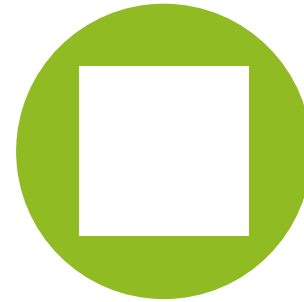# UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN

Created by
RFK Librarian Roland San Nicolas

Today's Lesson

ACRL FRAMEWORK INFORMATION LITERACY

LEVELS OF AUTHORITY
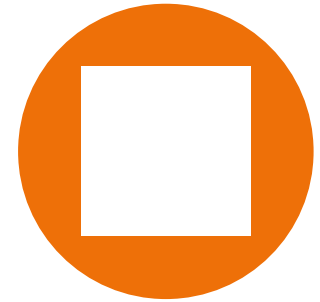
CRAAP TEST

Adopted by UOG

ACRL Framework for Information Literacy

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

ALA. (2020). http://www.ala.org/acrl/standards/ilframework

ACRL Framework
1. Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

--Framework for Information Literacy for Higher Education

Palm Beach State University (2020)

ACRL Framework
Authority Is Constructed and Contextual

What does this mean?

You will develop your ability to:

- define different types of authority

- use research tools to determine the credibility of sources

- understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard"

- recognize that authoritative content may be packaged formally or informally and may include sources of all media types

- acknowledge that you are developing your own authoritative voice in a particular area, seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice

- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Levels of Authority

Scholarly/Peer Reviewed/Academic Journals

Trade/Professional Journals

Popular

Scholarly Peer –Reviewed Academic

Article gets written by researchers who are experts in their field.

Submitted to a Journal Publication

Reviewed by a group of content area specialists

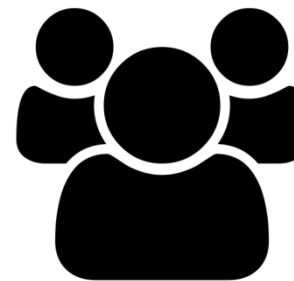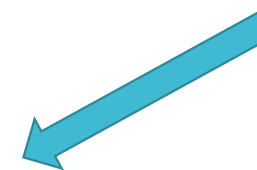| Determine if well researched | Does it contain new information? | Published if it meets the high standards of the publication |

Process

Article Submission

Peer Review

Journal

UOG Databases

Academic Journals

- Editorial board members are listed at the beginning

- Articles include sourcing, such as footnotes, endnotes, and bibliographies

- The papers are often illustrated with charts and graphs

- The authors are NEVER anonymous

- The language is very formal: "sensational, highly emotive language is almost never used"

- Most specialize in original research

Pros

- **Reliable scholarship – Primary Research**

- **Junk is more likely to be rejected**

- **Satisfies the CRAAP Test-**

- **Library Systems employ high level filtering that no search engine can match that**

- **Better Content than a Webpage that ANYONE can create**

Cons

- **Possible Intellectual Elitism**

- **Language is field specific**

- **High Costs for Access or Retrieval**

- **Very long time-lag from discovery to publication**
  - **Can be obsolete by the time released (i.e. technology)**

- **Plagiarized material have been published despite the process**

Professional or Trade Journals

- Written by people working in the field

- Uses language and jargon familiar to the profession.

- Offers news in the field

- Present opinions about trends, events, and industry forecasts

- Do not often present original research

- Ads are Trade Specific
  - Conferences
  - Tools

Popular Journals

- **Written by journalists or staff writers**

- **Caters to the general public.**

- **Cover news and current events in a field**

- **Report on news of general interest**

- **Typically full of advertisements, and are focused on making a profit**
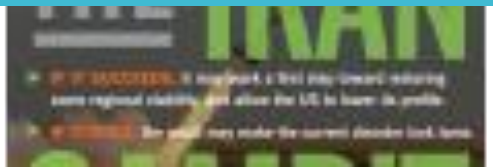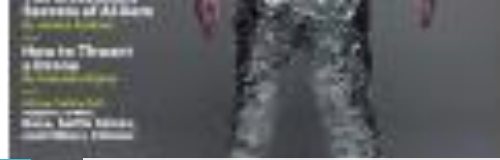
Gov't Docs

Authoritative

- Can be considered Scholarly Information

- Can be considered Professional

- Many Experts involved in gathering and disseminating the data

Audience?

- Researchers

- Government Agencies

- General Public

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CRAAP Test

How to evaluate any resource

- If you're searching for information resources online using a web browser or search engine you often get too much information.

- How can you tell which resource is credible or reliable?

- Can you use it in your College Assignments?

- The **CRAAP Test** was developed to help college students evaluate any source of information to determine if it can be used in their papers, projects, or presentations.

Adopted from California State University, Chico (2020)

Currency
The timeliness of the information

When was the information published or posted?
Has the information been revised or updated?
Does your topic require current information, or will older sources work as well?
Are the links functional?

CRAAP
Test

Currency

UCSD, 2017

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 (i.e. not too elementary or advanced for your needs)?
Have you looked at a variety of sources before determining this is one you will use?
Would you be comfortable citing this source in your research paper?

CRAAP
Test

Relevance

Authority
The source of the information

Who is the author/publisher/source/sponsor?
What are the author's credentials or organizational affiliations?
Is the author qualified to write on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source?
    examples: .com .edu .gov .org .net

CRAAP
Test

Authority

UCSD, 2017

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 or from personal knowledge?

Does the language or tone seem unbiased and free of emotion?

Are there spelling, grammar or typographical errors?

CRAAP
Test

Authority

P Purpose
The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or
persuade?
Do the authors/sponsors make their intentions or purpose clear?
Is the information fact, opinion or propaganda?
Does the point of view appear objective and impartial?
Are there political, ideological, cultural, religious, institutional or personal biases?

CRAAP
Test

Purpose

To further your understanding Watch the uploaded video on Moodle

Authority is Constructed and Contextual

By University of Washington University Libraries