

Research



Critically Evaluating Resources

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Objectives

- Day 1: What sites are credible and which ones are not?
- Day 2: What conclusions can be drawn after critically evaluating resources?
- Day 3: How can we share what we've learned? Reflecting on what was presented by completing an online survey via monkeysurvey.com .
- This power point presentation is broken down into 3 days, the first Monday of each month.
- My school librarian and I agreed that this would work best for the teachers in our school, due to the hectic schedules.
- Each day has an essential question that the librarian and I ask my students along with videos, links, and activities for them to complete
- As a follow-up they are provided with a website reliability checklist via internet

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Essential Question?

- Why is it important to critically evaluate resources?

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T.C.S.G.

- **T=Think**



- **C=Create**



- **S=Share**



- **G=Grow**



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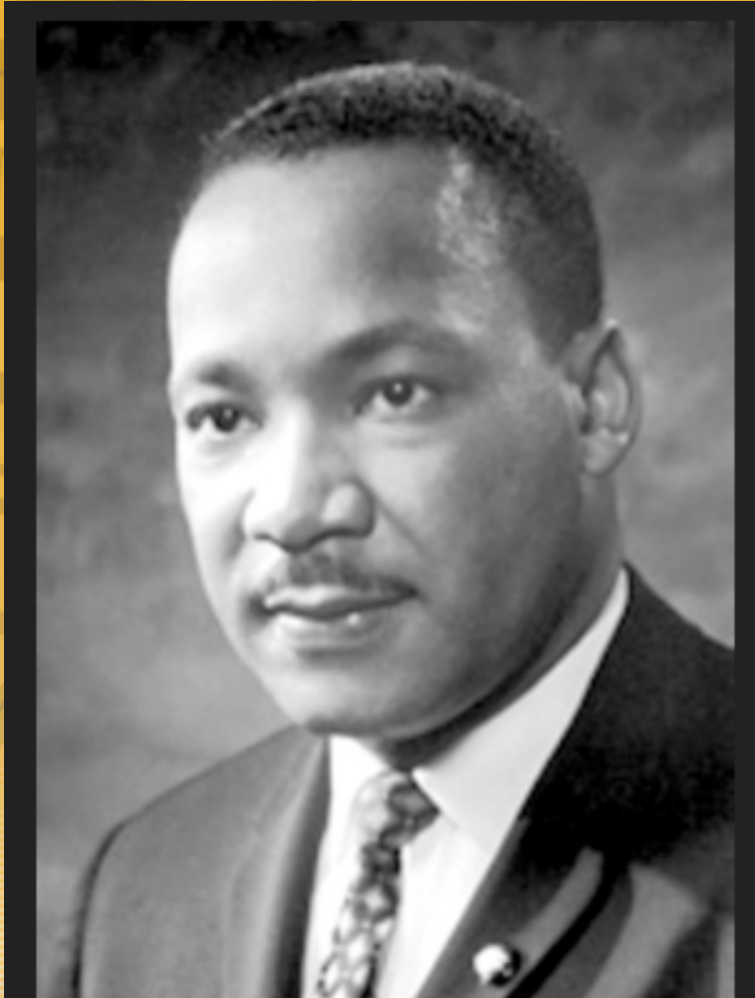
Day 1: Think: Evaluating Sources

<http://www.symbaloo.com/mix/lucasresources>





Martin Luther King Jr.



- Let's watch a video and read an article about Martin Luther King Jr.
- <http://www.history.com/topics/black-history/martin-luther-king-jr>
- http://news.bbc.co.uk/onthisday/hi/dates/stories/april/4/newsid_2453000/2453987.stm

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Accurate or Inaccurate Information?

<http://www.symbaloo.com/mix/lucasresources>

[Attention Students: Try our MLK Pop Quiz](#)

Martin Luther King, Jr.

A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex - including King's cries of "I'm f-ing for God" and "I'm not a Negro tonight!"

Newsweek Magazine
January 19, 1998
Page 62



Historical Writings

Essays, Sermons, Speeches & More

Truth About King

Who He Fought and Fought For

Death of the Dream

The Day King Was Shot

The King Holiday

Bring the Dream to Life

Civil Rights Library

History of People and Events

Jews & Civil Rights

Who Led The Civil Rights Movement

Suggested Books

The Life and Work of King

[Rap lyrics](#) - New!



[Watch the new
Martin Luther King
Educational Video](#)

[Why the King Holiday Should
be Repealed!](#)

[Black Invention Myths](#)

[Learn more about Kwanzaa!!](#)



Web Search Strategies Video:

http://www.teachertube.com/viewVideo.php?video_id=52115





Evaluate Websites

Evaluate Websites

VALIDITY

CONTENT

contact info?

relevant?

updated?

bias?

[About PBS Teachers](#) | [Privacy Policy](#) | [Terms of Use](#) | [Contact Us](#) | [Search](#) | [Site Map](#)

publisher?

Multimedia resources & professional development for America's preK-12 educators.
© 1995 - 2012 Public Broadcasting Service (PBS).

in depth?

author?

primary or secondary resource?

sources?

disclaimer?

