

One approach to checking sources... The WWWDOT Approach to improving Students' Critical Evaluation of Websites

Adapted by Karin Hess from: October 2011 issue of Reading Teacher (pages 150-158, "The WWWDOT Approach to improving Students' Critical Evaluation of Websites" by Shenglan Zhang, Nell K. Duke, & Laura M. Jimenez)

The article presents a framework for increasing students' awareness of the need to and skill in critically evaluating websites as source of information. WWWDOT was used to develop a research study in grades 4-5 classrooms to determine student awareness of the need to evaluate sources for trustworthiness. One finding was that student skills in website evaluation improved as they took more factors into consideration.

This approach uses an acronym - **WWWDOT**

Who wrote this & what are their credentials – government authority, blogger, news media, researcher, etc.

Why written – are there potential biases (editorial versus informational article? Political – requires some fact checking, etc.)

When written – how current is the information? Does more recent research contradict this? Is this older, but seminal work? Is this is a document that has different versions? (e.g., Amendments to U.S. Constitution have been added; three versions of the Gettysburg Address)

Does it meet my needs/purpose?

Organization of website – completeness, etc.

To-do list for future - might include checking for more current or more complete information, checking other sources to validate information, researching to find out more about the author/organization/source, etc.