

(Formerly known as the Georgia Conference on Information Literacy)

Sep 30th, 2:45 PM - 4:00 PM

Frameworking CRAAP: How We're Correlating the ACRL Framework to Content Evaluation with the CRAAP Test in Our Instruction Practices

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Frameworking CRAAP: How we're correlating the ACRL Framework to content evaluation with the CRAAP test in our Instruction Practices

Georgia International Conference on Information Literacy, 2016.

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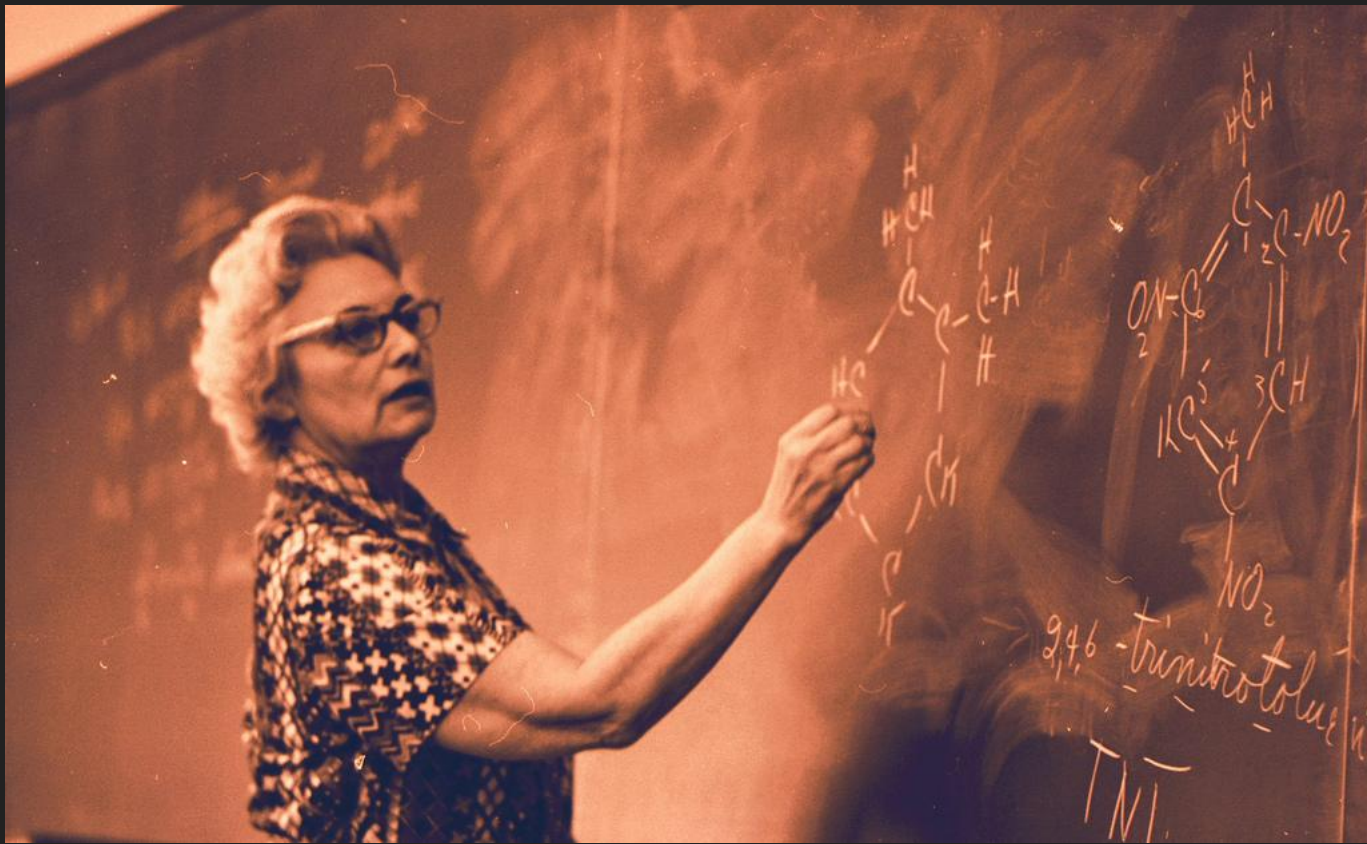
Think about your reaction to the Framework



Framework for Information Literacy for Higher Education



Our questions: How are we going to apply this to our instruction?



