

***Grab-and-Go Writing Activity:
Evaluating Your Information with CRAAP***

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Timeframe: 15 minutes

Materials needed (including preparation):

- Slides (or use the whiteboard)
- Handouts of the CRAAP test (or show on an LCD projector, or have students print and bring)
- Printed handouts of a sample source and information or a URL if students all have access to a device
- Printed instructions for the activity

Objectives: After the activity, students will be able to

- evaluate sources of information.
- identify the criteria that is most relevant to their need.

Introduction: [2 minutes]

Connect the topic of research and information to the upcoming informative speech assignment (or a similar upcoming assignment) and to the larger college and career context. Stress that gathering credible information is a basic skill necessary in many of their courses and possible careers; ask the students to name their other classes where research is needed.

Procedures: [10-11 minutes]

Step 1 [3 minutes]: Review the CRAAP test criteria on a slideshow. Stress the importance of using it based on the situation or need for the student's chosen topic.

Step 2 [5 minutes]: Pair up the students. Pass out a handout packet that includes a printout of the CRAAP test (or if the LCD projector is easily seen, project the handout on the screen), an example of a webpage that may come up in a "Google" search of a topic, and activity instructions that reinforce the verbal instructions. Pairs are to review the webpage and apply one aspect of the CRAAP test.

Step 3 [3 minutes]: Students will discuss their evaluation of their assigned aspect with the group. While they do this, use a couple students' topics for an upcoming assignment as examples to stress the various applications of the text (based on situation and need).

Closure/Evaluation: [2-3 minutes]

Students will do a quick self-assessment through a “one-minute paper”:

1. What was the most important thing you learned in this session?
2. What is the most important question that remains unanswered?

Collect these and respond either in class, electronically, or in the next class session.

Activity Analysis:

Strengths: (1) the applicability across disciplines—this lesson will apply to students regardless of their major, (2) the flexibility of the lesson to a hybrid/online activity (e.g., an online lecture/discussion), and (3) the ability students will have to return back to the handout on their own, to use it with their upcoming project.

Weaknesses: One weakness is the fast pace of the lesson; however, with proper formative assessment in the next class session, this issue can be overcome.

Evaluating Information: Applying the CRAAP Test

Purpose:

There are many resources available on the open web that you can find using a simple Google search. Some of this information is useful and accurate and some is not. In this activity, you will learn how to judge the quality of a website using a test developed by CSU Chico called the CRAAP test.

Directions:

- Scan the website (see handout) with your group.
 - Evaluate the website based on the **Currency** criteria:
 - Would you use this website as a source for a speech? Why or why not?
 - Share your answer and observations with the class.
-

Evaluating Information: Applying the CRAAP Test

Purpose:

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Directions:

- Scan the website (see handout) with your group.
 - Evaluate the website based on the **Relevancy** criteria:
 - Would you use this website as a source for a speech? Why or why not?
 - Share your answer and observations with the class.
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Evaluating Information: Applying the CRAAP Test

Purpose:

There are many resources available on the open web that you can find using a simple Google search. Some of this information is useful and accurate and some is not. In this activity, you will learn how to judge the quality of a website using a test developed by CSU Chico called the CRAAP test.

Directions:

- Scan the website (see handout) with your group.
- Evaluate the website based on the **Authority** criteria:
 - Would you use this website as a source for a speech? Why or why not?
 - Share your answer and observations with the class.

Evaluating Information: Applying the CRAAP Test

Purpose:

There are many resources available on the open web that you can find using a simple Google search. Some of this information is useful and accurate and some is not. In this activity, you will learn how to judge the quality of a website using a test developed by CSU Chico called the CRAAP test.

Directions:

- Scan the website (see handout) with your group.
 - Evaluate the website based on the **Accuracy** criteria:
 - Would you use this website as a source for a speech? Why or why not?
 - Share your answer and observations with the class.
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Evaluating Information: Applying the CRAAP Test

Purpose:

There are many resources available on the open web that you can find using a simple Google search. Some of this information is useful and accurate and some is not. In this activity, you will learn how to judge the quality of a website using a test developed by CSU Chico called the CRAAP test.

