CPI: TED-ED Flipped Lesson
Project Description Form

1. **Your Name:** Kathryn Brown
2. **Date:** 1/4/25
3. **Authentic Topic:** Media literacy and online research
4. **Title of TED-ED Flipped Lesson:** Breaking the Bubble: How Filter Bubbles Shape our Online World
5. **Link to your TED-ED Flipped Lesson:** https://ed.ted.com/on/pIlXEOzr
6. **Grade level it is appropriate for:** 10th grade AP Seminar students
7. **Describe your full TED-Ed lesson:**

Scenario: (Introduction to the students; Hook for the lesson)
Today we will be watching the TED Talk "Beware online 'filter bubbles'" by Eli Pariser. In this talk, Pariser describes the algorithmic practice of "filter bubbles" that tailor the content we see within search results and social media platforms. As we watch today, think about your own experience using social media platforms and online search engines. Consider, how do algorithms decide what content to show us? What potential problems arise when algorithms limit the diversity of information we get to see?

Objectives:

Content objective: After viewing Eli Pariser's TEDTalk, "Beware online 'filter bubbles,'" 10th-grade AP Seminar students will create an effective media literacy toolkit presentation that proposes at least three strategies to address some of the challenges posed by filter bubbles based on examples from their research across multiple online platforms, scoring proficient or higher on the rubric.

Technology objective: 10th grade AP Seminar students will create an engaging 3-5 minute multimedia presentation using digital tools such as Canva or Prezi that effectively communicates information about addressing filter bubbles with examples from their own research, scoring proficient or higher on the rubric.

Watch: (Who is the speaker? What is the video about?):
Eli Pariser is an author and activist who specializes in the connection between social media platforms and the spread of information that affects democracy. In this talk, he describes the algorithmic practice of "filter bubbles" that tailor the content we have access to within search results and social media platforms.

Think:

1. What does Eli Pariser mean by a "filter bubble"?
   - A. A type of online security feature.
   - B. A personalized algorithm shaping the content we see.
   - C. A search engine optimization strategy.
   - D. A tool to filter spam emails.
   - **Feedback:** [Hint at 2:30 in the video, where Pariser introduces the concept.]
2. According to Eli Pariser, what drives the algorithms that create filter bubbles?
   - A. User behavior and preferences.
   - B. Government regulations.

- C. Random selection of content.
- D. Predefined educational priorities.
- **Feedback:** [The correct answer is A. Algorithms use data from user behavior to tailor content. Refer to 3:10 in the video for examples.]

3. Why does Eli Pariser say that algorithms can be harmful?
   - A. They always prioritize entertainment over education.
   - B. They fail to provide diverse perspectives.
   - C. They make websites slower.
   - D. They eliminate targeted advertising.
   - **Feedback:** [Hint at 4:15, where he discusses the lack of balanced perspectives.]
4. How might "filter bubbles" affect your ability to make informed decisions on a controversial topic?
   - **Feedback:** Hint at 6:00, where Pariser discusses democracy and information.
   - **Sample response:** Filter bubbles can limit our exposure to diverse viewpoints, keeping us from even being aware of what other people might think about the topic. If we're unaware of other perspectives from the outset, it can be difficult for us to form our own perspectives outside of what has been presented to us. This is especially dangerous if the information we *are* being exposed to online is misinformation; it can create an echo chamber where that misinformation is recycled and reinforced for the sake of "engagement."
5. Do you agree with Eli Pariser's argument that platforms have a moral obligation to provide diverse content? Why or why not?
   - **Feedback:** Hint at 7:50, where Pariser discusses ethical responsibility.
   - **Sample response:** Yes, because social media platforms influence public opinion, making it important to present balanced information for informed citizenship. A lot of people only get their news from social media, and if these platforms are intentionally influencing what people see, it can severely change their thoughts about important current events or political topics. It is not only morally grey but irresponsible to influence public opinion by omitting or hiding certain viewpoints.
6. Imagine you are designing a new search engine. What features would you include to minimize the effects of filter bubbles while still offering personalized results?
   - **Feedback:** Consider the challenges Eli describes at 8:30.
   - **Sample Answer:** One feature I would want to include is more transparency about algorithms my site uses. I feel like most users would want to know what kind of choices my search engine was designed to make, and making that information available would help them be more aware of how it was personalizing their results. I would also want to put in some user control over personalization settings where they could opt in or out, and maybe periodic prompts to explore diverse viewpoints.

