this topic? Why or why not?
2. Lead a classroom discussion on how information resources are related to creators' expertise, credibility and the context in which information resources are created and used.

Note: Instructors interested in using an expanded version of this activity should contact [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu)

**Optional Activity:** Most Interesting Fact Competition

Objective: Students will practice finding alternative sources for Wikipedia information

Instructions:

1. Use the Library Guide/resources to explain evaluating source credibility to students and hand out the CRAAP checklist (template below).
2. Divide the students into teams (groups of 3-4)

## Show What You Know

3. With a sample concept map on the board and using that as a starting point, students search for the most interesting fact they can find. For whatever fact they choose, they must complete and turn in the CRAAP checklist.
4. Each team shares their fact, and the class votes on which is most interesting to determine the “winning” team. Does the winning fact pass the CRAAP test and should it be included in a credible speech or paper?

**Optional Homework:** Assign students to locate either a Wikipedia article or online article using the list of alternative search tools provided by the library. Students should complete the CRAAP checklist after locating the article.

Students completing this activity will also have the opportunity to have their work entered into the Wikipedia Challenge.

Note: Instructors may wish to consult with a librarian regarding research and source evaluation strategies as part of this activity. Contact [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu).

## WEEK 2

### Part 4: Designing Presentations

**Optional Activity:** What makes a good PowerPoint?

Objective: Students will develop their own standards for effective visual aids.

#### **Instructions:**

1. In pairs, students find existing PowerPoint presentations online and critique them using the following criteria:
  - A. Appropriate amount of text—text that outlines the major topic without distracting the audience
  - B. Professional visual design with relevant and high quality images
  - C. Appropriate amount of slides (focus on quality rather than quantity).
  - D. Slides exhibit creativity/original thinking
2. Each pair will share their findings with the class in order to contribute to the discussion of standards and quality.

**Optional Activity:** What is good delivery?

Objective: Students will develop their own standards for the performative elements of public speaking.

#### **Instructions:**

1. In groups of 3-4, students locate or the instructor may provide a short video or a portion of a video speech or presentation on YouTube, then evaluate it according to the following criteria:

## Show What You Know

- A. Body language, eye contact, volume
  - B. Enthusiasm and personality of the speaker
  - C. Evidence of practice/Preparation
2. Student groups share evaluations with the class.

### Part 5: Practice/Workshop

#### **Instructions:**

1. Explain the purposes and expectations of workshopping
  - A. Consider discussing appropriate boundaries for student critique, including helpful and respectful forms of commentary
2. Divide students into groups of three
3. Students share their draft presentations used a shared electronic device (laptop/tablet) or paper copy and groupmates offer praise as well as suggestions for improvement
  - A. Consider rotating groups/group members if time permits
  - B. Consider providing a handout for students to record their comments and questions for presenters to keep and refer back to.

**Homework/classwork:** Students send slides, including a final slide with a citation of their Wikipedia article (or other source), to the instructor for compilation. Students also send their completed source evaluation activity, including a completed CRAAP form.

### Part 6: Presentations

#### **Instructions:**

1. Students present in class. Instructors have compiled student slides and assigned an order for presentations.
2. Instructors may want to schedule the class meeting on presentation day in one of the Open Areas of the Library's Learning Commons so that the whole class can present in public. To use the Learning Commons for class presentations, e-mail [brittney-thomas@uiowa.edu](mailto:brittney-thomas@uiowa.edu) several days in advance. If you've decided to use the Learning Commons for your own class meeting, you should announce it in your regular classroom at least twice, send an e-mail to all the students, and post a notice to your course site—don't leave people behind!
3. At the end of the presentations, students cast secret ballots to select the best presentation. Instructors should create and photocopy ballots for their classes in advance (template below).
4. Instructors then enter the winning student's details using the online form made available by IDEAL staff.

## Show What You Know

5. Instructors should send copies of their students' CRAAP activities to [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu) by January 29 for feedback and entrance into the Wikipedia Evaluation Challenge competition

The assignment sheet for students follows on the next page.