Directions:

- Scan the website (see handout) with your group.
 - Evaluate the website based on the **Purpose** criteria:
 - Would you use this website as a source for a speech? Why or why not?
 - Share your answer and observations with the class.
-

Evaluating Information

Public Speaking
Roxanne Cnudde

Agenda

- * Why evaluate information?
- * How can you evaluate information? What is a tool to evaluate information?
- * Hands-on activity

Why Evaluate Information?

- * Arms people with quality information
- * Impacts your credibility (ethos)
- * Impacts your confidence!

How to Evaluate Information

Use a guide.

- * [CSU Chico's CRAAP Test](#)
- * MLK Library [Research Guides](#)

CRAAP Test

- * **Currency**
- * **Relevancy**
- * **Authority**
- * **Accuracy**
- * **Purpose**

Activity:

Evaluate a Web Source

- * Scan the webpage.
- * Evaluate the source based on one aspect of the CRAAP test.
- * Determine if you would use this source (Y/N). Why or Why not?

Yes/No we would/wouldn't use this source because _____.

- * Share your group's answer with the class.

Self-Assessment

- What was the most important thing you learned in this session?
- What is the most important question that remains unanswered?

Next Meeting:

- * Bring Annotated Bibliography.
- * Reading: Citing your Sources Orally and Written



Evaluating Information – Applying the CRAAP Test

Meriam Library  California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

Evaluation Criteria

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?



Organ Donation Facts and Statistics

This article serves as a quick guide to some basic and important facts about organ donation and a few more info on the statistics of the same.

Medical science has advanced greatly in the recent years. It is now possible to successfully transplant organs from one person to another. Many times, a living person can donate one of his/her kidneys to a person suffering from kidney failure. The donor and recipient, both, can live a healthy life after the donation. However, people are still hesitant to share their organs with the needy ones. Thus, the list of organ donors is shorter than those who are in need of an organ.

Organs that Can be Donated

The following organs can be donated depending on the age, medical condition and conditions at the time of death.

- Heart
- Lungs
- Liver
- Kidneys
- Pancreas
- Small Intestine
- Eyes



Organ Donation Statistics

➤ During the year 2010, there were 14,510 organ donors in the United States.

➤ There were about 112,178 patients waiting for an organ donation.

➤ About 28,665 organ transplants were performed in the year 2010. Of these there were about 1,746 pediatric patients.

➤ The eye banks in U.S. made 42,000 grafts available for transplantation.

➤ The minority donation percentage also increased in 2006. African-Americans were 15.5% and Hispanics were 13.7% of the total deceased donors. According to the organs, the total donations could be split into:

- 7180 kidney donations

- 7017 liver donations
- 2275 heart donations
- 2026 pancreas donations
- 325 lung donations
- 184 intestine donations

➤ According to the race/ethnicity, the total donations could be split into:

- 5427 white donations
- 1243 black donations
- 1097 Hispanic donations
- 174 Asian donations
- 42 multiracial donations
- 22 AM Indian/Alaska donations
- 19 Pacific Islander donations

A few other statistics and facts include:

- There are more than 110,000 people who require an organ transplant. The waiting list is never-ending, as every 14 minutes a new patient is added to the list of hopefuls for an organ donation.
- There were around 28,664 organ transplants performed in 2010.
- There are about 18 people dying everyday as they did not receive an organ.
- Every 48 hours a person dies, waiting for an organ donation.
- Not just adults, but even children can donate organs with parental consent.
- Living people can donate organs too. They can donate a part of their liver, kidney, skin and bone marrow to people who are in dire need of a healthy organ.
- One person donating his/her organs can save up to 50 lives. As it is not just the organs, but tissues, bones and skin too can be donated.

