

BOLD eLearning Showcase

9 November 2017
Mt Helen





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?



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?



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



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?



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?

Adapted from the CSU Chico CRAAP Test for the UC San Diego Library

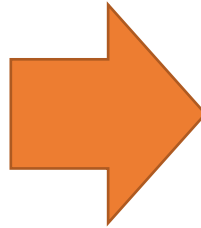
The CRAAP Test

Learning and Teaching Plan 2015-2017 Enabling BOLD Learning

Objective 3.1: Enhance student digital literacy through provision of digital literacy opportunities

Objective 3.2: Enhance student digital literacy through provision of digital literacy support online.

Objective 3.3: Embed digital and academic literacies into the curriculum.



Hasbro. (n.d.). *Guess Who? Game retro series 1988 edition* [Photograph]. Retrieved from <https://www.hasbro.com/en-us/product/guess-who-game-retro-series-1988-edition:6F0F6957-7445-4188-A712-758C99018290>

University of California San Diego Library. (n.d.). CRAAP test [Image]. Retrieved from <https://ucsd.libguides.com/preuss/webeval>



Choosing CRAAP

- Non-discipline specific topic for game
- ‘Whole-of-team’ effort in sourcing
 - Books
 - Articles
 - Websites

YelenaYemchuk. (2015). *Essentials collection: Stock photo ID 518978327* [Image]. Retrieved from <http://www.istockphoto.com/au/photo/sugar-gm518978327-49332378>



Developing CRAAP

- Gameplay
- On-going discussions with development team.
- Consultations about functionality, features & gameplay from an educational P.O.V.

← Wireframe designs of various game play screens



Tuning CRAAP

- Finalising game play instructions
- Proof-reading/play-testing
- Marketing
 - Website
 - Poster/postcard
 - Social media

Proposed colour palette for the screen →

C.R.A.A.P.

COLOUR PALETTE





Where next with CRAAP?

- Evidence of impact.
- Review ► Improve
 - Embeddable to LMS?
 - Feedback mechanism
 - E.g. Explanations of why resources are chosen/not chosen

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