## Show What You Know

### SHOW WHAT YOU KNOW: ASSIGNMENT SHEET

Create a 2-3 minute presentation in which you demonstrate something you think your classmates should know how to do. Your presentation needs to have a compelling and original title and some visual elements (images, diagrams, etc.) in a PowerPoint, [Haiku Deck](#), or [Prezi](#).

Some ideas for topics include teaching your classmates how to do a dance move, demonstrating how to get the best price for concert tickets, showing off your skills as an editor by de-mystifying the comma, sharing your culture by introducing the class to something unique from your hometown, busting out your inner geek and teaching your peers how to use tumblr to stay entertained, teaching your fellow Hawks how to find something fun to do in Iowa City, or getting arts-and-craftsy in order to bring out your classmates' creativity. Do something more unique than the elementary "How to make a peanut butter and jelly sandwich."

No matter what you choose to share, you'll show what you know in order to 1) learn more about your classmates; 2) practice your public speaking skills in a fun context; 3) share something that is important to you; 4) learn a few new skills from your peers; 5) learn how to check the credibility/reliability of online resources, like Wikipedia and other websites.

At the end of all your classmates' presentations, everyone will vote by secret ballot to choose the class's best Show What You Know demonstration. That presenter will be invited to give her or his demonstration in a Show What You Know event in the Main Library Learning Commons during the third week of class.

Part of a good presentation is providing your audience a hook, or something that makes them care about the topic. For the Show What You Know assignment, you will provide your audience with some historical background or a particularly interesting fact that expands their knowledge about your topic.

#### Steps:

- Identify your topic
- Develop a concept map
- Use your concept map to help search for Wikipedia articles and other resources
- Evaluate and cite your source(s)
- Develop your presentation
- Workshop your presentation
- Turn in your slides and your source evaluation worksheet
- Deliver your presentation to the class



## Show What You Know

### SHOW WHAT YOU KNOW: Wikipedia Challenge and CRAAP Test

To spice up your presentation, locate information (this could be an interesting fact, a note on historical context, a statistic, etc.) that will enliven your presentation by deepening your audience's understanding of your own unique skill or knowledge as well as your cultural background and upbringing. Consider what sort of facts may help express the interest you've chosen, what it says about you, and how it might increase others' understanding of your background. To do this, you will need to search for resources about or related to your topic. For this activity you should search for information in Wikipedia. While citing Wikipedia tends to be prohibited in college coursework (with good reason, but more on that later) this assignment presents you with an interesting challenge:

***Can you find a Wikipedia article that is credible and valid enough to cite as a reference for your presentation?***

To meet this challenge, find at least one Wikipedia article that provides some interesting information about your topic to share during your presentation. Below are detailed steps that will help you search for and evaluate the reliability and validity of information you find in Wikipedia (and other online resources). If you are unable to find any information about your topic in a Wikipedia article or if you can find information there but you are unsure if it's credible, that's okay. A list of additional databases and resources is provided below, so you will still be able to include information from research in your presentation.

At this end of this activity, you will answer the following question. Based on your answer, complete the required tasks described below:

***Were you able to find a Wikipedia article on your topic that you felt was credible enough to include as a reference in your presentation?***

- A. *Yes! I found a Wikipedia article that contained interesting information about my topic and that was credible enough to cite in my presentation. (Group A)*
- That's great! Please evaluate the Wikipedia article you found and cited in your presentation using a CRAAP form (see below for more information). Submit your completed CRAAP Form to your instructor along with your presentation.
- B. *No. I either I couldn't find a single article about or related to my topic in Wikipedia or I found a Wikipedia article on my topic but I don't think it was credible enough to include as a reference in my presentation. I opted instead to find an article in one of the alternative sources provided. (Group B)*
- That's great too! You're an ace at evaluation and a persistent researcher! Please evaluate the article you found and chose to include in your presentation using the CRAAP form (see below and attached). Include a note in your CRAAP form of what alternative database or resource you used to search. Submit your completed CRAAP form to your instructor along with your presentation.