Dig Deeper:

Now that you've viewed this TEDTalk, consider the following resources to help you explore the concept of filter bubbles and echo chambers in your online experience.

1. **"How algorithms and filter bubbles decide what we see on social media"** (Radzi Chinyanganya, *BBC Bitesize*)
   Link: Link to resource
   Use: This article provides a broader perspective on filter bubbles and their real-world impact on who decides what "makes the news." Chinyanganya provides some concrete strategies on how to "break out" of these filter bubbles to explore different viewpoints and provides context into the ways that algorithms shape the information we have access to.
2. **"In-depth guide to how Google Search works"** (Google Search Central)
   Link: Link to resource
   Use: This article written by Google Search Central offers insights into algorithm functioning specifics, helping us better understand content personalization in search results. Having a perspective from a search engine tech company like Google about how their product functions provides valuable insight into how this technology is designed to refine the search results we see.

3. **"Escaping the (Filter) Bubble"** (Nahu, *Medium*)
   Link: Link to resource
   Use: This short opinion piece explores the implications of what it means to be "trapped in our own one-way mirrors" when it comes to content curation in online social media spaces, exploring some of the dangers of being caught in an echo chamber of ideas. The author also shares practical tips to diversify online searches.
4. **"Trapped in the Echo Chamber"** (Jessica Koehler, *Psychology Today*)
   Link: Link to resource
   Use: Koehler examines the psychological effects of limited exposure to diverse views and the damage this can cause to our decision-making centers in the brain, offering a psychological assessment of the impacts of echo chambers on our social consciousness.

Discuss:

Prompt: How can you ensure your online research includes diverse perspectives?
Consider what techniques and strategies you can use in your browsing habits and social media use to overcome the restrictions of algorithmic choices that are made for us. Filter bubbles exist, but there are ways we can work around them to make sure we seek out multiple points of view on any topic we're interested in learning more about.

- **Sample response 1:** I can try to use multiple platforms to find my information, like using scholarly databases like JSTOR or Google Scholar instead of just relying on my social media feeds. Cross-referencing different platforms can help me make sure my information is legitimate and not just biased to the type of information I want to see.
- **Sample response 2:** If I'm researching on my computer, I can clear tracking cookies regularly or search in incognito mode for less personalized results to get around parts of my filter bubbles. I can also ask apps on my phone not to track my data if they allow that function to be turned off.

…And Finally: (While this TED Ed section only allows 1000 characters, you need to ***fully*** describe the lesson and student project here. Write directions for the students.)

Overview: Now that we know about filter bubbles and the power of algorithms in determining what we see online, we are going to practice looking for the difference in search results across different platforms to assess the difference in the information we encounter. In this project, you will explore how "filter bubbles" influence the information we see online and create a media literacy toolkit presentation to help others become more aware of these hidden biases. Complete the following steps:

1. **Choose a current events topic.** This topic will be the focus of your research. It should be a topic that can be viewed from multiple perspectives and that people may disagree on (e.g. addressing climate change, artificial intelligence, healthcare reform in the US, etc.).

2. **Conduct online research.** Use at least three different online platforms to research your topic. For example:
   - A general search engine (Google, Bing, etc.)
   - A social media platform (Instagram, TikTok, Twitter/X, etc.)
   - A scholarly database (EBSCO, Google Scholar, JSTOR, etc.)

   Document your search results by saving links or taking screenshots of your search results. Note any differences in the type of information or perspectives presented to you within your initial search.