How can we build without a complete redesign?



Additionally, we didn't want to lose any engagement.



And, we think we had built some really good engagement.



Paul's instruction sessions at OHIO

D 150, UC 1000, ENG 1510

Derek's instruction sessions at UNA

FYE - EN 111 - EN 112

We were already using the CRAAP Test



Making it all fit, without much disruption



These are ideas for implementation

You could focus on multiples within information literacy sessions, or one in specific instruction. Any idea could be expanded to further explore within the Framework.



The slides that follow...

1. Will feature ideas for aligning Framework ideas with the CRAAP Test
 2. Give examples of doing this for multi-leveled courses
 3. Show how we're stressing CRAAP Test ideas and relating them to the ACRL Framework
- Note that one idea could be used for an entire class; it could be the focus of an upper-level instruction course, or it the total idea could be used for first-year instruction in a class or series



- **Currency**

- **Relevance**

- **Authority**

- **Accuracy**

- **Purpose**

Current

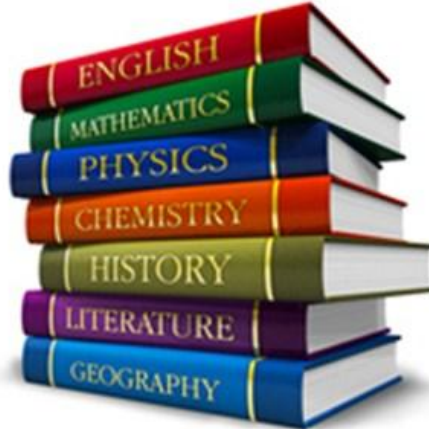
We're already teaching that being current is based on subject/topic/research.



Current

Scholarship as conversation

- Students are **CURRENTLY** in an academic setting with expectations. This is a solid message for new students and advanced ones (and something to build entire instruction around).



Current

Searching as strategic exploration

- Finding “current” information requires a carefully defined and refined search strategy.



Current

Searching as strategic exploration

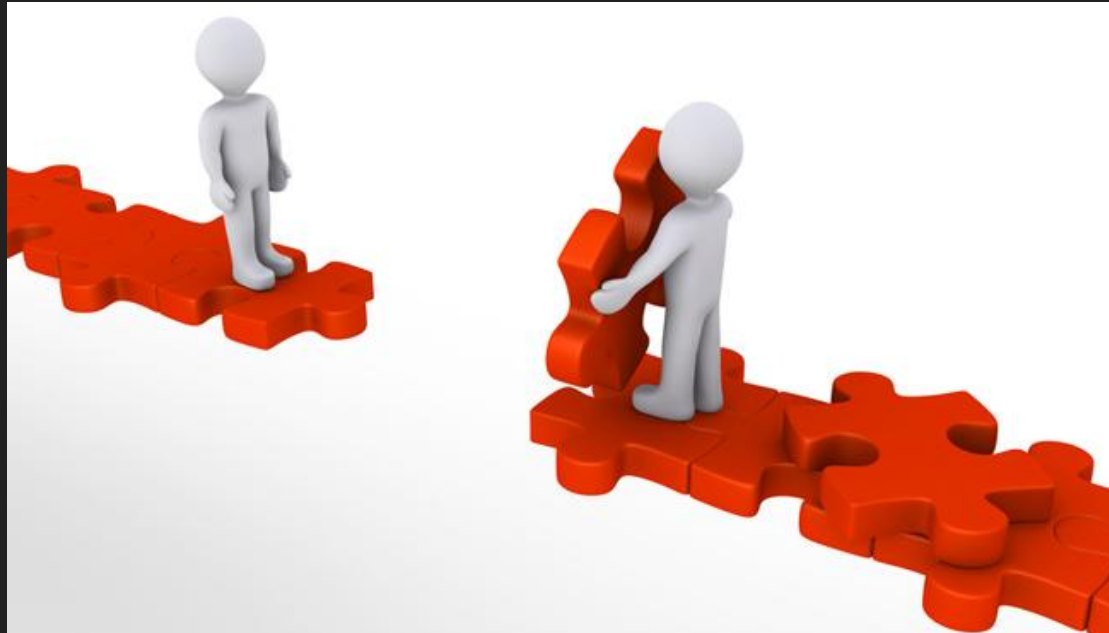
- An understanding of current and historic information system structure is a necessity.