## Show What You Know

Once you submit your CRAAP test to your instructor, a team of librarians will look over the submissions and choose the most interesting (and credible) article from each group (A,B). Winners from each group will of the Wikipedia Evaluation Challenge be announced at the Show What You Know event in the Library Learning Commons.

Below is a step-by-step guide to help you in your search. Because it's difficult to describe how to search for information, examples are provided.

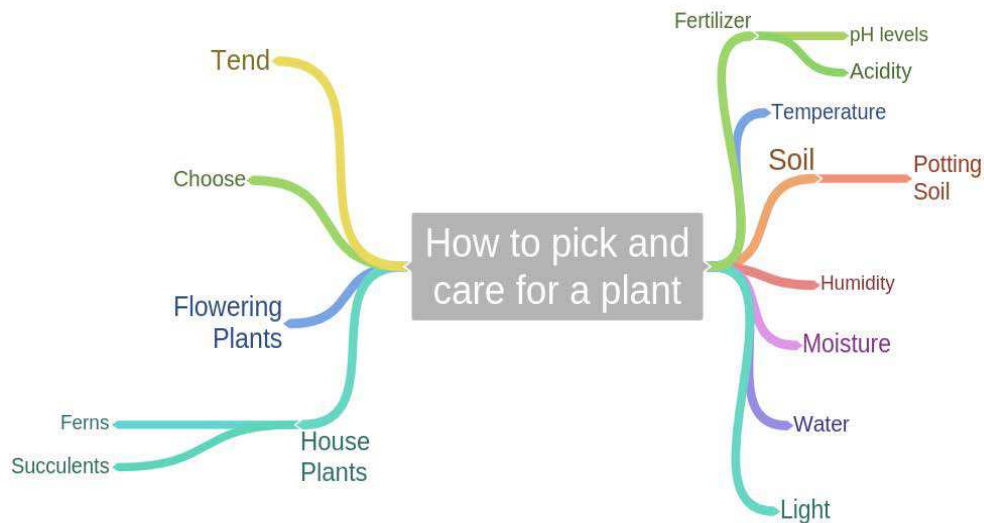
### 1) Create concept map about topic

Once you've decided on a topic, you'll create a concept map. A concept map can help you identify and organize what you already know about a topic. It can also help you develop a list of terms and phrases that you can use as you begin to search for information about your topic.

*EXAMPLE: I've always loved growing and caring for plants. If a friend has a plant that is dying, they'll often bring it to me. I'm definitely the one in my group of friends that has a green thumb. I've never studied botany or anything like that, but I learned about growing and caring for plants through helping my parents in their garden and greenhouse when I was young. I'd like to share what I know about plants with my fellow classmates and teach them how to pick out and care for a plant that could live in their dorm room or apartment.*

*Here I placed my topic, 'how to pick out and care for plants,' in the center of my map and brainstormed related terms.*

*coggle*



## Show What You Know

### 2) Use your concept map to search for information about your topic

Using your concept map to guide you, begin your online search. For this activity you will begin your search for information with Wikipedia.

A quick note about Wikipedia: as many of you know, or will come to find out, the use of Wikipedia in coursework is a contested topic. Quite often your instructors will ask you not to cite or use Wikipedia for your assignments. They do this with good reason. The following snippet is taken from Wikipedia's general disclaimer:

*"Wikipedia is an online open-content collaborative encyclopedia; that is, a voluntary association of individuals and groups working to develop a common resource of human knowledge. The structure of the project allows anyone with an Internet connection to alter its content. Please be advised that nothing found here has necessarily been reviewed by people with the expertise required to provide you with complete, accurate or reliable information" (General Disclaimer).*

However, there are times when Wikipedia can be a valuable tool, especially for gathering very general information or as a first step in the beginning of your search. Again, from Wikipedia's general disclaimer:

*"That is not to say that you will not find valuable and accurate information in Wikipedia; much of the time you will. However, Wikipedia cannot guarantee the validity of the information found here" (General Disclaimer).*

For this activity, you will put Wikipedia to the test. Can you find information in Wikipedia that's credible AND good for your presentation?

