Watson is an interactive web based tool that facilitates the historical research process including collection, analysis and organization of historical data. The tool scaffolds students through an expert process of doing research, reducing the cognitive load by taking over the ancillary tasks involved in research. The goal of the project is to bring students closer to the expert model of doing research by practicing the authentic processes of sourcing, contextualization and corroboration.

The primary learning components of our design are the analysis screens where students are scaffolded through the process of sourcing, contextualizing and corroborating evidence they collect. Evidence will be comprised of primary and secondary sources gathered from the web.

We want to measure whether our tool brings students closer to an expert model of doing research. Three possible suggestions for assessment are:

- **Comparison of secondary sources**: Students will be asked to read two accounts of an event in history that disagree. One of the accounts will be well sourced, contextualized and corroborated, the other will not. What criteria do students use to decide which source is more credible before and after using Watson? This exercise can be performed in small discussion groups or individually. This form of assessment will show whether the students use sourcing, contextualization and corroboration to analyze secondary sources.

- **Collaborative vs. individual tool**: Following the guidelines of the above exercise, a set of students will work in small groups and a selection of students will work individually. The research results from the individual and group work will be compared to determine whether Watson is more effective as a collaborative or individual tool.

- **Flowchart**: Students will be asked to create a flowchart describing the process they use when given a research topic from forming the question to presenting their findings. Students will be asked to draw the flowchart before and after using Watson. This assessment will illustrate whether their model of doing research is closer to that of an expert after using Watson than it was before using Watson.

- **Comparison of primary sources**: Students will be asked to answer a research questions based on several primary documents related to an event in history. The selection of documents will insure that students must use sourcing, contextualization and corroboration techniques in order to correctly answer the research question. Students will complete this exercise before and after using Watson. This form of assessment will show whether students use sourcing, contextualization and corroboration to answer a research questions using primary sources.