10TH GRADE ENGLISH STUDENTS TAKE ON THE CRAAP TEST RUMBLE

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Image created with Canva

Earlier this week, we had the great pleasure of working with Ms. Boudreaux and her two sections of Honors 10th Literature/Composition. We used Monday to give students a hands-on experience in evaluating a variety of information sources.

CRAAP Test Resources

Brick, Michael. "Is Google Making the Digital Divide Worse?"*Newsweek Global* 162.8
(2014): 28-39. *MasterFILE Elite*. Web. 3 Feb. 2016.

Cerf, Vinton G. "Internet Access Is Not a Human Right." Editorial. *The New York Times* 5
Jan. 2012, sec. A: 25. *The New York Times*. The New York Times, 04 Jan. 2012.
Web. 05 Feb. 2016.
<http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.
html?_r=0>.

"Connecting America." *The White House*. The White House, n.d. Web. 03 Feb. 2016.
<https://www.whitehouse.gov/connect-america>.

"Crossing the Digital Divide - An Infographic on the Changing Forms of Media." Web log
post. *Kissmetrics Blog*. N.p., 2013. Web. 03 Feb. 2016.
<https://blog.kissmetrics.com/crossing-the-digital-divide/>.

Dzieza, Josh, and Frank Bi. "Poverty, More than Geography, Determines Who Gets
Online in America." *The Verge*. Vox Media, 15 July 2015. Web. 03 Feb. 2016.
<http://www.theverge.com/2015/7/15/8965409/us-internet-access-map-white-house
-report-broadband-inequality>.

Graham, Mark, Bernie Hogan, Ralph K. Straumann, and Ahmed Medhat. "Uneven
Geographies of User-Generated Information: Patterns of Increasing Informational
Poverty." *Annals of the Association of American Geographers* 104.4 (2014):
746-64.*Academic Search Complete*. Web. 3 Feb. 2016.

Morris, Frank. "In Kansas City, Superfast Internet And A Digital Divide." *All Tech
Considered*. National Public Radio. 9 Mar. 2015.*NPR*. Web. 03 Feb. 2016.

<http://www.npr.org/sections/alltechconsidered/2015/03/09/390392782/in-kansas-city-superfast-internet-and-a-digital-divide>.

Smith, Gerry. "The Disadvantaged and Minorities Use Smartphones for Internet Access." *Smartphones*. Ed. Roman Espejo. Detroit: Greenhaven, 2013. Opposing Viewpoints. Rpt. of "Smartphones Bring Hope, Frustration as Substitute for Computers." *Huffington Post*. N.p.: n.p., 2012. N. pag. *Opposing Viewpoints in Context*. Web. 3 Feb. 2016.
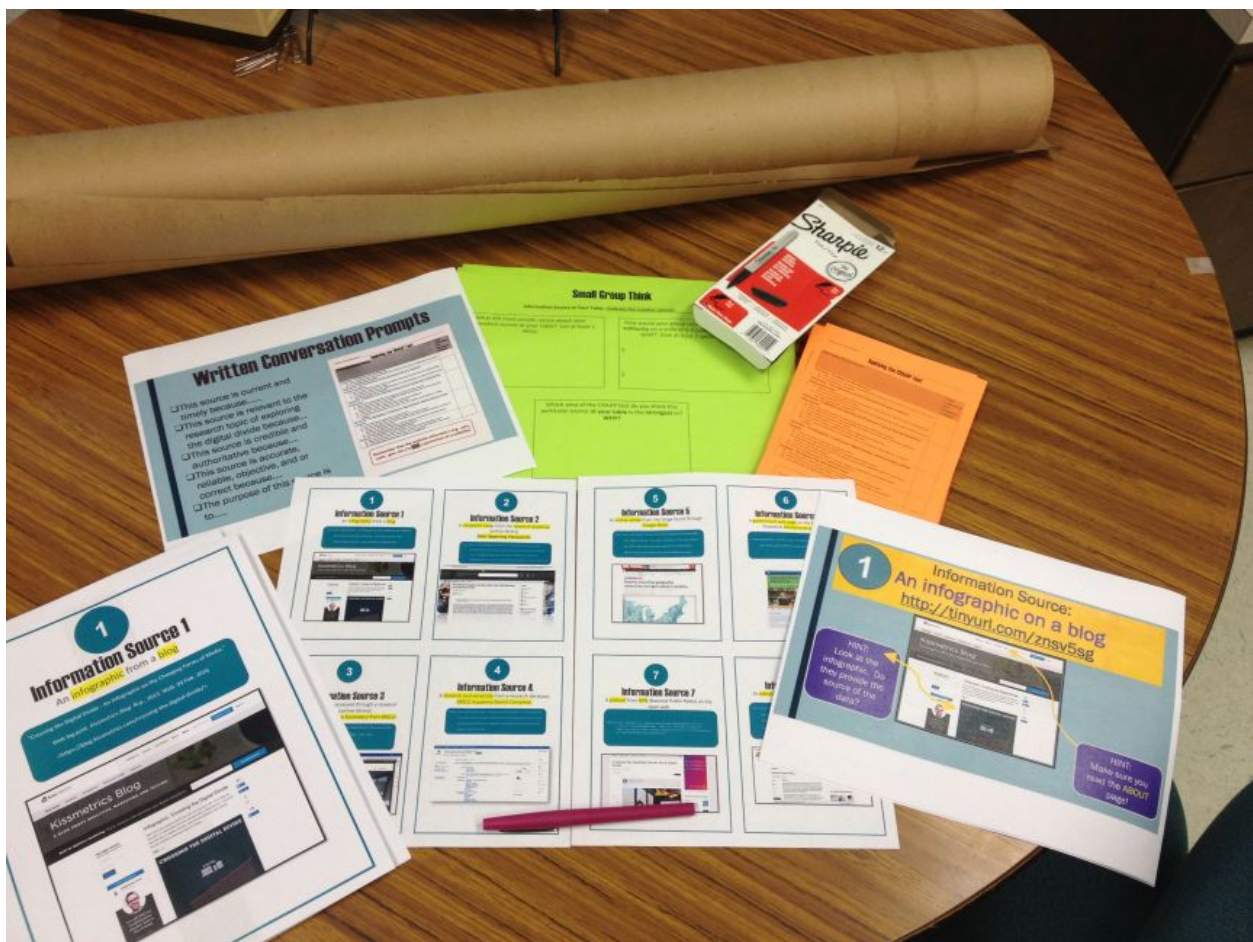
We began with a quick chat about the importance of evaluating and assessing **<u>all</u>** information sources in the context of one's research task and topic, not just websites. We then introduced the CRAAP test and showed a short video to familiarize students with the principles and questions to consider; students also received a CRAAP test checklist (see below).