EXAMPLE: Using my concept map, I went to Wikipedia and started a search:

- *how to care for a plant -> found an article on practical information for caring for a houseplant, stuff I already know*
- *fern -> found a long article with lots of information about the life cycle, morphology, etc. , but nothing quite interesting enough to use to grab my audience's attention*
- *houseplant -> success! I found an [article](#) with interesting information about how plants are used to purify indoor air. This fact might help grab my audience's attention. I think I'll try to use this article.*

### 3) Evaluate resources found

Now that you've found an article, make sure it's credible by using the CRAAP test. The CRAAP test (Currency, Relevancy, Authority, Accuracy, Purpose) is an acronym you can use to remember what to take into consideration when evaluating information resources. A CRAAP test

## Show What You Know

form describing each of the five CRAAP characteristics is provided below to help guide your evaluation. You should familiarize yourself with the CRAAP characteristics before proceeding.

**Note:** You do not need to fill out a CRAAP test for each and every article you review. Rather, use the form as a guide to help you think about whether or not the article is a good article to cite for your presentation. You will be asked to complete the CRAAP test form at the end of this activity, after you've located a credible resource to cite in your presentation (more on that later, though).

**EXAMPLE:** *I found the Wikipedia Houseplant article and it has interesting information, including the following section which I'm particularly excited to use in my presentation.*

pot can be lifted out and the excess water accumulated in the bottom of the outer pot can be removed. Soak old pots thoroughly in a solution of 1 part bleach to 10 parts water to kill any bacteria that may remain.

### Effect on indoor air pollution [edit]

See also: [List of air-filtering plants](#)

Indoor plants reduce components of indoor air pollution, particularly volatile organic compounds (VOC) such as benzene, toluene, and xylene. The compounds are removed primarily by soil microorganisms. Plants can also remove CO<sub>2</sub> "Carbon dioxide", which is correlated with lower work performance, from indoor areas.<sup>[2]</sup> The effect has been investigated by NASA for use in spacecraft.<sup>[3]</sup> Plants also appear to reduce airborne microbes and increase humidity.<sup>[4]</sup>

### Alternative growing methods [edit]

### Hydroponics [edit]



*But before I can feel comfortable citing the Wikipedia Houseplants article, I need to make sure that it passes the CRAAP test.*

**C** – *I clicked on the 'view history' tab at the top of the Wikipedia Houseplant page and see there have been edits to the page in the last couple of days. I'm not sure if this is necessarily good or bad, but scrolling through the recent edits it seems that there have been revisions made to correct mistakes and new information added. I would rank this article as a 2-3 in Currency.*

**R** – *The article relates to my topic. The article goes into a lot of detail about caring for plants (which I know about already) but there is very little information (nothing more than a paragraph) describing the facts I find particularly interesting. I suspect I could find better information in another resource. I would rank article as 3-4 in Relevancy.*

**A** – *Since Wikipedia is the product of an online collaboration, it is difficult to identify specific authors, so I can't say if the authors have authority. Because of this, I would rank this article as a 2 in Authority.*

**A** – *The Wikipedia article does have a reference section and many of the citations (indicated by superscript numbers such as: <sup>[2]</sup>) are in the section of the article that discusses effects on indoor air pollution (one of the facts I'd like to use in my presentation, see image above). But just because there are citations, doesn't mean they are of good quality. So I wanted to double-check. I clicked on the superscript <sup>[2]</sup> and found an article cited written by Tarran et al. in 2007. I clicked on the hyperlink provided in the Tarran et al reference and found that the article cited*

## Show What You Know

was published by three professors from the Faculty of Science at the University of Sydney as part of a conference proceedings. I know that at least this one reference provided on the Wikipedia Houseplant page is reliable as it's written by authoritative authors (professors) and probably underwent some form of review to be included in the conference. Because of the references provided in the Wikipedia Houseplant page then I'd rank this a 3-4 on Accuracy.

