Training Fiche Template

Title	**Evaluating data, information and digital content**
Keywords	Credibility, relevance, accuracy, completeness, critical thinking
Language	ENG
Competence area	**1. Information and Data Literacy** Competences ☐ Media Literacy ☐ Browsing, Searching and filtering data, information and digital content **2. Communication and Collaboration** Competences ☐ Engaging Citizenship through digital technologies ☒ Interacting with digital technologies for entertainment and culture **3. Digital content creation** Competences ☐ Developing digital content **4. Safety** Competences ☐ Protecting the environment ☐ Preventing and recognize fake news ☐ Protecting health and well-being **5. Problem Solving** Competences ☐ Creatively using Digital Technologies
Objective and Goal	At the end of this module you will be able to: • **Familiarize with practical methods for evaluation of digital data and content**… and know-how for their implementation • **Get the essentials of evaluating data, information and digital content…** and acquire the fundamentals of this competence

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Learning outcomes	• Assess and contrast the trustworthiness and dependability of the source of digital content, data and information in a critical manner. • In a critical manner, scrutinize, construe, and evaluate the digital content, information, and data.
Contents arranged in 3 levels	**Evaluating data, information and digital content** **1. Evaluating data & digital content in DigComp** **1.1.Knowledge, Skills and Attitudes** **KNOWLEDGE** 1. Awareness of the 'fallacies' of the digital environment: understanding the difference(s) the exists between misinformation (wrong information) disinformation (wrong/biased information spread with malicious intents) 2. Knowledge of the most typical sources from which biases generate (i.e., authors of the reference, and their intents, origin of the data and sources quoted by the sources, embedment of political and commercial messages, etc.) 3. Awareness of the great risks associated to AI-generated digital content **SKILLS** 1. Know how to filter and distinguish between 'genuine' and 'biased' content 2. Know how to filter and distinguish between sponsored content and not 3. Know how to recognise legitimate sources and references, and evaluate critically the objectivity of the content of an article 4. Know how to verify the credibility of a source (i.e., blogs vs scientific and peer-reviewed evidences) 5. Know how to recognise AI-influenced content in digital environments **ATTITUDES** 1. Capacity of performing creative and critical thinking-pushed analysis over the credibility, legitimacy and objectivity of a source / reference (i.e., fact-check) 2. Understanding the outcome / impact of any possible

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online behaviour and what this might further lead to

2. The essentials for evaluating data and digital content:

- Being able to find the right information it is not just a matter of finding the right title(s), but it addresses specifically the **capacity of the users of selecting the right ones**
- The World Wide Web is accessible to anyone with an internet connection. The **golden rules** to find good quality content relies on a process that follows this basic steps: **Browsing**, **Mapping** and **Assessment**

2.1 Golden rules for evaluating quality content:

1. Look into the information, data, and general inputs provided by each of the resources. This analysis should be **critical** and **creative**, meaning you should considerate if the content matches the title and provides indeed for the elements that you are interested into
2. Be always **genuinely skeptical** in your first approach to the given resource – this helps you to maintain an unbiased and third-person perspective over things
3. Check for inputs that signal the accuracy, relevance and reliability of what you are observing: author, date of publication, paid/unpaid content, source, external links of reference for double-check

1.2 Methodologies and logical steps for evaluation of digital content:

There is a wide sample of standardized approaches that you can rely on to double and **fact-check** the legitimacy of what you are observing.
Their application is very much intuitive, and it requires a thought-processing exercise that you can apply in all domains.
The real-time application of this exercises will help you in:

1. Filtering content that might be of interest or not

2. Finally identify the precise information that you need

1.3 Four different proposed methodologies for evaluating of digital data and content:

I. 5 Ws
II. S.I.F.T

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III. CRAAP
IV. RADCAB

2. The 5 Ws methodology

For every resources, article, content you might land on, try to identify & pinpoint:

- **Who** generated this content
- **What** is the source of reference
- **Where** did it come from
- **Why** it seems relevant
- **When** was it published

3.1 First 'W': Who

The **Who** refers to the person that is behind the development and publication of the online content. By looking into the 'Who', the objective is to making sure that:

1. His / her motive are genuine and the content is free from political, cultural, and other biases that might influence the objectivity of the content

2. His / her knowledge on the subject

3. His / her expertise on the matter and the reliability of the information provided

3.2 Second 'W': What

The **What** refers to the platform from which this content is available.
As a general rule:

1. The information coming from well-known webzines is more reliable compared to personal blogs

2. It is more challenging to fact-check information coming from social media, compared to established news outlets

3. Different sources might provide for different opinions and ideas starting from the same subject and topic – depending for instance on cultural view on certain things

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1.3 Third 'W': Where

The **Where** refers to the information, evidences, data, insights, etc. that contributed to shape the content and formulate author's opinion.