Organ Donation Facts

- It has been found there are 80% Americans, who support this. However, only 30% of these Americans actually know how to become a donor. The facts are discussed in the following paragraph.
- All people are potential organ donors irrespective of their age. Only they must let their family know that they wish to become a donor and sign an organ donor card as well as register with their states, regions or countries 'Organ and Tissue Donor Registry'. After death, every patient and every organ are assessed individually. If it is found that the organ is healthy and functioning normally, then donation is certainly possible. The Donor Network has obtained organs from young donors as well as from adults in their 90s. Thus, the patient's medical history is more significant than the age. If active cancer, active HIV or active infection is present, then donation is canceled. In case of Hepatitis, some detailed data is essential at the time of death. Those having Hepatitis B or C may donate organs to patients afflicted with the same.
- Organs have to be removed as quickly as possible after brain death is confirmed in an operating room under sterile conditions, while circulation is being maintained artificially. All the expenditure regarding donation is bore by the Organ Procurement Organization and none by the donor's family. Such a donation does not mar the body or cause any postponement of funeral procedures. The identity of the donor or the donor's family is not disclosed to anyone.
- There exists a standing ethics committee in the Organ procurement organizations. Additionally, every region and hospital has an ethics committee that discusses every case. The United Network for Organ Sharing too has an active ethics committee.
- It is quite practical for an alive person to donate a kidney or a part of the liver, lung or pancreas. Such living donations are managed by individual transplant centers where the recipient is present. The New York Organ Donor Network started the Living Donor Kidney Exchange Program on August 17, 2005 with an aim of increasing kidney donation. Following factors decide the possibility of living donation:
 - Interest of the donor
 - Need of the intended recipient
 - Need of the society
 - Interest of the close relative of the donor and recipient
 - Interest of the transplant center taking care of the recipient

The entire body can be donated for medical education and research. The New York Organ Donor Network makes such a donation possible after the organ could not be accepted for potential donation. At times, it happens that some institutes request for some specific organs for research. Then, the Donor Network furthers this request of a particular organ to the donors' families.

Process of Organ Donation

The process involves the following steps:

Donor referral: When a patient is about to die, the hospital's representative requests confidential information from the New York Organ Donor Network to find out if the patient is a potential donor.

Medical evaluation: A transplant coordinator analyzes the medical suitability of the organ of the potential donor, interviews the next of kin and completes a medical and social questionnaire about the potential donor.

Declaration of death by the doctor.

Consent: A transplant coordinator furnishes detailed information to the next of kin and asks the kin to sign a consent form regarding the organs to be donated.

Medical Examiner/Coroner: A transplant coordinator must confirm from the Medical Examiner/Coroner whether the death is under jurisdiction.

Organ Allocation and Recipient Identification: The available organ is allocated as per the degree of match, medical urgency and time waiting. The transplant surgeon finalizes whether the recipient is a proper match.

Organ recovery: The transplant coordinator oversees the work of the surgical recovery team consisting of surgeons, nurses, the transplant coordinator and an organ preservation technician.

Organ preservation: Hearts and lungs can be preserved for 4 hours after removal. Similarly, pancreas for 8 to 12 hours, liver for 12 to 18 hours, intestines for 8 hours and kidneys for 24 to 48 hours.

Donor family follow-up: Letters are sent to the donor's family, relevant doctors and nurses regarding the outcome of the donation.

Costs: All the expenses are billed to the New York Organ Donor Network which is reimbursed by the recipient's transplant hospital which is further reimbursed by the recipient's insurance company or Medicare.

There are many lives that could be changed by your decision to donate organs. Help someone live, think about organ donation.

Disclaimer: *The information provided in this article is solely for educating the reader. It is not intended to be a substitute for the advice of a medical expert.*

By [Abhay Burande](#)

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I am a Bachelor of Engineering (Metallurgy). I have also completed a computer course from APTECH.

Interests and Hobbies:

I watch Grand Slam Tennis matches and cricket matches.

I like to see old Hollywood as well as regional Indian films and listen to old Indian music.

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