3. **Analyze your findings.** Answer these questions in your notes:
   - How did the search results vary between platforms? (e.g., Were certain viewpoints more prominent on one platform? How did "sponsored" content show up?)
   - What patterns did you notice in the types of information shown? (e.g., Ads, opinion pieces, scholarly articles?)
   - Do you think any of the results were influenced by a filter bubble? Why or why not?

4. **Create your media literacy toolkit presentation.** Design a multimedia presentation using Canva or Prezi that includes the following sections:
   - *Definition:* Explain what filter bubbles are and why they matter.

- *Evidence:* Use examples from your research to explain how filter bubbles influenced the information you found. Include screenshots or links to specific articles from *each* platform you explored as evidence for your analysis.
- *Solutions:* Share at least three practical evidence-based strategies for avoiding filter bubbles when conducting online research. Use some of the resources from the "Dig Deeper" section to help you develop your toolkit.
- If you need support in using the design software to create your presentation, please check out the tutorials created by Canva or Prezi.

5. **Share your toolkit.** Be prepared to present your toolkit to the class. Your presentation should:
   - Be 3-5 minutes long.
   - Highlight the key points from your research and strategies for overcoming filter bubbles in future online research.
   - Be visually engaging with images, graphs, or videos. Be sure to use clear and concise language to communicate your ideas.

8. Create a separate assessment rubric for each of your objectives above.

Content objective: After viewing Eli Pariser's TEDTalk, "Beware online 'filter bubbles,'" 10th-grade AP Seminar students will create an effective media literacy toolkit presentation that proposes at least three strategies to address some of the challenges posed by filter bubbles based on examples from their research across multiple online platforms, scoring proficient or higher on the rubric.

Areas of Performance ↓	**1. Needs Much Improvement; Novice (0-44% of points)**	**2. Needs Improvement; Apprentice (45-74% of points)**	**3. Acceptable; Proficient (75-94% of points)**	**4. Excellent; Distinguished (95-100% of points)**
Understanding of Filter Bubbles	Misunderstands or misrepresents filter bubbles with minimal or no evidence from research.	Basic explanation of filter bubbles with limited evidence or some inaccuracies.	Clear explanation of filter bubbles with relevant examples supported by research.	Comprehensive and accurate explanation of filter bubbles with diverse, well-supported examples.
Diversity of Sources in Research	Relies on a single search platform or irrelevant sources, with little effort to compare information.	Uses two search platforms with limited comparison of information across sources.	Effectively uses three search platforms and compares information with some analysis.	Uses three or more search platforms with detailed analysis of differences in content and perspectives.
Critical Analysis	Fails to analyze the significance of filter bubbles; lacks insight or depth in discussion.	Provides a basic analysis of filter bubbles but lacks depth or clear connections.	Analyzes the influence of filter bubbles with clear examples and relevant insights.	Offers a nuanced and thorough analysis of the implications of filter bubbles on research and decision-making.
Strategies Proposed	Includes no strategies or only vague, impractical	Provides one or two basic strategies with	Offers three practical and actionable strategies to	Proposes three or more innovative, well-supported strategies to

	suggestions.	minimal practical value.	address filter bubbles with clear explanations.	address filter bubbles with strong practical applications.

Technology objective: 10th grade AP Seminar students will create an engaging 3-5 minute multimedia presentation using digital tools such as Canva or Prezi that effectively communicates information about filter bubbles with examples from their own research, scoring proficient or higher on the rubric.

Areas of Performance ↓	**1. Needs Much Improvement; Novice (0-44% of points)**	**2. Needs Improvement; Apprentice (45-74% of points)**	**3. Acceptable; Proficient (75-94% of points)**	**4. Excellent; Distinguished (95-100% of points)**
Technology Skills	Minimal effort in using digital tools; product is disorganized and lacks clarity or creativity.	Uses basic tools with limited creativity; product is somewhat organized but lacks refinement.	Demonstrates effective use of digital tools to create a clear and visually engaging product.	Expertly uses features of digital tools to create a polished, highly engaging, and professional quality product.
Creativity and Professionalism	Lacks visual appeal and creativity; does not engage the audience effectively.	Shows some effort in design but lacks a cohesive or engaging presentation.	Incorporates visuals and text effectively for a clear and engaging presentation.	Utilizes visuals, design elements, and creative strategies to deliver a compelling, audience-focused presentation.
Communication and Presentation	The presenter is unable to effectively communicate the toolkit to the audience.	The presenter struggles to clearly explain the toolkit and analysis, requiring prompting or clarification from the audience.	The presenter communicates the toolkit presentation adequately, with only minor hesitations or need for clarification.	The presenter clearly and confidently explains their media literacy toolkit using classroom technology, responding thoughtfully to questions and feedback from the audience.