Applying the CRAAP Test

Names of Group Members:

Information Source Criteria	Your Evaluation 0-5 (0=worst; 5=best)
Currency: Timeliness of the Resource ☐ Is the publication date recent, especially if the relevance of the source is important to the topic? ☐ Is a copyright date provided?	
Relevance: The importance of the information for your research interest/question ☐ Does this information source answer a question I have about my topic OR does it help develop a new question to pursue for my topic? ☐ To what extent does this topic expand/broaden my understanding of my topic OR help me find a new aspect of the topic to explore?	
Authority: Credibility and expertise of the person or group that authored the information ☐ Who is the author/publisher/source/sponsor of this information source? ☐ What makes this person or group qualified to publish this information OR what makes this person an expert on the topic? ☐ What are the author's credentials and/or organizational affiliations? ☐ Is the author or group qualified to write on the topic? ☐ Is there contact information for the author, such as a publisher, email address, or Twitter handle?	
Accuracy: The Reliability, Truthfulness, Objectiveness, and Correctness of the Content ☐ Is the information supported by evidence/facts? ☐ Can you verify any of the information in another information source? ☐ Does the language and tone of the information source seem unbiased, objective, and free of emotion or personal opinions? ☐ Are there any political, ideological, cultural, religious, institutional, or personal biases? ☐ Are there any spelling, grammar, or typographical errors?	
Purpose: The Reason The Information Exists ☐ Does the author make his/her intentions or purpose for the information clear? ☐ What is the purpose of the information: to inform, teach, sell, entertain, or persuade? ☐ Is the information primarily facts, opinions, or propaganda?	

Remember that the website extension (.org, .edu, .com, .gov, etc.) is NOT a guarantee of credibility!