**P** – While the purpose of the Wikipedia Houseplant page is not explicitly described, it seems that the page is written to provide information and the information appears to be unbiased. There are no ads and no one is trying to sell me anything on the page either. Given this, I would rank this as 3-4 in Purpose.

So overall, the Wikipedia page seems reliable. The lowest score I gave was for Authority, but I feel justified in citing the page because:

- The whole page scored relatively high on other CRAAP characteristics.
- The section 'Effect on Indoor Air Pollution' contains a number of references. I checked one of these references and it is a scholarly article.

### EXAMPLE: CRAAP sheet

Student name: Katie Hassman Presentation title: Breathe Fresh Air: Choosing and Caring for a Houseplant in Your Dorm or Apartment	
<b>Citation:</b> Houseplants. (n.d.). In Wikipedia. Retrieved January 22, 2015, from: <a href="http://en.wikipedia.org/wiki/Houseplant">http://en.wikipedia.org/wiki/Houseplant</a>	
<b>Currency:</b> <i>The timeliness of the source and the information</i> <ul style="list-style-type: none"> <li>• When was the information posted?</li> <li>• When was it last revised?</li> <li>• Are links functional and up-to-date?</li> <li>• Is there evidence of newly added information or links?</li> <li>• Is the information still considered accurate? Has more recent research challenged this information?</li> </ul>	1 2 3 4 5 2
<b>Relevance/Coverage:</b> <i>The importance and scope of the information</i> <ul style="list-style-type: none"> <li>• Does the information relate to your topic or answer your question?</li> <li>• Is the topic covered with sufficient depth and breadth? Is the information comprehensive enough for your needs/ Are the complexities of your topic adequately addressed?</li> <li>• Could you find the same or better information in another source?</li> <li>• Is the information relevant to current scholarly discussions on the topic? Do scholars refer to this source?</li> </ul>	1 2 3 4 5 3

## Show What You Know

<p><b>Authority:</b>  <i>The source of the information</i></p> <ul style="list-style-type: none"> <li>• Is the author/sponsor clearly identified? Is contact information easy to find?</li> <li>• What are the author’s credentials? Is the author knowledgeable in his/her field (based on employment, publications, sponsorship by reputable organizations)?</li> <li>• Has the scholar published works in traditional formats? (Look up the authors in Google Scholar.)</li> <li>• Is the author affiliated with an organization? Does this organization appear to support or sponsor the page? (Google the authors and/or sponsoring organizations.)</li> <li>• What does the sponsoring site (e. g. <a href="http://www.noaa.gov">www.noaa.gov</a>, <a href="http://www.uiowa.edu">www.uiowa.edu</a>? And domain name (e. g., .com, .edu, .gov, .org, .net) reveal about the source of the information, if anything?</li> </ul>	<p>1 <span style="border: 2px solid green; border-radius: 50%; padding: 2px;">2</span> 3 4 5</p>
<p><b>Accuracy:</b>  <i>The reliability, truthfulness, and correctness of the content</i></p> <ul style="list-style-type: none"> <li>• Where does the information come from? Can you verify any of the information in independent sources or from your own knowledge?</li> <li>• Are the original sources of information listed?</li> <li>• What evidence is presented to support claims made?</li> <li>• Has the information been reviewed or refereed (Refereed, or peer-reviewed, articles have been objectively and rigorously reviewed by the author’s colleagues in order to ensure high quality scholarship)?</li> <li>• Does the language or tone seem objective and unbiased?</li> <li>• Is the information free of spelling, grammar, and typographical errors?</li> </ul>	<p>1 <span style="border: 2px solid green; border-radius: 50%; padding: 2px;">2 3</span> 4 5</p>
<p><b>Purpose:</b>  <i>The reason the web site exists</i></p> <ul style="list-style-type: none"> <li>• Is the purpose of the page stated? Is the purpose to: inform? Teach? Entertain? Enlighten? Sell? Persuade? Are possible biases clearly stated?</li> <li>• Is advertising content vs. informational content easily distinguishable?</li> <li>• Are editorials/opinion pieces clearly labeled?</li> </ul>	<p>1 2 <span style="border: 2px solid green; border-radius: 50%; padding: 2px;">3</span> 4 5</p>