9. **Revised Bloom's level, Cognitive Process, and justification:**
In this project, students are operating at both Level 4.2 (Organizing) and Level 6.1 (Generating). The first part of the project asks students to conduct research on a topic of their choice using multiple search platforms. As they research, they are asked to document and analyze how their search results vary between platforms and what patterns they notice in the types of information shown as a result of different filter bubble algorithims. This type of analysis falls into the 4.2 Organizing category as students are seeking to explain patterns in the evidence they find. The last part of this project asks students to compile their findings into a presentation (a "toolkit") that uses these examples as justification to generate strategies that researchers can use to circumvent the limitations of filter bubbles in online research. By asking students to develop strategies to solve a problem

and communicate them in an authentic way, they are creating a product that will help to Generate solutions to a real-world issue.

10. **Describe the process you went through to complete this lesson:**
    This process started when I chose “Beware of online ‘filter bubbles’” by Eli Pariser as my focus TEDTalk for this course. The classes I teach are centered around research writing and developing media literacy skills, and my students often struggle with the transition from using the first results on Google or relying on social media for information to learning about the value of academic research and vetted sources. I felt this talk could be a great addition to our beginning units on media literacy as my 10th-graders consider the power of algorithmic "choices"/filters in determining what search results and information are presented to them when they conduct online research or scroll the web. This video seemed like a great introduction, and I knew I wanted my students to be able to explore this idea in a practical way so they become stronger researchers and users of information online.

11. **How long did this project take you?**
    I spent roughly 9 hours on this project from start to finish.

12. **What mistakes did you make and how did you correct them?**
    I struggled with some of the constraints of the TED-Ed platform when I was initially writing out my discussion questions and the project directions. I was frustrated by the character limits and lack of formatting, but I transitioned quickly to drafting the project design in a word processor instead. It took me a significant amount of time to come up with time stamps for video hints, too, as I knew what I wanted students to learn, but needed to tie them directly to a moment in the talk. I don’t know that these were mistakes, necessarily, but I do wish I had been more intentional in my initial listens of this talk to marking the moments that I wanted students to zero-in on.

13. **What technical problems did you encounter?**
    Other than the character limitations, I feel like this was a very smooth process. I’m excited to try this platform with my students next year!

14. **Give APA references and annotations for ALL sources used in creating this project:**

Canva. (2024). Tutorials. *Canva Design School.* Retrieved from https://www.canva.com/designschool/tutorials/
These tutorials will be provided to students as a preemptive support for any who are struggling with using the design features on the provided software options. The tutorials are helpful for both students who are at a beginning level and those who already have some advanced skills with the software.

Chinyanganya, R. (n.d.). *What are filter bubbles and how do they influence us?*. BBC. Retrieved 2025, January 04, from https://www.bbc.co.uk/bitesize/articles/zd9tt39
This article is one of the sources listed for students in the “Dig Deeper” portion of the TED-Ed lesson. This article provides a broader perspective on filter bubbles and their real-world impact on who decides what “makes the news.” Chinyanganya provides some concrete strategies that students could use for how to “break out” of these filter bubbles to explore different viewpoints and provides context into the ways that algorithms shape the information we have access to.

Google Developers. (2024, November 26). *How search works*. Google. Retrieved 2025, January 04, from https://developers.google.com/search/docs/fundamentals/how-search-works
This article is one of the sources listed for students in the “Dig Deeper” portion of the TED-Ed lesson. It offers insights into algorithm functioning specifics, helping students better understand content personalization in search results. Having a perspective from a search engine tech company like Google about how their product functions provides valuable insight into how this technology is designed to refine the search results we see.