After the video, we explained to the students our hypothetical research task and topic (aligned with their actual assignment), and we reviewed the procedures for participating in our write-around, our learning structure for students looking at the different information sources and using the CRAAP test as our set of conversation prompts to share how they would assess a particular source at each table.
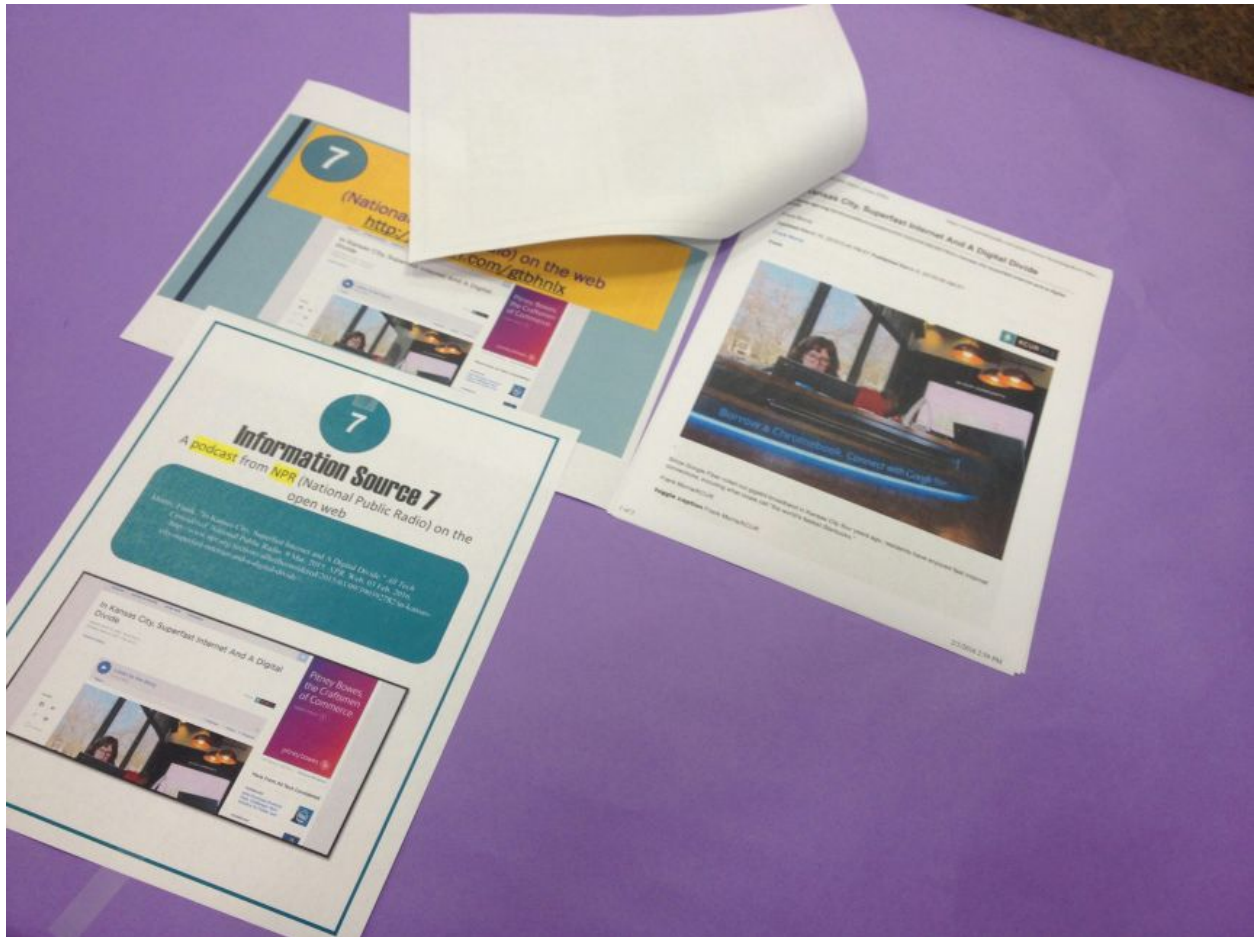
We used seven tables with butcher paper and one dry erase board to house each information source. At each table was a description of the information source, a couple of print copies of the sources, and a set of writing prompts based on the CRAAP test. For the NPR podcast, I provided an iPad for students to use if they wanted to listen to it along with viewing the transcript; sources that were housed outside the

databases were given a shortcut URL students could use to pull up the sites on their own devices if they chose to do so.

