Evaluating Information
This tutorial covers . . .

General criteria for evaluating sources of information.
Criteria for evaluating sources

- General criteria:
  - Purpose
  - Authority
  - Reliability and Accuracy
  - Timeliness
  - Point of View or Bias
  - Meeting your Information Need
Purpose

- What is this purpose of this source?

Given this context, the purpose of this paper is to investigate the merits of active ILI in higher education. The research questions asked are: i) what are the student learning outcomes of active ILI and passive ILI? ii) does active ILI result in more positive student learning outcomes than passive ILI? and iii) how does the amount of active ILI received influence student learning outcomes?

2. Theoretical background

A theoretical model of the factors affecting ILI student learning outcomes developed on the basis of empirical evidence gathered in a previous study by a subset of the
Student perceptions of information literacy instruction: The importance of active learning

Brian Detlor\textsuperscript{\textdagger,\textdaggerdbl}, Lorne Booker\textsuperscript{\textdagger}, Alexander Serenko\textsuperscript{\dagger} and Heidi Julien\textsuperscript{\textdagger}

\textsuperscript{\textdagger}DeGroote School of Business, McMaster University, Hamilton, ON, Canada
\textsuperscript{\dagger}Faculty of Business Administration, Lakehead University, Thunder Bay, ON, Canada
\textsuperscript{\textdaggerdbl}School of Library & Information Studies, University of Alabama, Tuscaloosa, AL, USA

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This study investigates the merits of employing active learning strategies in the delivery of information literacy instruction (ILI). Traditional approaches to the teaching of information literacy skills – where students are passive recipients of the information they receive – are challenged. Rather, methods that
Reliability and Accuracy

- Examine the text for evidence of careful research (bibliography or works cited)
- Check if data, statistics, and facts are documented
- Is the publisher a recognized academic publisher or other recognized source?

References


Timeliness

- When was the source published?
- If the content is historical, is it still relevant to your topic?

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DeGroote School of Business, McMaster University, Hamilton, ON, Canada
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Point of View or Bias

- Does this source try to persuade you to do something?
- Is this source trying to prove a point?
Meeting Your Information Need

- Is this source appropriate to your topic and your assignment?
- How will you use this source in your paper or project?
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