Koehler, J. (2024, November 21). *Trapped in the echo chamber*. Psychology Today. Retrieved 2025, January 04, from https://www.psychologytoday.com/us/blog/beyond-school-walls/202411/trapped-in-the-echo-chamber
This article is one of the sources listed for students in the "Dig Deeper" portion of the TED-Ed lesson. Koehler examines the psychological effects of limited exposure to diverse views and the damage this can cause to our decision-making centers in the brain, offering a psychological assessment of the impacts of echo chambers on our social consciousness.

Nahu. (2019, April 10). *Filter bubbles*. Medium. Retrieved 2025, January 04, from https://medium.com/@nawho/filter-bubbles-baba18058659
This article is one of the sources listed for students in the "Dig Deeper" portion of the TED-Ed lesson. This short opinion piece explores the implications of what it means to be "trapped in our own one-way mirrors" when it comes to content curation in online social media spaces, exploring some of the dangers of being caught in an echo chamber of ideas. The author also shares practical tips to diversify online searches.

Pariser, E. (2011, March). *Beware online "filter bubbles"* [Video]. TED. Retrieved 2025, January 04, from https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?subtitle=en
This video is the basis for my TED-Ed lesson. Eli Pariser is an author and activist who specializes in the connection between social media platforms and the spread of information that affects democracy. In this talk, he describes the algorithmic practice of "filter bubbles" that tailor the content we have access to within search results and social media platforms. This video will be viewed by students as part of the lesson and serves as the springboard for their projects.

Prezi. (n.d.). *Learn Prezi*. Retrieved 2025, January 04, from https://prezi.com/learn/
These tutorials will be provided to students as a preemptive support for any who are struggling with using the design features on the provided software options. The tutorials are helpful for both students who are at a beginning level and those who already have some advanced skills with the software.

15. **Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) your rating and type your justification in the far right column.**

	1. Indicator Not Met; Needs Much Improvement; Novice (0-44% of points)	2. Indicator Partially Met; Needs Improvement; Apprentice (45-74% of points)	3. Indicator Met; Acceptable; Proficient (75-94% of points)	4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)	Comments/ Justifications
Watch (25 points)	• Poor choice of video for the flipped lesson that is not appropriate for topic and grade level • OR did not use a TED Talk; used a YouTube video	• Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level • OR did not use a TED Talk; used a YouTube video	• Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	The TED Talk I chose fits seamlessly with my AP Seminar curriculum regarding media literacy and online research. I will actually be able to use this lesson with my students next year and am excited to try it out with students in-person.

Think (50 points)	• Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils. • 1 multiple choice question with no feedback and no video hints	• Questions may not be appropriate to topic/video or learning characteristics of pupils. • 2 multiple choice questions with poor feedback and no video hints • 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	• Questions are appropriate to topic/video and learning characteristics of pupils. • 2 multiple choice questions with appropriate feedback and video hints • 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	Questions are creative and clearly address the topic/video and learning characteristics of pupils. 3 or more multiple choice questions with excellent feedback and video hints 3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher Accomplishes the above on the first attempt	There are three multiple choice and three open-ended questions included in my Think section. I tried to diversify the levels of Bloom's that the questions addressed, especially for the open-ended responses. I do think my feedback/video hints could have been more in-depth, but they are present with time-stamps to help support struggling learners.
Dig Deeper (25 points)	Only 1-2 print/media/ technology/website s are presented. Few of the instructional documents, worksheets and assessments are listed and linked to the Appendix. • Very short description telling how resources are used in the student project or incomplete sentences.	Not all specific print/media/ technology/websites are presented. Some obvious items are left out or discussed in very general terms. • Very short description telling how resources are used in the student project or incomplete sentences.	All specific print/media/ technology/websites are presented. 1 sentence description telling how resources can be used in the student project. .	All specific print/media/ technology/websites resources are presented. 2-3 sentence description for each resource telling how this resource can be used in the student project. Accomplishes the above on the first attempt	I have included four supplemental materials for my students in this section. All four of these articles help to reinforce the concepts from the TEDTalk and provide students with support for the "Create" portion of their final project. The articles come from balanced perspectives on the topic and attempt to provide "real-world" context for filter bubbles.
Discuss (25 points)	Discussion prompt that is not age appropriate and does not require higher level thinking Inadequate sample student responses to the prompt	Poorly written discussion prompt that may not be age appropriate or it does not require higher level thinking Only one good or adequate sample student responses to the prompt or two samples are posted but they are too short or inadequate	Good or adequate discussion prompt that is age appropriate and requires higher level thinking Two good or adequate sample student responses to the prompt	Excellent, well-written discussion prompt that is age appropriate and requires higher level thinking Two excellent, well-written sample student responses to the prompt	My discussion prompt is likely one of the weaker parts of my project. I wanted to design a question that would have students engage with the "Deeper Learning" texts and begin to brainstorm solutions for the