We gave students about 12 or so minutes to move around and write-around the information sources as they assessed the different resources; we also encouraged students to respond to each other's statements.
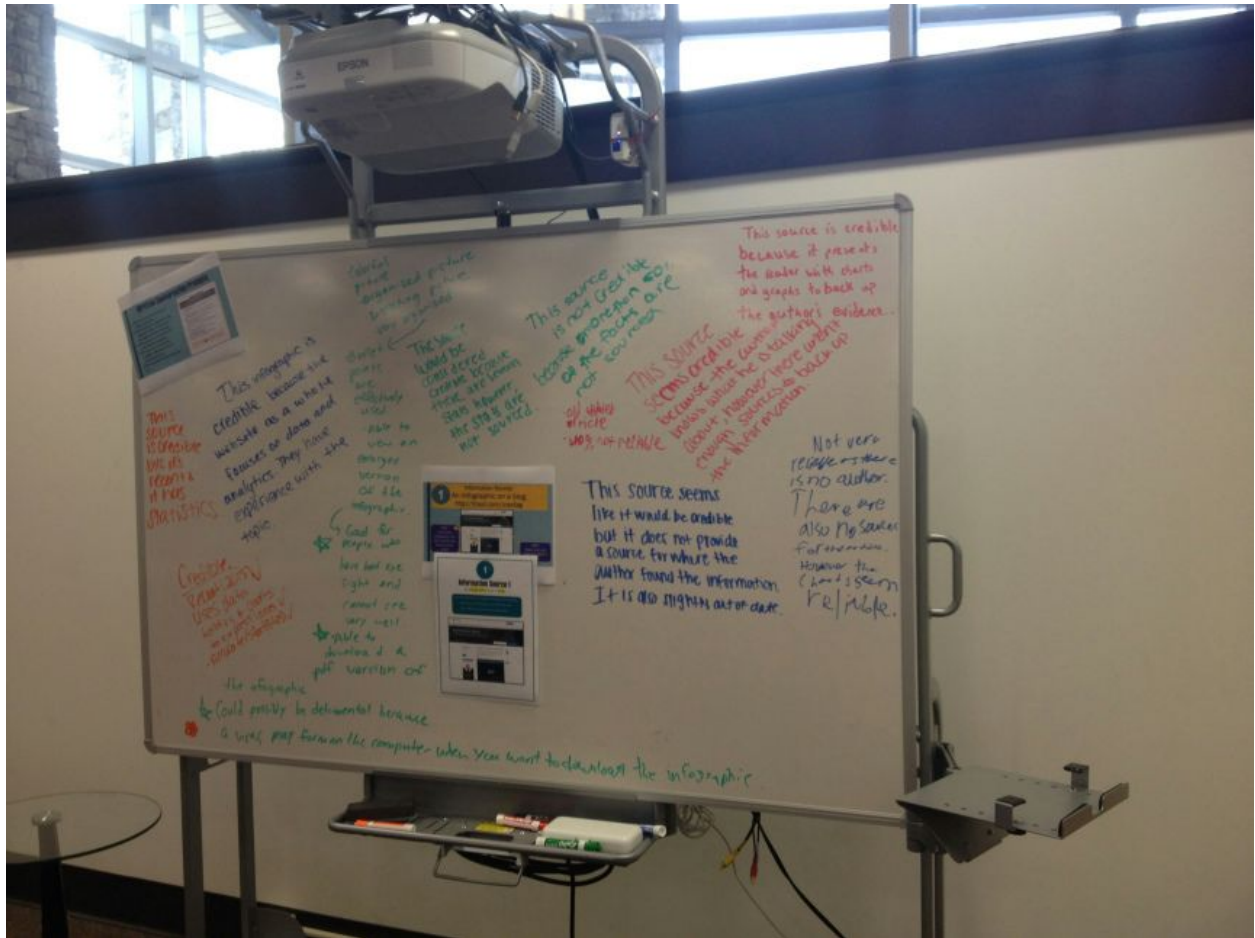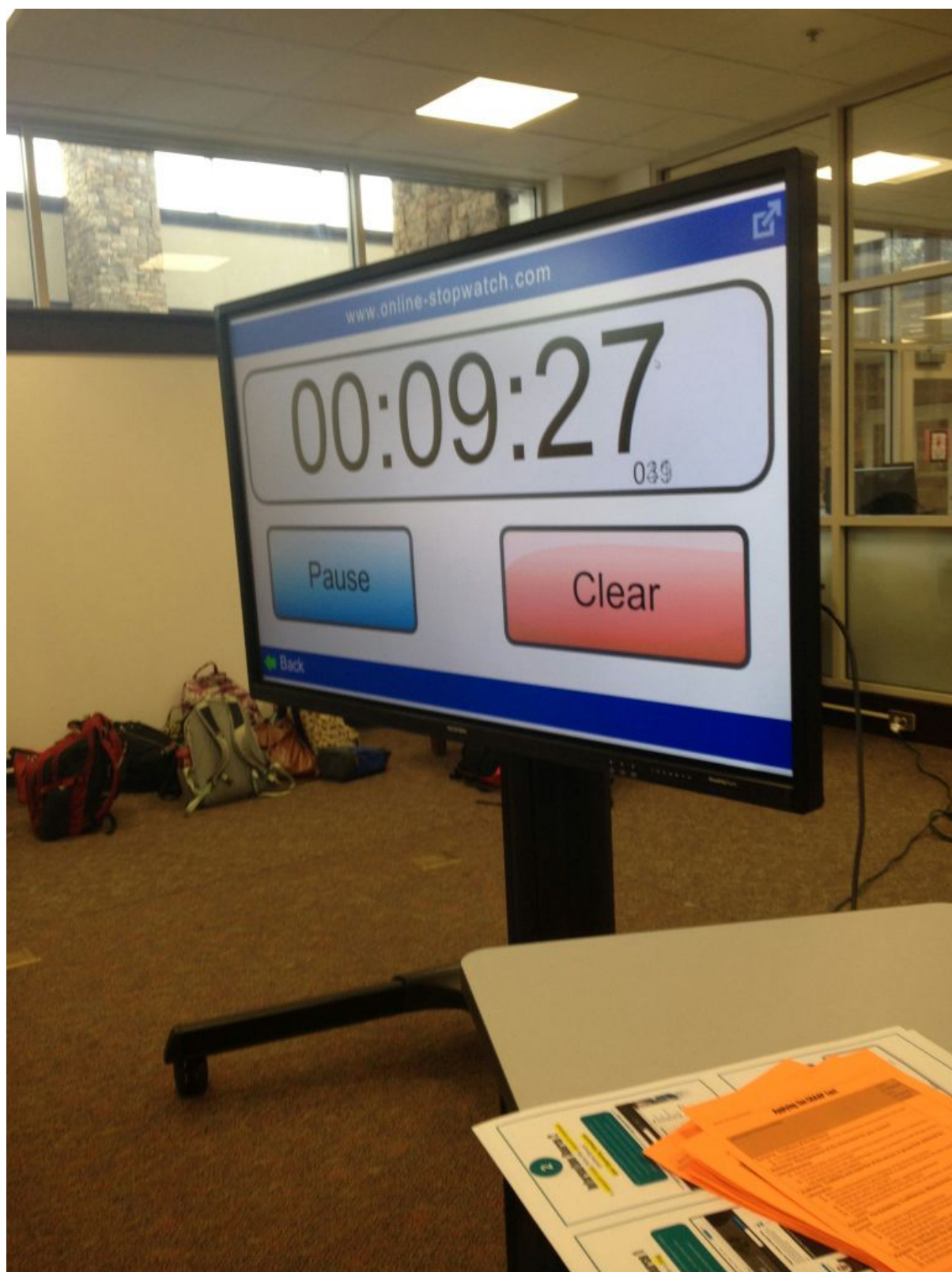
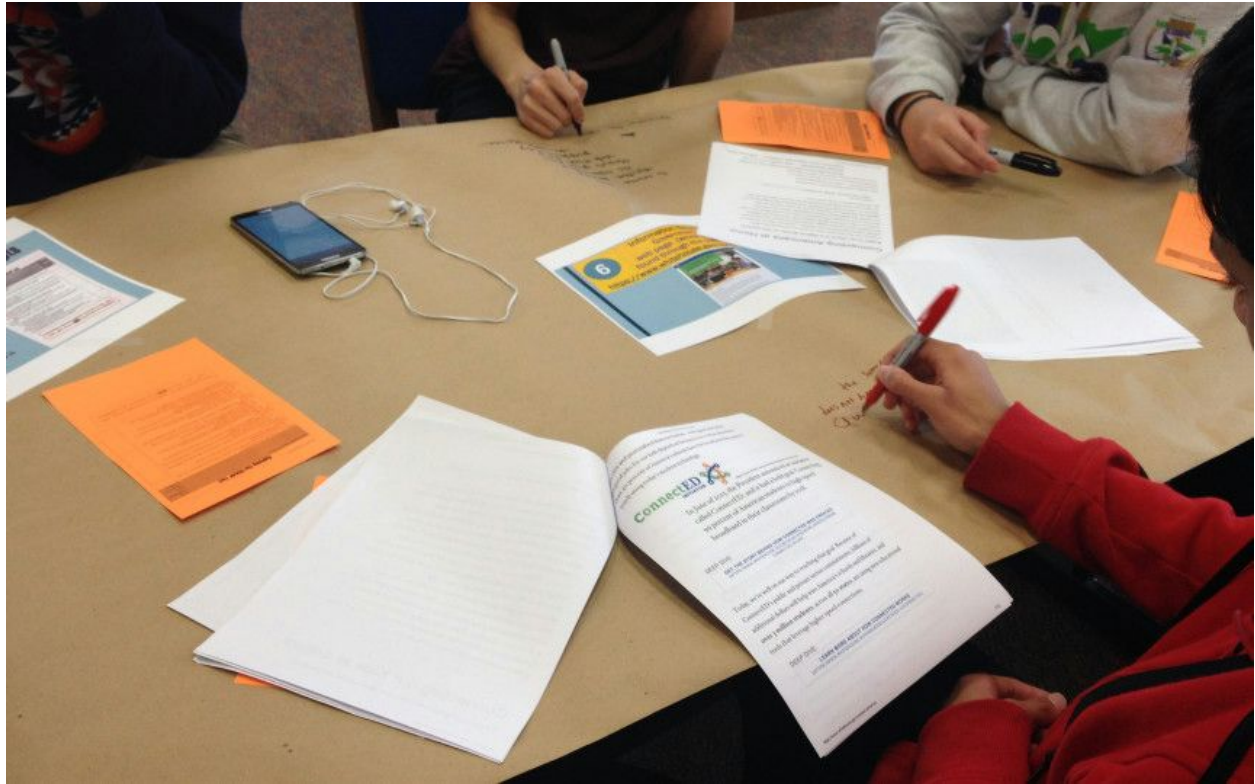Article was published recently, language was correct, and is from the Galileo data base which