Relevant

Research as inquiry

- Formulate questions based on information gaps (if it's fact, it's not research)



Relevant

Research as inquiry

- Students should be able to determine how much information is needed
- Students should be able to make complex inquiries simple



Relevant

Entire entry-level sessions could explore relevance. For example, multiple stories could be used to compare if they're relevant per topic. Inquiry includes high-level inquiry in a research methods class discussing relevance too.



Authority

Authority is constructed and contextual (possibly the most relatable to the CRAAP Test)

- There are different types of authority



Authority

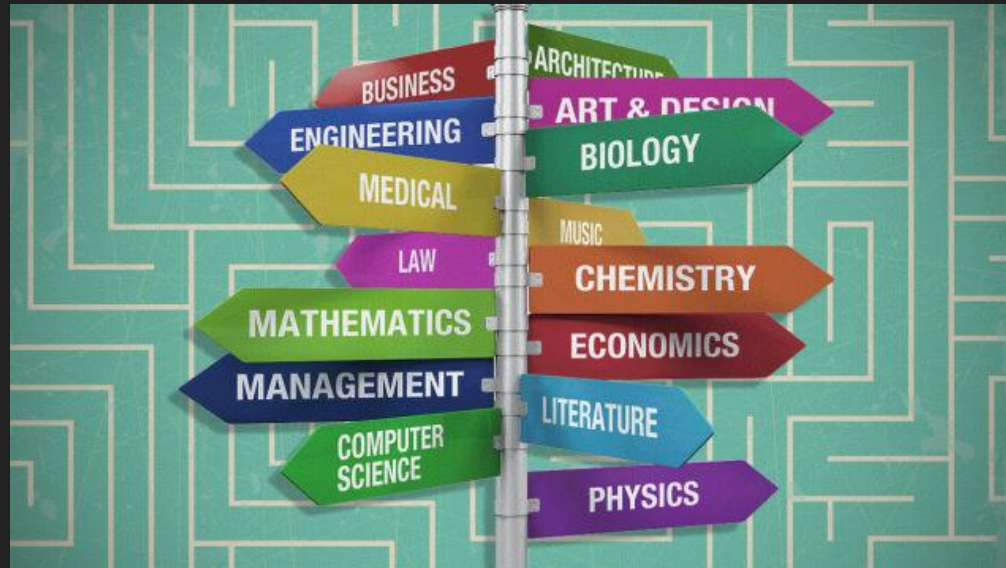
Authority is constructed and contextual

- In school, one's own authority is in development



Authority

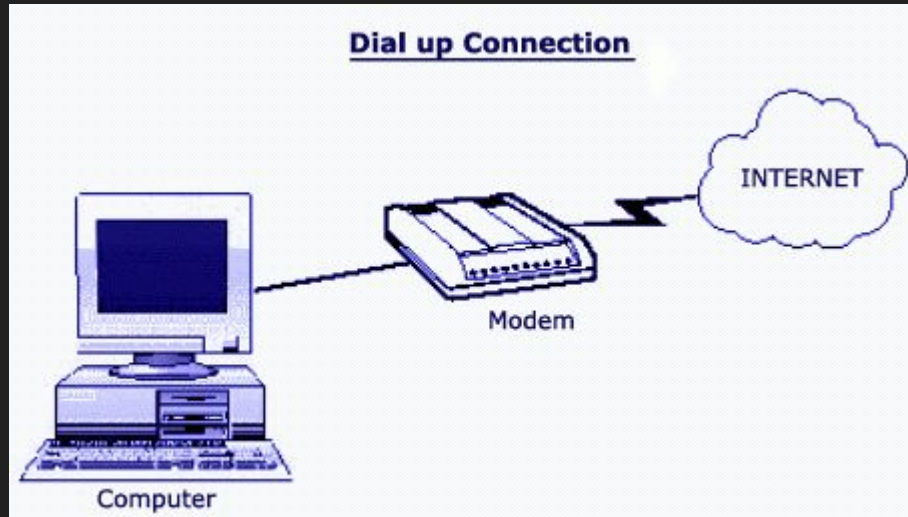
Authority instruction is beneficial at both an entry level and within a field. This can be the entire focus of an upper-level course within a discipline, or a mention in an entry-level course. Either way, specific authority needs to be acknowledged.