					problem of filter bubbles. I think the prompt accomplishes this, but I would want to further refine it before using it in class.
…And Finally (online) (25 points)	Poorly written description (in the lesson file) of the student project; It does not describe what the student is supposed to do. The reader does not understand what students are supposed to do. ● No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues ● Does not require that students create a technology product. No objective or student directions or not enough detail to determine the student project; students would not understand the project No assessment rubric or it does not address the objective or student project or many parts are missing.	Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader may have many questions about what students are supposed to do. ● No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) Requires that students create a technology product but the project does not require higher level thinking with the content of the lesson. Unclear objective and student directions; students would have several questions about the project Detail in assessment rubric is not clear enough to assess most of the objective and project ●	Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may have 1-2 questions about what students are supposed to do. Evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. Adequate objective and student directions to complete the project Detail in assessment rubric is clear enough to assess most of the objective and project	Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire project. Clear evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. Excellent objective and student directions to complete the project Detailed assessment rubric that clearly assesses the objective and project Accomplishes the above on the first attempt	The final project for this lesson has students engage with multiple aspects of higher-level thinking to explore the content from the TEDTalk in practice. Students are applying research skills, critically analyzing results, and developing a toolkit of strategies to avoid problems in future research. I feel that the directions are clearly laid out and the objectives are clear with practical applications. I do feel that the tech product could be more involved in terms of what students are actually producing, but it is appropriately leveled for my age group.
Flipped Lesson File (50 points)	The TED-Ed Flipped lesson does not demonstrate any higher-level thinking activities. Incorrect identification and no justification of Bloom's Taxonomy level Listed 1-2 references, used incorrect APA format; No annotations.	The TED-Ed Flipped lesson does not demonstrate how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Incorrect identification and justification of Bloom's Taxonomy level	The TED-Ed Flipped lesson demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Correct identification and justification of Bloom's Taxonomy level Listed more than four references, used correct APA format;	The TED-Ed Flipped lesson clearly demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Correct identification and justification of Bloom's Taxonomy level Listed more than six references, used correct APA format; Annotations give two sentences—one gives the source's contents and the	My TED-Ed lesson is functional and published online. My references list is complete with annotations and all outside resources are appropriately cited. My self-reflection is complete and detailed.

	No “borrowed” information (even the video) is cited. Incomplete self-evaluation and no justification for each rating in last column.	Listed more than two references, used correct APA format; No annotations for references or poorly written. Not all “borrowed” information (even the video) is cited in the lesson in correct APA format or very poor APA style. Incompletion self-evaluation or no justification for each rating in last column.	Annotations give two sentences—one gives the source’s contents and the second tells how the source was used in creating lesson. All “borrowed” information (even the video) is cited in the lesson in correct APA format with 2-3 APA errors. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.	second tells how the source was used in creating lesson. All “borrowed” information (even the video) is cited in the lesson in correct APA format. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. Accomplishes the above on the first attempt	