This is
It talks
across th
has evid
people.

galileo = ✓

#nuffsaid

This source is credible because it presents the reader with charts and graphs to back up the author's evidence.

This source is now credible because [...] of the facing are not sourced.

This source seems credible because the author [...] about [...] there weren't enough sources to back up the information

This infographic is credible because the website as a whole focuses on data and analytics. They have experience with the topic.

This source is incredible but its recent it has statistics

This source seems like it would be credible but it does not provide a source for where the author found the information. It is also slightly out of date.

Not very reliable there is no author. There are also no sources for [...] However the charts seem reliable.

C - This source is current,
relevant, & safe to produce.

R - Depending on the hypothesis
anyone can define a review's
relevancy by y's relevant.

A - The author is free to play
around. This means the author
create. The read yourd may
contain facts.

A - This website is supported
more by facts, facts factual
opinions.

P - The viewpoints is that it
is an analysis as sources
gone in the 23/and divide.

C
R
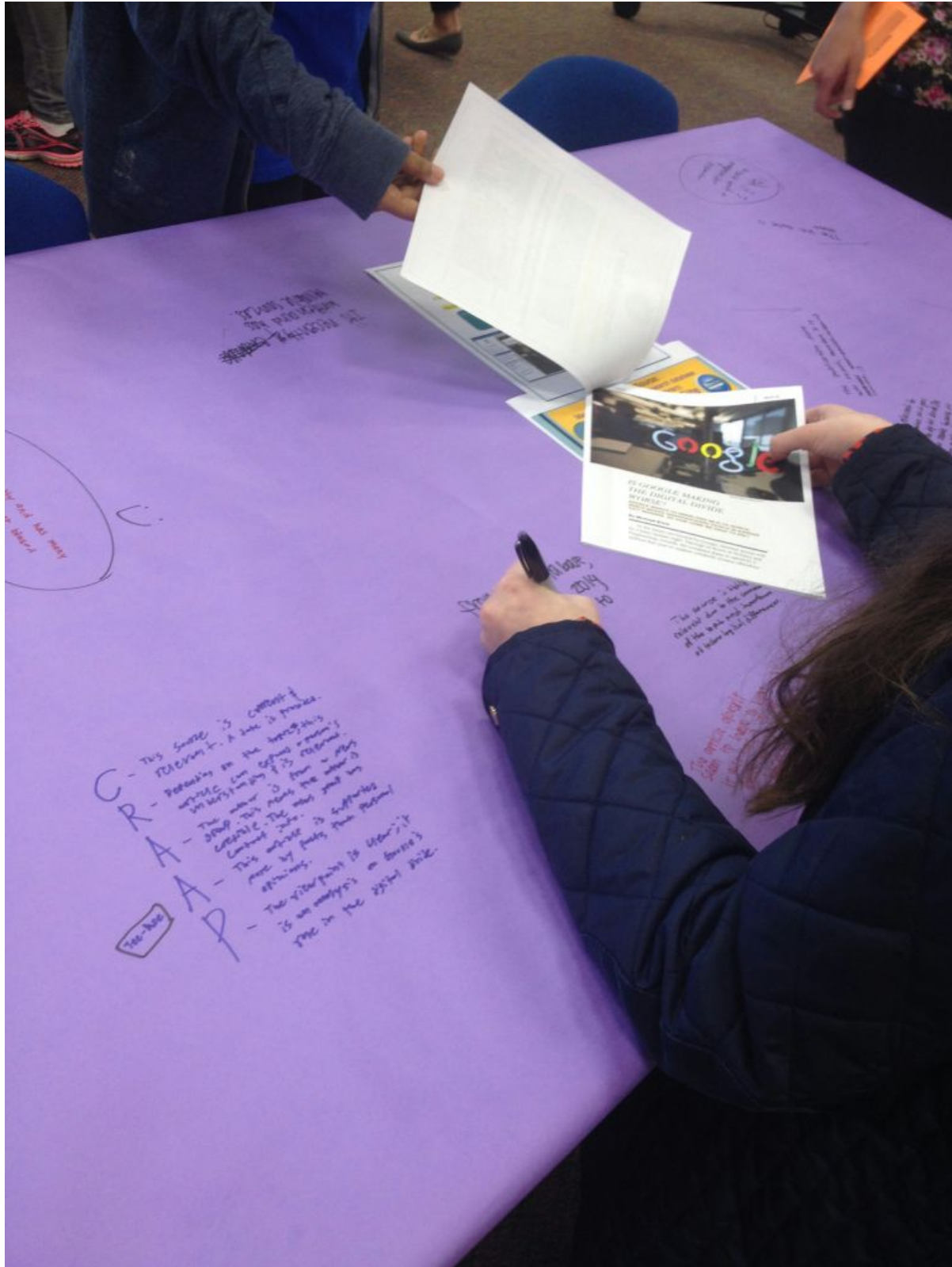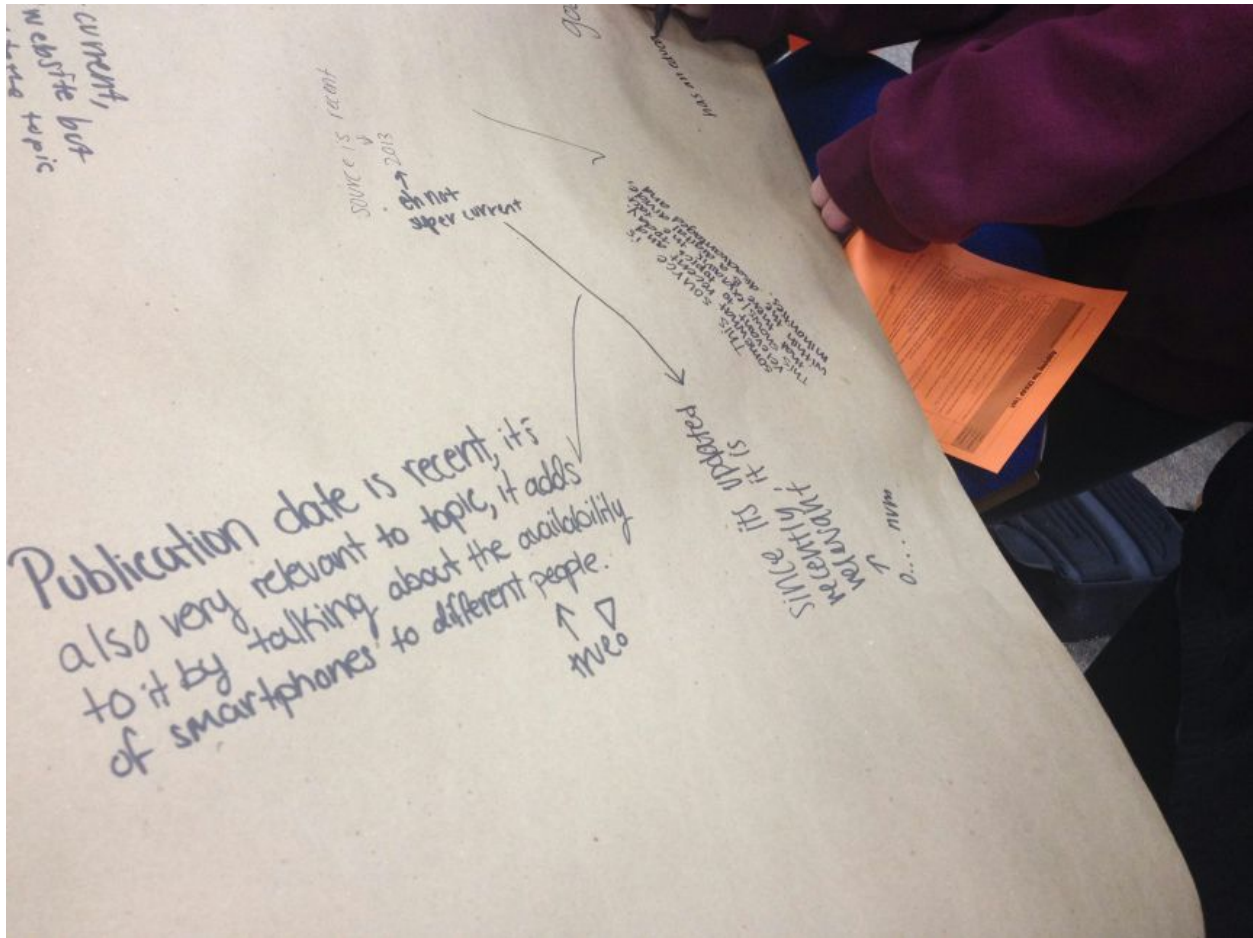A
A
P

After the silent individual response piece of the activity, students then worked in small groups of four or so to evaluate the source at the station or table where they landed. They had three questions to consider and discuss as a group:

Small Group Think

Information Source at Your Table: (indicate the number, please) _____

What did most people notice about your information source at your table? List at least 2 ideas.