## Show What You Know

### 4) Re-Search

It might happen that you can't find a particularly interesting fact or statistic about your topic in Wikipedia. Or you find an interesting fact or statistic on a Wikipedia page that does not pass the CRAAP test. If that's the case, no fear, as there are many other places to search for information as well. Here's a link to resources (indexes, databases, etc.) provided by the University of Iowa Libraries that you can use to conduct a search to find an article to use in your presentation:

<http://guides.lib.uiowa.edu/c.php?g=131962&p=862746>

While these resources are provided by The University of Iowa Libraries and often contain academic and credible information, you will still use the CRAAP test to evaluate information you find through these sources.

**NOTE:** Some resources provided in the linked list above have a padlock icon next to them. To use them, you will enter your hawkid and password. If you are working in one of the campus libraries, then you should be able to use these 'locked' resources without logging in with your hawkid.

### 5) Cite the resources chosen to include in presentation

Once you've located information you want to include in your presentation (either in Wikipedia pages or in articles you found through library databases) you'll need to put together your citations to include in your presentation slides. Here is a link to a LibGuide that contains information about how to format your citations: <http://guides.lib.uiowa.edu/c.php?g=132015&p=864116v>. There is a lot of valuable information here; note that your citation format will vary depending on the citation style (APA, MLA, etc.).

### 6) Answer the question

***Were you able to find a Wikipedia article on your topic that you felt was credible enough to include as a reference in your presentation?***

*EXAMPLE: Since I found a Wikipedia article that passed the CRAAP test, I answered 'A' to the assignment question. I filled out the CRAAP test form, circling the number I felt matched with the level of currency, relevancy, authority, accuracy, and purpose of the Wikipedia Houseplant article I chose to cite (see example CRAAP test above). Then, I handed my CRAAP test form in to my instructor along with my presentation.*

### References

General Disclaimer. (n. d.) In Wikipedia, retrieved 01/21/15, from: [http://en.wikipedia.org/wiki/Wikipedia:General\\_disclaimer](http://en.wikipedia.org/wiki/Wikipedia:General_disclaimer)



## Show What You Know

### SHOW WHAT YOU KNOW: PERFORMANCE CONSIDERATIONS

Make your presentations as engaging and entertaining as possible by taking into account the design of your slides or other visual aids, the content of your presentation, and your delivery.

The visual aids for the presentation:

- ✓ Contain an appropriate amount of text—text that outlines the major topic without distracting audience
- ✓ Have a professional visual design with relevant and high quality images
- ✓ Have an appropriate amount of slides: 3-5 (focus on quality rather than quantity)
- ✓ Exhibit creativity or the desire to go beyond bullet points and internet photos. Instead use charts, diagrams, humor, your own photography, etc.)

The content of the presentation:

- ✓ Begins with an interesting fact or statistic as an attention-getter
- ✓ Uses the audience members' existing knowledge as a starting point for how much explanation is needed (unless over-explaining is used to comedic or otherwise intentional effect)
- ✓ Citation—Wikipedia or another article that contains valid and reliable information.

The delivery of the presentation:

- ✓ Engages audience members through appropriate eye contact, body language, volume level
- ✓ Shows presenter's personality and enthusiasm for the topic
- ✓ Demonstrates preparation and practice
- ✓ Meets assigned time requirement: 2-3 minutes



## Show What You Know

### BLANK CRAAP TEST

Use this sheet to help you evaluate your resources (whether Wikipedia or otherwise). Use the descriptions provided of each CRAAP test item to help determine whether or not the resource is (1=not so great) or (5=pretty great).

Note that a good web resource or good article does not necessarily have to receive a ranking of '5' for all items on the CRAAP test. However, you should aim to use and cite resources that score somewhere between 3-5 points on each of the categories. The tricky part of all of this is that there is often no right or wrong answer. It's more like a spectrum, and we, as students, researchers, and authors, need to ensure that the resources we use are reliable and valid relative to the work we do.

