

Information Evaluation Activity

<Your Name>

Assignment Goal:

In this assignment you will review the CRAAP Framework for evaluating information, then evaluate information through both a social and an academic lens, and reflect on your experience. The ability to quickly and effectively evaluate information will help you know which sources to include in your final project and will assist you in your future career in the health sciences.

Evaluating Resources: Is it CRAAP?

Currency	<ul style="list-style-type: none">• When was it published or posted? Has it been revised or updated?• Does your research require current information or will older sources work as well?
Relevance	<ul style="list-style-type: none">• Is it entirely about your topic, or just a few sentences?• Who is the intended audience - health professionals or consumers?
Authority	<ul style="list-style-type: none">• Who is the author/creator? Can they be found in the literature?• Does their background suggest knowledge of the topic?• Examples: .gov (government site) .edu (educational institution) .org (professional organization)
Accuracy	<ul style="list-style-type: none">• Where does the information come from?• Is it free of spelling or grammatical errors?• Is the information supported by evidence?• Can you verify any of the content in another source or from personal knowledge?
Purpose	<ul style="list-style-type: none">• Why was the information written?• Are the intentions made clear?• Are they selling me something?

Based on the [CRAAP Test that was developed by librarians at CSU, Chico](#).

CRAAP Framework Directions:

Following the CRAAP Framework laid out above, answer the questions below.

1. Why do you think it is important for the information to be current?
2. Why must the information be relevant?

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3. Why would you look to see if the author/publication is an authority on the subject?

4. What about Accuracy? Why does that matter?

5. What role does Peer Review play in determining accuracy and authority? (When an article has been peer reviewed, that means that other experts had a chance to take a closer look at it and offer suggestions and approval *before* the article or book was published).

6. Why do you think it's important to know the information's purpose?

Information Evaluation Part 1

Modified from [The Gossip Activity](#) by Claire Lobdell.

Directions:

In this section you will evaluate information in a social context. You will make one list in each column of the table below. Things that indicate trustworthiness will go in the left column. Things that indicate the information/source is untrustworthy go into the right column.

Imagine that you've heard something surprising about an acquaintance. This is second- or third-hand information. How do you decide what to trust and what not to trust?

Think to consider:

- Nature of the information
- Person telling you the information
- Person being talked about

Indicate Trustworthiness	Indicate Untrustworthiness

Information Evaluation Part 2

Modified from [The Gossip Activity](#) by Claire Lobdell.

Directions:

In this section you will evaluate information in an academic context.

1. Using the article below, make one list in each column of the table below. Things that indicate trustworthiness will go in the left column. Things that indicate the information/source is untrustworthy go into the right column.
 - a. Keep in mind: these lists will be similar to those you generated in Part 1, but not identical.
2. After you create your lists, answer the questions below.

Hernandez, D. C., Reesor, L. M., & Murillo, R. (2017). Food insecurity and adult overweight/obesity: Gender and race/ethnic disparities. *Appetite*, 117, 373–378. <https://doi.org/10.1016/j.appet.2017.07.010>

- Note: The article pdf is available in SOLE

Indicate Trustworthiness	Indicate Untrustworthiness

1. How did the source's reputation play into your analysis? What about the author & publication?
2. What is the author's motivation for writing this? Why did someone write/create this?
3. Examine the lists you created in Part 1 and Part 2. How are the lists similar? How are they different?
4. Can you lump anything from your lists into broad categories that you can apply to many different types of information sources?