1.

2.

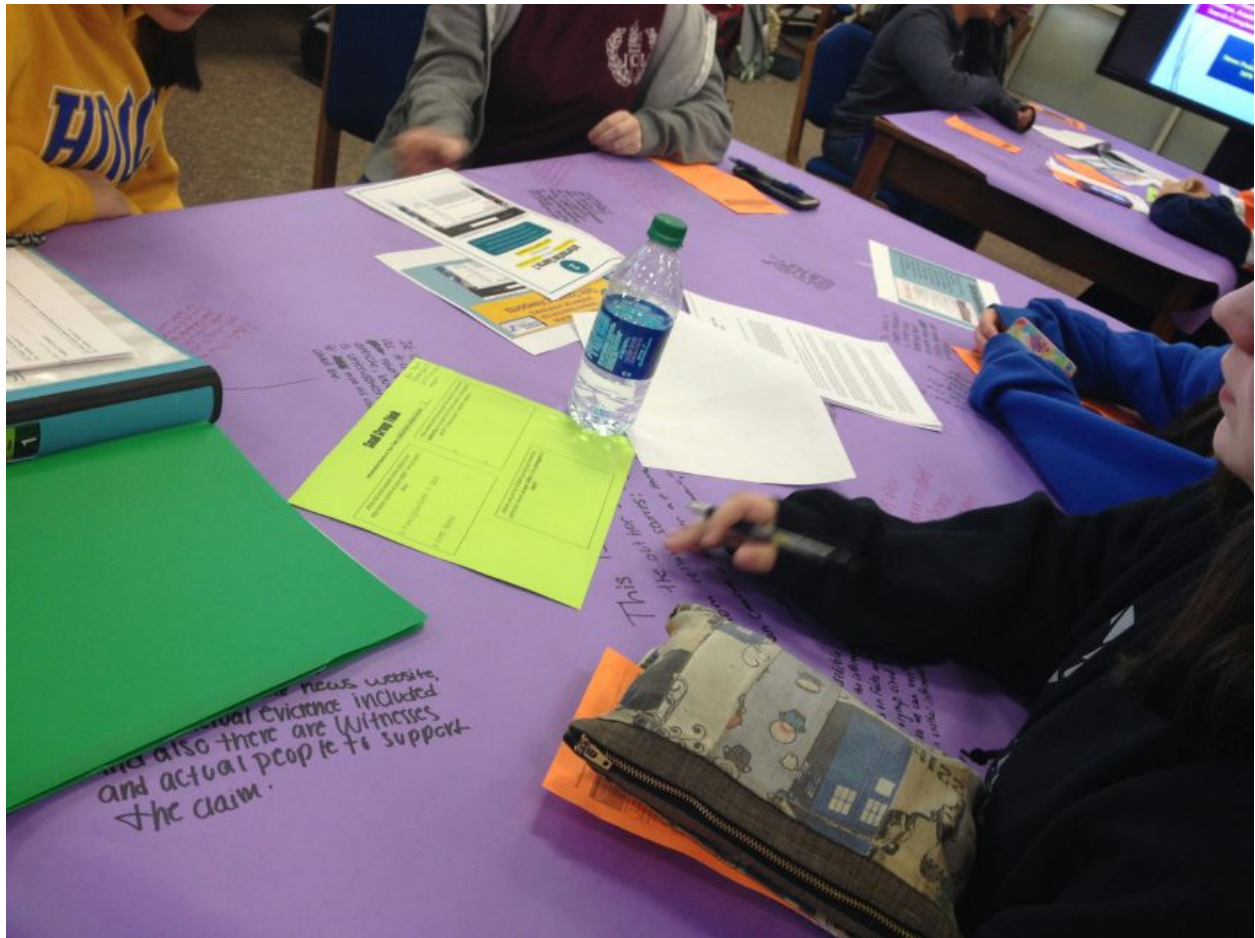How would your group rate this source in terms of **authority** on a scale of 0-5 (zero worst, 5 the best)? WHY? Give at least 2 specific reasons.

1.

2.

Which area of the CRAAP test do you think this particular source **at your table** is the **strongest** in? WHY?

Students had roughly 8-10 minutes to discuss and jot down responses; we then did a "lightning round" big group share. Unfortunately, we ran out of time and didn't have a chance for 1-2 groups in each class to share out, but other than the time issue, we felt the students had a positive and meaningful learning experience.   We really enjoyed seeing and hearing the students' insights and ideas; it also provided opportunities to discuss points they brought up (particularly about the issue of website extensions and whether or not those are an actual indicator of credibility/reliability) and to clarify when needed.   I find the write-around learning structure from Harvey "Smokey" Daniels to be one I come back to again and again for a variety of assignments and contexts.