<b>Citation:</b>	
<b>Currency:</b> <i>The timeliness of the source and the information</i> <ul style="list-style-type: none"> <li>• When was the information posted?</li> <li>• When was it last revised?</li> <li>• Are links functional and up-to-date?</li> <li>• Is there evidence of newly added information or links?</li> <li>• Is the information still considered accurate? Has more recent research challenged this information?</li> </ul>	1 2 3 4 5
<b>Relevance/Coverage:</b> <i>The importance and scope of the information</i> <ul style="list-style-type: none"> <li>• Does the information relate to your topic or answer your question?</li> <li>• Is the topic covered with sufficient depth and breadth? Is the information comprehensive enough for your needs/ Are the complexities of your topic adequately addressed?</li> <li>• Could you find the same or better information in another source?</li> <li>• Is the information relevant to current scholarly discussions on the topic? Do scholars refer to this source?</li> </ul>	1 2 3 4 5
<b>Authority:</b> <i>The source of the information</i> <ul style="list-style-type: none"> <li>• Is the author/sponsor clearly identified? Is contact information easy to find?</li> <li>• What are the author's credentials? Is the author knowledgeable in his/her field (based on employment, publications, sponsorship by reputable organizations)?</li> </ul>	

### Show What You Know

<ul style="list-style-type: none"> <li>• Has the scholar published works in traditional formats? (Look up the authors in Google Scholar.)</li> <li>• Is the author affiliated with an organization? Does this organization appear to support or sponsor the page? (Google the authors and/or sponsoring organizations.)</li> <li>• What does the sponsoring site (e.g. <a href="http://www.noaa.gov">www.noaa.gov</a>, <a href="http://www.uiowa.edu">www.uiowa.edu</a>)? And domain name (e.g., .com .edu .gov .org .net) reveal about the source of the information, if anything?</li> </ul>	1   2   3   4   5
<p><b>Accuracy:</b> The reliability, truthfulness, and correctness of the content</p> <ul style="list-style-type: none"> <li>• Where does the information come from? Can you verify any of the information in independent sources or from your own knowledge?</li> <li>• Are the original sources of information listed?</li> <li>• What evidence is presented to support claims made?</li> <li>• Has the information been reviewed or refereed (Refereed, or peer-reviewed, articles have been objectively and rigorously reviewed by the author's colleagues in order to ensure high quality scholarship)?</li> <li>• Does the language or tone seem objective and unbiased?</li> <li>• Is the information free of spelling, grammar, and typographical errors?</li> </ul>	1   2   3   4   5
<p><b>Purpose:</b> The reason the web site exists</p> <ul style="list-style-type: none"> <li>• Is the purpose of the page stated? Is the purpose to: inform? Teach? Entertain? Enlighten? Sell? Persuade? Are possible biases clearly stated?</li> <li>• Is advertising content vs. informational content easily distinguishable?</li> <li>• Are editorials/opinion pieces clearly labeled?</li> </ul>	1   2   3   4   5

Student name:

Presentation title:

## Show What You Know

### PERSONAL KNOWLEDGE COMMUNITIES Part 1: WHAT IS A COMMUNITY?

Use Google or Bing News to locate two examples of how communities are discussed. Record the sentences you find in which the word community is used. Include a link and citation to the original source.

- Description 1

- Description 2

Use Academic Search Elite, SCOPUS, or JSTOR to locate two non-dictionary resources that define the term community. Record the definitions provided in each resource and a citation for each.

- Description 1

- Description 2

**Based on the descriptions you located, develop a short (1-2) sentence definition of community:**

## Show What You Know

### PERSONAL KNOWLEDGE COMMUNITIES Part 1: WHAT IS A COMMUNITY?

#### EXAMPLE

EXAMPLE: Use Bing news to locate 1-2 non-dictionary resources that define the term community. Record the definitions provided in each resource and a citation for each.

