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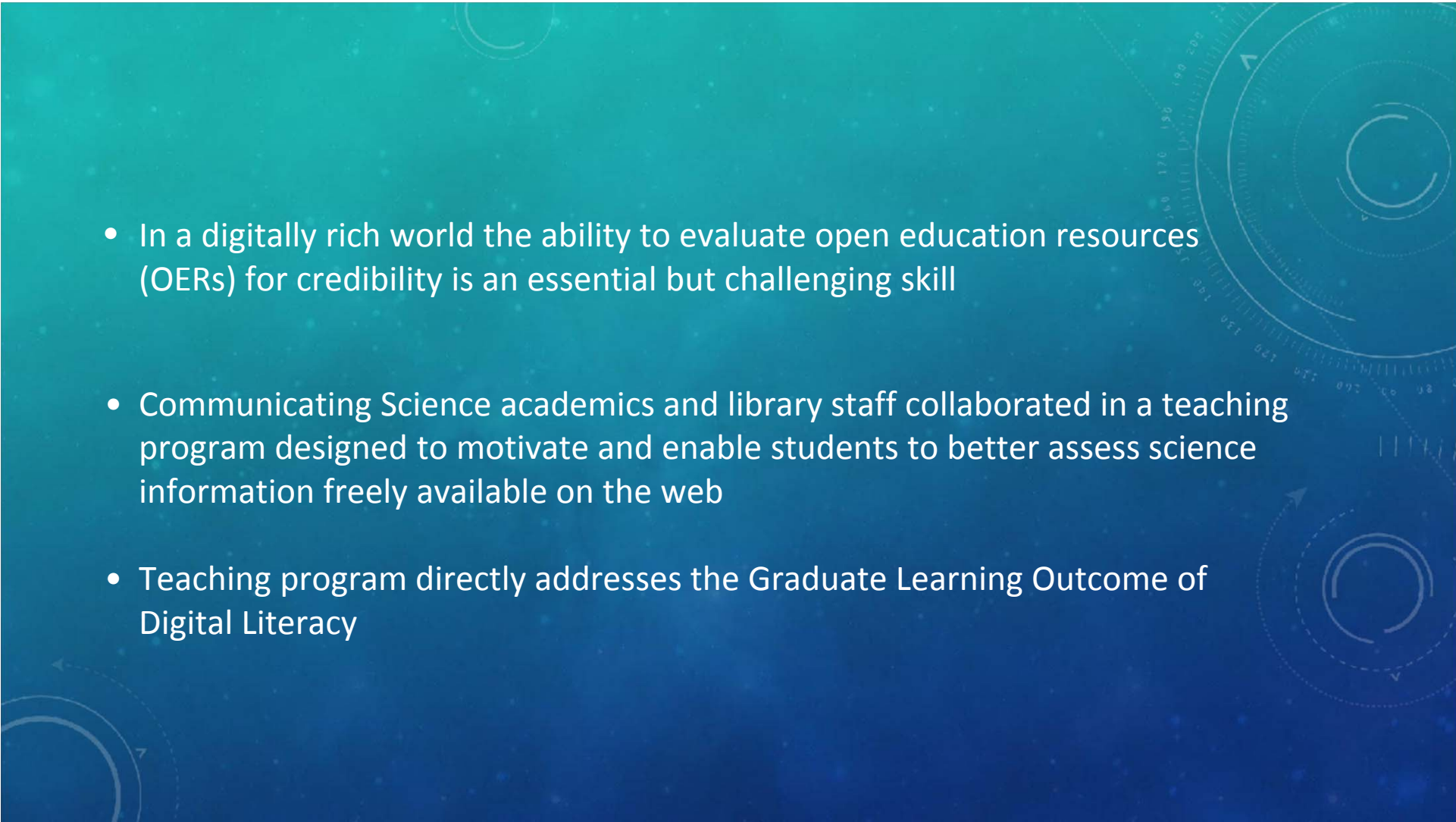
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Judging Accuracy and Reliability of Information

EES101 Communicating Science teaching team/Library

2014 Learning & Teaching Conference

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- In a digitally rich world the ability to evaluate open education resources (OERs) for credibility is an essential but challenging skill
 - Communicating Science academics and library staff collaborated in a teaching program designed to motivate and enable students to better assess science information freely available on the web
 - Teaching program directly addresses the Graduate Learning Outcome of Digital Literacy

Learning outcomes:

1. Be aware that information on the web comes with a **range of accuracy and reliability**
2. **Develop criteria** for assessing accuracy and reliability of information
3. Use these criteria to **critically assess** the accuracy and reliability of a range of web based information
4. **Demonstrate skills in researching** the information that **integrate** judgments of accuracy and reliability
5. Understand that judgements of accuracy and reliability are expert judgements and are improved by **collaboration and deference to expertise**
6. **Communicate** judgements of accuracy and reliability

The teaching program:

- **A class:** led by Library staff focussing on assessing the credibility of sources as an integral skill of Digital Literacy.
- **Three seminar activities** during which groups of students:
 - examine a website with scientific content for information which could not be verified directly from the site
 - develop a decision making process (decision tree or similar) to assess OERs for accuracy and reliability
 - apply this process to a different website.
- **The group assessment:** a 'Media Watch' style video communicating the analysis

Elements of the program leading to success:

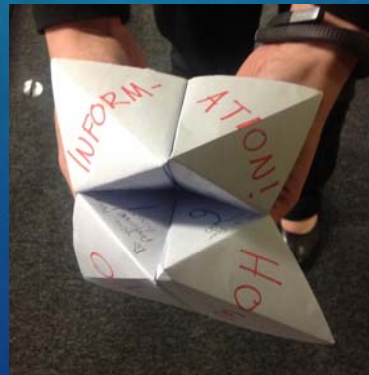
- Time allowed for reinforcement of the judging accuracy and reliability of information concepts – class, seminar and assessment
- Creative and practical hands-on seminar task
- Development of critical thinking skills through seminar activity and discussions
- Relevance to students through linking to unit content
- Collaborative experience of working in a group providing peer support and review

Students are active

Tutor: “ I think the activity, the decision tree was good in that they actually got to handle and interact with it, as opposed to listening to us reiterate a checkpoint, do this, do this, getting them more involved, and the creative was fun

Tutor: “I think the students appreciated the creative element of it

Student: “it was more interesting doing it as a video and being able to prepare rather than coming into class and having to look at one and than do a test on it”



Students collaborate

Student: “Yeah it was good to see other people also doing it, so you’re kinda like oh, that’s a good way to think about it, I didn’t think how to do it that way”

Student: “Probably find stuff you wouldn’t have found by yourself, somebody would find one thing.....then somebody come back.....you’ve got a lot more content than you’d normally have”

Student: “I put a lot of work into it because I thought my peers would see it so I was scared into doing a good job”



Students develop skills

Student: “ I’m doing second year now and that would have saved a bit of time off my research if I had of known what exactly I was looking for

Tutor: “the students were really seeing that this had changed the way they were thinking about using the internet and their sources

Student: “the practice of doing it over and over it’s like burnt into our brains now, I can’t look at a website without looking for references or the author or stuff like that”



Further applications of the activity by the Library:

- Engineering
- IT
- Communication and Creative Arts