Accuracy

Information has value

- Understand issues of access and underrepresentation (good discussion for information privilege)



Accuracy

Information has value

- Commodification effects information received and the information cycle (this is an excellent talking point for first-year students/general information literacy discussion)
- Excellent Facebook/Twitter evaluation opportunity



Claim: Girl Scout cookies can be purchased 24/7/365 online

True or Not? Check the validity of these posts. Are they true, false, or a mixture of both? Why? Apply the CRAAP test as needed.



Follow

Just so everyone knows Girl Scout cookies can be bought online.... Year round....

9:32 AM - 2 Dec 2014

2 RETWEETS 9 FAVORITES

← ↻ ★



Follow

You can now buy Girl Scout cookies online. I finally don't have to have a 9 year old girl judge me on how many boxes I order. [!!!!!!!!]

5:14 PM - 6 Jan 2015

5 RETWEETS 40 FAVORITES

← ↻ ★

Your conclusion, and why?

Accuracy

Information has value



Purpose

Information creation as a process

- Creation process vs information need (blogs, .org websites, etc.)

EDITION US

THE HUFFINGTON POST
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The Inside Story Of Hillary's Surprising Policy Agenda — And Why The Second-Most Important Person Of Her Presidency Would Be Elizabeth Warren

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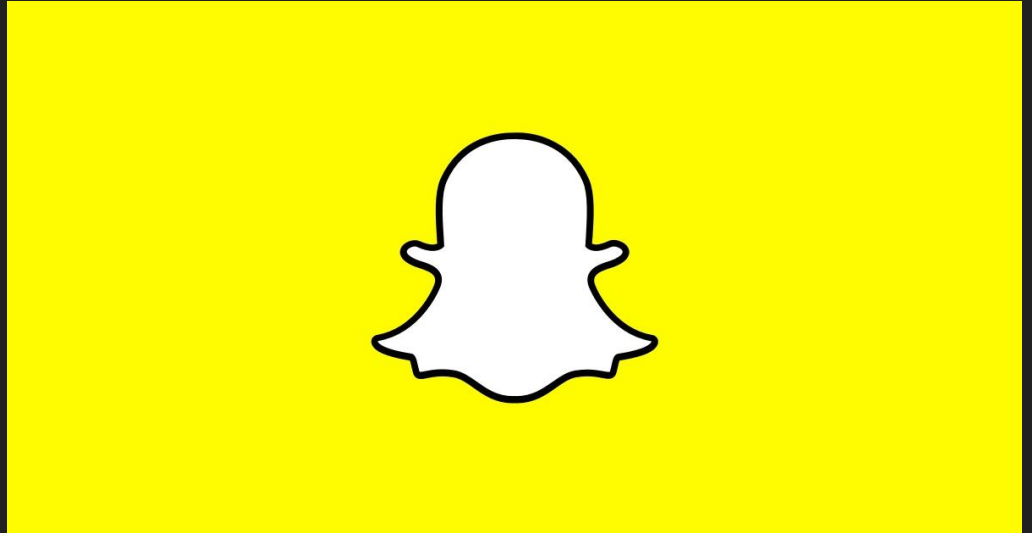
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On Thursday's Breitbart News Daily on SiriusXM, former U.N. ambassador John Bolton predicted that the impending transfer of Internet domain control from American supervision to an international body will mean the end of the Internet as we know it.

Purpose

Information creation as a process

- Identify traditional and emerging processes of information creation and dissemination



Purpose

Information creation as a process

- Choices impact purposes for which the information product is used and the message it conveys (choices are huge in a discipline and with academic work in general)



Chances are, you've
incorporated some of the
Framework already

If you're struggling, relate
to what you're already
doing

For those that include very
few, why?

For those that include many,
how?

Questions?

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