PURPOSE

ACCURACY



Common Features on Websites

The screenshot shows the infoplease.com website interface. Key features are labeled with green arrows and boxes:

- Home**: Points to the top-left navigation link.
- Name & Logo**: Points to the 'infoplease' logo and tagline 'All the knowledge you need.'
- Site search field**: Points to the search bar with the placeholder 'Enter search term' and a 'Search' button.
- Frequently Asked Questions or Help**: Points to the 'FAQ' link in the top right corner.
- Menu to choose topic**: Points to the left-hand navigation menu, which includes categories like 'World & News', 'Sports', and 'Arts & Ent.'
- Content in center**: Points to the main article area featuring '2012 OLYMPIC GAMES' and 'What's in Store for the London Games'.
- Advertisements**: Points to a 'Michael's UNBELIEVABLE DOLLAR DAYS SAVINGS' ad on the right side.
- About company/website**: Points to the 'About Infoplease' link in the footer.
- Contact Info**: Points to the 'Contact' link in the footer.
- Copyright issues**: Points to the 'Terms of Use' link in the footer.

Additional elements include 'Top' and 'Bottom' navigation arrows, a 'Copyright' notice, and social media sharing options.



Controversial Topic

Warning!

Controversial Topic: Wiki sites

wikipedia

wiki answers

blurt it

answer bag

WIKIPEDIA MAKES NO GUARANTEE OF VALIDITY

Wikipedia is an online open-content collaborative encyclopedia, that is, a voluntary association of individuals and groups working to develop a common resource of human knowledge. The structure of the project allows anyone with an Internet connection to alter its content. Please be advised that nothing found here has necessarily been reviewed by people with the expertise required to provide you with complete, accurate or reliable information.

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No formal peer review

We are working on ways to select and highlight reliable versions of articles. Our active community of editors uses tools such as the [Special:Recentchanges](#) and [Special:Newpages](#) feeds to monitor new and changing content. However, Wikipedia is not uniformly peer reviewed; while readers may correct errors or engage in casual peer review, they have no legal duty to do so and thus all information read here is without any implied warranty of fitness for any purpose or use whatsoever. Even articles that have been vetted by informal peer review or featured article processes may later have been edited inappropriately, just before you view them.

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Critically Evaluating Resources Brochure

CURRENCY

*Currency of the site refers to :1) how current the information presented is, and 2) how often the site is updated or maintained. It is important to know when a site was created, when it was last updated, and if all links are current. Evaluating a web site for currency involves finding the date information was: **First Written, Placed on the web, Last revised.***



Then ask if:

Links are up-to-date

Links provided should be reliable.

Dead links or references to sites that have moved are not useful.

OBJECTIVITY

Objectivity of the site should be clear. Beware of the sites that contain bias or do not admit its bias freely. Objective sites present information with a minimum of bias. Evaluating a web site for objectivity includes:

Is the information presented with a particular bias?

Does the information try to sway the audience?

Does site advertising conflict with the content?

Is the site trying to explain, inform, persuade, or sell something?

ACCURACY

There are few standards to verify the accuracy of information on the web. It is the responsibility of the reader to assess the information presented. Evaluating a web site for accuracy:

Reliability. Is the author affiliated with a known, respectable institution?

References: Do statistics and other factual information receive proper references as to their origin?

Springfield Southeast
High School
Library Media Center

CRITERIA FOR
ANALYZING
WEBSITES



Susan Pennington, Library Media Specialist

Source: http://libraries.dal.ca/using_the_library/tutorials/evaluating_web_resources/6_criteria_for_websites.html



Things to look for when researching materials

AUTHORITY

Authority reveals that the person, institution or agency responsible for a site has the qualification and knowledge to do so. Evaluating a web site for authority includes:

Authorship: It should be clear who developed the site.

Contact information should be clearly provided: e-mail address, snail mail address, phone number, and fax number.

Credentials: the author should state qualifications, credentials, or personal background that give them authority to present information.

Check to see if the site is supported by an organization or commercial body.

PURPOSE

The purpose of the information presents in the site should be clear. Some sites are meant to inform, persuade, state an opinion, entertain, or parody something or someone. Evaluating a web site for purpose includes:

Does the content support the purpose of the site?

Is the information geared to a specific audience (students, scholars, general reader)?

Is the site organized and focused?

Are the outside links appropriate for the site?

Does the site evaluate the links?

Check the domain of the site. The URL may indicate its purpose.

COVERAGE

It is difficult to assess the extent of coverage since depth in a site, through the links, can be infinite. One author may claim comprehensive coverage of a topic while another may cover just one aspect of a topic. Evaluating a web site for coverage includes:

Does the site claim to be selective or comprehensive?

Are topics explored in depth?

Compare the value of the site's information compared to other similar sites.

Do the links go outside sites rather than its own?

Does the site provide information with no relevant outside links?