- “This small, close-knit community is a picture of rural America, with stubble-filled cornfields and a Main Street lined by churches, shops and sidewalks. It’s also the likely epicenter of the largest outbreak of HIV, the AIDs virus, in Indiana's history.” Ungar, L & Kenning, C. (2015, April 15). Indiana community’s HIV outbreak a warning to rural America. *USA Today*. Retrieved from: [www.usatoday.com](http://www.usatoday.com)
  - Town (geographic)
  - Small
  - Close-knit
  - Problems
- “Tomallo noted Lakewood is known for its larger per capita LGBT community, and the idea to host a forum was sparked by the questions, “What is Lakewood doing to attract LGBT individuals and families?”” Price, K. (2015, April 15). Lakewood Alive forum focuses on Lakewood’s level of equality for the LGBT community. *Cleveland Sun News*. Retrieved from: [www.cleveland.com](http://www.cleveland.com)
  - Identity

Use JSTOR to locate 2-3 non-dictionary resources that define the term community. Record the definitions provided in each resource and a citation for each.

- “A **learning community (LC)** weaves together the learning, skills, and assignments of two or more classes into a unified mosaic of educational objectives by blending the instruction of logically related disciplines.” Dodge, L. & Kendall, M.E. (2004). Learning Communities. *College Teaching* (52)4, 150-155.
- “The author found **personal community in his professional organization.**” “My community consists of my fellow graduate students, and together we commiserate on which panels to listen to, look for the parties where there will be free food, share hotel rooms. My community comes with me.” Villanueva, V. (2011). Of kin and community. *The English Journal* (101)1, 108-110.

#### Based on the descriptions you located, develop a short (1-2) sentence definition of community:

A community is a way to describe a group of people who share similar characteristics, ideas or identities.

## Show What You Know

### **PERSONAL KNOWLEDGE COMMUNITIES** Part 2: YOUR COMMUNITIES

Use this sheet of paper to create a map of communities of which you are a part. Include at least 5 communities. For each community include answers to the following questions:

- Did you choose to be a part of the community?
- What, if anything have you learned from being a part of the community?



## Show What You Know

### PERSONAL KNOWLEDGE COMMUNITIES Part 2: YOUR COMMUNITIES EXAMPLE

Use this sheet of paper to create a map of communities of which you are a part. Include at least 5 communities. For each community include answers to the following questions:

- Did you choose to be a part of the community?
- What, if anything have you learned from being a part of the community?

#### Rhetoric classes

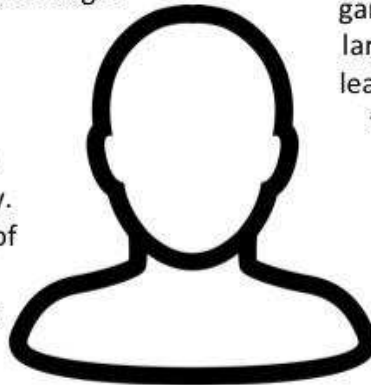
As a librarian I choose to work with Rhetoric classes. I've learned a great deal about students' interests, instructors' expertise, and how Rhetoric prepares students for learning within and outside of college.

#### gardeners

I sort of chose membership by continuing to garden, although I grew up working in my parents garden and it's always been a large part of my identity. I've learned how to grow my own food and care for plants.

#### librarians

I chose to pursue a career in librarianship, and thus chose membership in this community. I've learned about the politics of cataloging and ways of supporting community needs through collaborations.



#### working parents

I choose membership by having a child and returning to work. I've learned tricks for balancing work and home life.

#### lowans

I didn't choose to be an lowan (I'm an lowan, born and raised) but I just moved back from New York because I wanted to be closer to family and raise my daughter in the same state where I grew up. I've learned a lot about farming, how to find and crack open a geode, and the value of slow living.



## Show What You Know

### Creative Commons Licensing

This assignment is licensed under a [Creative Commons Attribution 3.0 License](#). Anyone in the world is free to read, download, adapt, change, translate, and share it with others. The only condition is that you attribute the assignment to Iowa Digital Engagement and Learning (IDEAL.uiowa.edu): give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. For more information on copyright click [here](#)

