

## Documentation tool CRAAP Test

### **Resource Title:**

Web Literacy for Student Fact-Checkers

### **Resource URL:**

<https://pressbooks.pub/webliteracy/>

### **Currency: The timeliness of the information:**

**When was the resource published or posted?**

**Has the resource been revised or updated?**

**Does your topic require current information?**

**Are the links functional?**

This resource was published in 2017 so some of the examples used are a bit out of date and could be updated with current articles and using more current events to keep them topical. The resource hasn't been revised, but the author has created other updated resources (also OER) in 2021 that could be used in combination or to replace this text. The book makes use of a lot of screenshots rather than links to avoid having some be removed. The practices shown in the text do not need to be updated, but the examples used could benefit from being updated.

### **Relevance: The importance of the information for your needs**

**Does the resource relate to your needs?**

**Who is the intended audience?**

**Is the information in the resource at an appropriate level for your learners?**

Yes, the text is an excellent example of practices students can use. It is geared towards university students and is at the appropriate level for those entering post-secondary.

### **Authority: The source of the information**

**Who is the creator?**

**What are their credentials or organizational affiliations?**

**Are they qualified to write on this topic?**

The author, Mike Caulfield, is a know expert within this field and is very

qualified to write on this topic. He is a researcher at the University of Washington's Centre for an Informed Public and specializes in online information literacy and misinformation narratives.

**Accuracy: The reliability and truthfulness of the information**

**Is the information supported by evidence?**

**Has the resource been reviewed or refereed?**

**Are there spelling, grammar, or typographical errors?**

There are many examples that are used to provide evidence of how information can be misleading online and to also illustrate best practices for fact-checking. However, as this is a resource geared towards students, with a practical focus, there is no bibliography that provides evidence of how these practices are connected to professional best practices of specific professions like academics, journalists, etc.

**Purpose: The reason the information exists**

**Why does this resource exist? (to inform, teach, sell, entertain, or persuade?)**

**Is the information fact, opinion, or propaganda?**

**Are there political, ideological, cultural, religious, institutional, or personal biases?**

This text is meant to teach and inform. The information is mainly fact and includes some propaganda as examples only to illustrate how misinformation is created and spread.

**Notes: Are there additional questions or observations you have about this material that affect your decision to use it? (i.e. this is an opinion piece that I will use to demonstrate one side of an argument).**

While I am familiar with the CRAAP test, in my profession, there are some critical views of checklist practices like this one. Within librarianship, the CRAAP test, RADAR, and others are not as commonly used anymore as they tend to privilege academic sources and those that come from the global north. They also tend to avoid newer best practices like reading laterally to review the commentary around a resource and its author.

**Final Recommendation: Will you use this resource? Why or why not?**

I would use this resource as it is a well known and award winning text within my field that has influenced a lot of best practices within the profession. I would

use this along with other newer resources to ensure examples are up-to-date and more relevant to today's climate.