Is It CRAAP?: Evaluating Online Sources to Fulfill Information Needs

A Study to Determine the Efficacy of Online Source Evaluation Instruction with First Year College Students

WHAT'S OUR GOAL?

Project Question: Will students who participate in face-to-face library instruction effectively evaluate online sources using the CRAAP test?

Project Goal: The goal of this project is to assess the impact of information literacy instruction through Tulsa Community College's Academic Strategies course. Academic Strategies is a student success course required for the majority of incoming students that focuses on helping students develop critical thinking skills. The focus of the study is to examine the final assessment scores after a student has attended one face to face and one online session in the library using the CRAAP test to evaluate online sources.

Outcome: First-year students participating in face-to-face library instruction will effectively evaluate the credibility of online sources to fulfill their information needs.

Criteria: Students will apply the CRAAP test to determine the validity of an online source with at least 80% accuracy.

WHAT'S OUR PROCESS?

<table>
<thead>
<tr>
<th>FALL 2015</th>
<th>SPRING 2016</th>
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<tbody>
<tr>
<td>June 2015</td>
<td>October 2015</td>
</tr>
<tr>
<td>Developed critical and discerning success and criteria for evaluating online sources consistent with Academic Strategies.</td>
<td>Developed the lesson plan for the Academic Strategies class for the college to be used in the next semester.</td>
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<tr>
<td>July 2015</td>
<td>September 2015</td>
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<tr>
<td>Assisted by the Academic Strategies coordinator to properly review the developed lesson plan (Visual and comprehensive) for a final version.</td>
<td>Re-revised the lesson plan to match the assessment quiz and facilitate autonomous learning.</td>
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<tr>
<td>August 2015</td>
<td>September 2015</td>
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<tr>
<td>Began teaching the lesson plan in the Academic Strategies class at the college for the 2015-2016 academic year.</td>
<td>Revisited to ensure that all the questions on the assessment quiz were point value and mandatory.</td>
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WHAT DID WE ASSESS?

The two most difficult questions on the assessment are charted below. Both questions were aimed for clarity on September 26th, 2015. The correct answers are in bold.

<table>
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<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
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<tr>
<td>254 students took the assessment quiz as a first attempt</td>
<td>153 students took the assessment as a first attempt</td>
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<tr>
<td>20 students scored 8/10 or better, or 8%</td>
<td>17 students scored 8/10 or better, or 11.2%</td>
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<tr>
<td>12% increase in pass rates between first and second time learners</td>
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CRAAP WHAT'S THAT?

The CRAAP test is a well-known information evaluation tool that emerged in a convenient acronym. The test is commonly used to teach students key skills in discerning authority for information literacy.

C - currency: How up-to-date is the source?
R - relevance: Is this source relevant to the audience and information need?
A - authority: Who wrote or approved the information?
R - accuracy: Where do the facts and figures come from?
A - purpose: What is the purpose of the source?

WHAT DOES THE LITERATURE SAY?

For a listing of the resources for this project, please scan this QR code.

or visit: https://qz.on/th/FB69

WHAT ARE WE TEACHING?

The lesson plan consists of a 1-hour and 20-minute block over evaluating online sources. The lesson plan begins with the CRAAP test and concludes with a take-home assignment.

WHAT DID WE LEARN?

The primary benefit of this project wasn’t the project data or results, but the experience in conducting a large, course-wide assessment process with faculty partners.

In future assessments, we would:

Reevaluate assessment quiz for validity reliability and a timeline-bound plan.
Conduct a full literature review prior to constructing project goal.
Refine Academic Strategies lesson plans with an assessment and test feedback implementation.
Add a pretest to assessment conducted in the same lesson period to assess student growth.
Clarify the area of authority for students in order to better address the difference between an expert and an author.

WHAT WOULD WE DO DIFFERENTLY NEXT TIME?

In future assessments, we would:

Reevaluate assessment quiz for validity reliability and a timeline-bound plan.
Conduct a full literature review prior to constructing project goal.
Refine Academic Strategies lesson plans with an assessment and test feedback implementation.
Add a pretest to assessment conducted in the same lesson period to assess student growth.
Clarify the area of authority for students in order to better address the difference between an expert and an author.

This project is part of the program “Assessment in Action: Academic Libraries and Student Success,” which is underwritten by the Association of College and Research Libraries (ACRL), in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL’s Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.