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What the CRAAP?: Comparing Approaches to Teaching Web Evaluation in FYE Programs

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What the CRAAP?: Using an Investigative Approach to Web Source Evaluation



Students' Application of the CRAAP Test

- ◆ Assessed Loyola Freshman Info Literacy ('16- '17)
 - ◆ Difficulty understanding criteria jargon
 - ◆ Fall back on label and credential recognition
 - ◆ Often used a single criterion

- ◆ Shift Needed Approach to Teaching Web Evaluation
 - ◆ Simple, more intuitive criteria
 - ◆ Promotes synthesis of criteria (higher-level Bloom's)

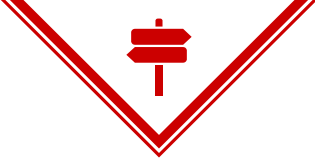


Late 1990s/ early aughts

- ◆ Authority, Accuracy, Objectivity, Currency, Coverage (Jim Kapoun)
- ◆ Long checklists, scoring

A Brief History of Web Source Evaluation

Into the early 2000s, there was a shift away from checklist approach, one which still urged students to discern multiple qualities as markers of legitimacy.



A Brief History of Web Source Evaluation, Continued

Early-mid aughts to 2010s

- ◆ Currency, Reliability, Accuracy, Authority, Perspective (CRAAP — Cal State Chico)
- ◆ Deeper focus on each quality

Still uses jargon and relies mainly on a yes/ no approach rather than asking students to look at the process by which a source is created.



A Brief History of Web Source Evaluation, Part Deux

2010s (concurrent w/ CRAAP)

- ◆ Deploys only 5 of 6 journalistic questions
- ◆ Sometimes focuses on site, not source
- ◆ Less emphasis on deep criteria than CRAAP

Open-ended, simple criteria ask students to produce analysis focused on the production process behind the source. But potential uses for a source are not included.

Kathy Schrock's [5 Ws of Website Evaluation](#) is a typical representative of this methodology.



Complexity

Frames evaluation at level of source, not site.* Avoids yes/ no responses, prefers analysis over judgement.

* But site matters too, of course!

The Investigative Approach

Self-Reflexivity

Promotes a more nuanced practice of metaliteracy.

Intuitiveness

Employs a simple mnemonic that learners at almost all levels can grasp.



The Investigative Questions

What

What type of source is it? Blog, article, book review, encyclopedia entry? How does this determine the source's information content?

Who

Who wrote it? Why might their views be valuable? In what ways is their voice relevant to your topic and its scope?

When

When was this written or published? Given the field and your project, can the info be considered current?

Where

Where is it posted? How does the outlet suggest anything about the source value in a particular context?

Why

Why has the outlet chosen to devote space to this source? Why has the author written the source?

How

Two different questions: How is the source supported by outside information? How will you use the source?



The investigative model promotes some key pillars of the ACRL's Framework

Authority is Created and Contextual.

Scholarship as a Conversation

Information Has Value.

Knowledge Creation is a Process.



Revised First-Year Info Literacy Skills Assessment for 2018

Simplified assessment

Fewer skill areas tested. Focus only on open web source evaluation.

Intuitive language

Students directed to investigate using journalistic questions, not terms they may not grasp fully.

Complex cognition

Our assessment tool staged *synthesis*--asked students to identify two biggest factors. Higher-level Bloom's cognition.



Results from second IL assessment were similar

- ◆ Excessive emphasis on name/ brand recognition
- ◆ Difficulty synthesizing evaluation criteria (using only 1)
- ◆ Inappropriate or irrelevant proposed use of source

Upshot: The shift in curriculum let us see more clearly where students were struggling with evaluating web sources.



Thanks!

Any questions?

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