Check Out these sites and complete this checklist

- Evaluate if the following website is accurate or inaccurate:
- <http://tinyurl.com/q979ukr>

Evaluating Web Sites: A Checklist

Spring 2014 • University Libraries • www.lib.umd.edu/guides/evaluating-checklist

Why evaluate web sites? No one judges the quality or accuracy of information found on the World Wide Web before it is published, so you must evaluate what you find for yourself. Some sites are created by experts; for example, the University of Maryland Libraries site is authored by librarians who have expertise in the field of information science. However, the vast majority of World Wide Web sites are designed and authored by non-experts.

Directions:

1. Carefully read through and answer each question directly on this form.
2. After filling out the page print it.
3. Attach a printout of the first page of the web site you are evaluating to this checklist and hand the packet in to your professor.

What is the URL or web address of the web site you are evaluating?

http://

What is the title of the web site?

Authority and Accuracy

Anyone who knows a little HTML coding and has access to a server can create and load a web page. It is important to find out the author's identity and his or her qualifications or expertise in order to determine the credibility and reliability of the information.

Who is the author of the web site?

- I couldn't tell
- The author is:

What authorship clues did the URL (web address) provide? Check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> company (.com) | <input type="checkbox"/> non-profit organization (.org) |
| <input type="checkbox"/> academic institution (.edu) | <input type="checkbox"/> country-specific site (e.g., .uk) |
| <input type="checkbox"/> U.S. government agency (.gov) | <input type="checkbox"/> personal web page (e.g., www.jamiesilver.com) |
| <input type="checkbox"/> U.S. military site (.mil) | <input type="checkbox"/> other? Please describe: |
| <input type="checkbox"/> network of computer (.net) | |

What are the qualifications of the author or group that created the site?

- I couldn't find this information.
- The author's qualifications are:



So what's the point?

- Who can publish on the web?
- Is all information on the Web true, trustworthy and accurate?

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Day 2: Create



Essential Question

<http://www.symbaloo.com/mix/lucasresources>

- When can you trust what you find on the internet?
- ** Let's draw conclusions and make decisions

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Tips for Reliability: Think like an editor

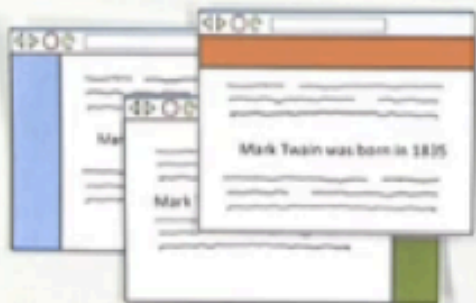
<http://www.freetech4teachers.com/2013/07/two-video-guides-to-website-evaluation.html#.Uuc1v6V6gb3>

Sources and Facts

"Annual U.S. rate of inflation in 1980 was 13.58%"

Source: Bureau of Labor Statistics
<http://www.bls.gov>

Multiple Sources



Reputation and Timeliness



Opinion and Bias



© Common Craft



CRAAP

The CRAAP Test Worksheet

Use the following list to help you evaluate sources. Answer the questions as appropriate, and then rank each of the 5 parts from 1 to 10 (1 = unreliable, 10 = excellent). Add up the scores to give you an idea of whether you should use the resource (and whether your professor would want you to!).

Currency: the timeliness of the information.....

- When was the information published or posted? _____
- Has the information been revised or updated? _____
- Is the information current or out-of date for your topic? _____
- Are the links functional? _____

Relevance: the importance of the information for your needs.....

- Does the information relate to your topic or answer your question? _____
- Who is the intended audience? _____
- Is the information at an appropriate level? _____
- Have you looked at a variety of sources before choosing this one? _____
- Would you be comfortable using this source for a research paper? _____

Authority: the source of the information.....

- Who is the author/publisher/source/sponsor? _____
- Are the author's credentials or organizational affiliations given? _____
- What are the author's credentials or organizational affiliations given? _____
- What are the author's qualifications to write on the topic? _____
- Is there contact information, such as a publisher or e-mail address? _____
- Does the URL reveal anything about the author or source? _____

Accuracy: the reliability, truthfulness, and correctness of the content.....

- Where does the information come from? _____
- Is the information supported by evidence? _____
- Has the information been reviewed or refereed? _____
- Can you verify any of the information in another source? _____
- Does the language or tone seem biased and free of emotion? _____
- Are there spelling, grammar, or other typographical errors? _____

Purpose: the reason the information exists.....

- What is the purpose of the information? _____
- Do the authors/sponsors make their intentions or purpose clear? _____
- Is the information fact? opinion? propaganda? _____
- Does the point of view appear objective and impartial? _____

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Day 3: Share and Grow



Essential Question

- How can we share what we've learned?

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Create your own CRAAP Poster: A WARNING POSTER

WARNING!

Description: Spyware Removal, Anti-spyware, Antivirus, malware, virus, remove trojan

This site has a poor reputation.

[View rating details and comments](#)

Trustworthiness	Poor
Vendor reliability	Unsatisfactory
Privacy	Unsatisfactory
Child safety	Unsatisfactory

[This site is safe - I want to rate it](#) [Ignore warning and go to the site](#)

Siteadvisor.com Good

WOT
WEB OF TRUST



Let's do a Survey!!!!

<http://www.symbaloo.com/mix/lucasresources>



- Everyone will be completing a survey covering all the information learned in 3 days.

Research