The more resources are available, the better is.

This will allow you to fact-check more easily and conveniently the authenticity of the sources and the trustworthiness of the opinions / information provided.

1.4 Fourth 'W': Why

The **Why** refers to the motivations leading you to think that you have finally found content of interest, relevance and reliability. An easy way to assess the 'Why' of digital content is by looking at how much this content satisfy the previous points:

1. Is the author competent on the subject?
2. Is the platform / publishing source known and of good reputation?
3. Is the reference clear and well-identifiable?

1.5 Fifth 'W': When

Finally, the **When** refers to the date of publishing of the content.

1. "The more recent, the better" is a general rule that might apply for instance to news and events
2. Make sure to double-check if there are updates / revisions of the same content – or if it has been edited in a second moment

2. SIFT Approach

I.1 SIFT Method: Stop Investigate Find Trace

This simple approach implies a thoughtful analysis of the content through a multi-stage approach

I.2 Stop

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STOP, means try to analyze and have a first impressions on what you are looking at.

- **Is this what you were interested into in the first place?**
- **Does the title matches the topic / theme you're interested in?**
- **Is the subject / object of this content clear enough?**

I.3 Investigate:

INVESTIGATE, means understanding the overall background of the resource available, and the people working behind it.

- **Is this reference experienced enough on what you are interested into?**
- **Are there enough elements to fact-check its background?**
- **What the users' review says about this content?**

I.4 Find

FIND a better coverage, means having the opportunity of having more alternative available of content and resources.

- **Is this reference really the best alternative available?**
- **Is there any other source better suiting your interests?**
- **Have you consulted all the possible alternative?**

I.5 Trace

TRACE claims & quotes, means being in the position of tracing with relative ease the background information consulted by the author(s) of the content selected by you.

- **Are there enough background information supporting these claims and the reliability of the content?**
- **Are the claims, quote and background references convincing enough?**

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- **(more in general) Where this content comes from? (i.e., opinions, facts, news)**

3. CRAAP Test

A slightly advanced approach compared to the previous two, the CRAAP test provides for a series of guiding questions that users can rely on to evaluate the information they have available.

- **Currency**
- **Relevance**
- **Authority**
- **Accuracy**
- **Purpose**

1.1 Currency

CURRENCY, timeliness of the content

1. When was this content first posted?
2. Have been any updates on the matter?
3. Etc …

Currency matters when the information, content and resources that you are seeking for are time-sensitive and greatly impact how useful they can be for you.

1.2 Relevance

RELEVANCE, consistency & coherence of the content

1. What is the focus of this material?
2. Does it matches filter criteria?
3. Etc …

Relevance matters because it assures for the matching of the content to the parameters of what is scouted and browsed on the web.

1.3 Authority

AUTHORITY, source of the content

1. Where this content comes from?
2. Is the source qualified enough on the matter?
3. Etc …

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Authority matters because it provides legitimacy to the source, and greater chances of finding useful content that is adequate to your needs

1.4 Accuracy

ACCURACY, reliability of the content

1. What is the nature of the resources available within this content?
2. Is it possible to verify the same info.s from other sources?
3. Etc …

Accuracy matters because it assures for trustworthiness of what you have available, and for the fact-check of the content

1.5 Purpose

PURPOSE, motivation of the content

1. **Why is this content available?**
2. **Which needs it serves?**
3. **Etc …**

Purpose matters because it allows you to filter the many types of contents available on the World Wide Web (i.e., what is for commercial purposes, and what is not; what follows an agenda, and what is for pure entertainment)

2. RADCAB Method

2.1 RADCAB: You Vehicle for Information Evaluation

The RADCAB test comes from a methodology that researches normally use to test and evaluate how 'good' an information is for their purpose.
By applying its essentials, the RADCAB test can turn very useful whenever its time to analyse, compare, interpret and critically evaluate the credibility and reliability of the source of data, information and digital content

2.2 R=Relevancy

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RELEVANCY in the evaluation process is assured when:

1. The whole process is streamlined from redundancies and other disruption that bring no added value at all
2. All of the focus questions and key references (i.e., key words) are easily identifiable, and help you to land immediately on what you need
3. The analysis of the given content goes smoothly

2.3 A=Appropriateness

APPROPRIATENESS in the evaluation process is assured when:

1. It is easy to filter and isolate irrelevant information
2. The is no, or very little margin, for misinterpretation and misuse of the available information, resources and content
3. You have the feeling that this is what you were really looking for…

2.4 D=Details

DETAIL in the evaluation process is assured when:

1. There is the exact amount of information that you need to extrapolate from the content
2. The information are easy to navigate
3. The information are easy to process (quantity and quality)

2.5 C=Currency

CURRENCY in the evaluation process is assured when:

1. You manage to find the information that you need from the timeframe that you very interested into
2. You have available the version of the document, resource, content, etc. that was of your specific interest

2.6 Competence 1.2 for Digital Culture

AUTHORITY in the evaluation process is assured when:

1. You can trust of the author(s) of the content you are looking into, and he / she is qualified to speak on the subject
2. Statements, key evidences, data and inputs provided by the content are easy to fact-check

BIAS-free evaluation process is assured when:

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1. The motivation behind the publishing and public availability of the content are genuine and disinterested from any political, social, cultural, etc. agenda.
2. The content is biased – i.e., it is inclined towards certain opinions, considerations and discussion – but it is explicit about it, there is a clear and well-stated reason, 'biased' elements are disclosed and easy to identify (and filter and insolate in case needed).

Summing up

RADCAB method for digital content evaluation

1. Relevancy
2. Appropriateness
3. Detail
4. Currency
5. Authority
6. Bias

5 Ws for digital content evaluation

- **Who** generated this content
- **What** is the source of reference
- **Where** did it come from
- **Why** it seems relevant
- **When** was it published

SIFT Method for digital content evaluation

1. Stop
2. Investigate
3. Find
4. Trace

CRAAP Test

1. CURRENCY
2. RELEVANCE
3. AUTHORITY
4. ACCURACY
5. PURPOSE

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Glossary	• Misinformation: Wrong information that is spread without malicious intent. • Disinformation: Wrong or biased information that is spread with malicious intent. • AI-generated content: Digital content that is produced by artificial intelligence algorithms. • S.I.F.T: A methodology for evaluating digital content that stands for Stop, Investigate, Find trusted sources, and Trace claims, quotes, and media back to the original context. • RADCAB: A methodology for evaluating digital content that stands for Relevancy, Appropriateness, Detail, Currency, Authority, and Bias.
Practical advices	1. **Be aware of the different types of wrong information**, including misinformation (wrong information) and disinformation (wrong/biased information spread with malicious intents). 2. **Learn to distinguish between genuine and biased content** by filtering and critically evaluating the sources and references, and identifying potential sources of bias, including authors, origins of the data and sources quoted by the sources, and embedment of political and commercial messages. 3. **Use standard methodologies such as 5Ws, SIFT, CRAAP, or RADCAB to assess the accuracy, relevance, and reliability of digital content**, and check for inputs that signal these qualities, including author, date of publication, source, external links of reference for double-check, and paid/unpaid content. 4. **Apply critical and creative thinking** to analyse the credibility, legitimacy, and objectivity of digital content, and perform fact-checking when necessary. 5. **Consider the potential impact of online behaviour** and the outcome of any possible behaviour and maintain an unbiased and third-person perspective. Use a process that follows the basic steps of browsing, mapping, and assessment to find good quality content on the World Wide Web.
Self-evaluation (multiple choice queries and answers)	**1. What is the difference between misinformation and disinformation?** a) Misinformation is true information, while disinformation is false information b) **Misinformation is false information, while disinformation is false information that is spread intentionally with the aim to deceive people**

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	c) Misinformation is false information that is spread intentionally with the aim to deceive people, while disinformation is true information d) Misinformation and disinformation are the same thing **2. Which of the following is NOT a typical source of bias?** a) The origin of the data b) The authors of the reference and their intents c) **The colour of the website** d) The embedment of political and commercial messages **3. What is the first step in evaluating digital content?** a) Mapping b) Assessment c) **Browsing** d) Fact-checking **4. What is the CRAAP method used for?** a) **Evaluating the reliability of a source** b) Identifying the subject of a text c) Analysing the structure of an argument d) All of the above **5. What does the "Who" in the 5 Ws methodology refer to?** a) The date of publication **b) The person or organization behind the development and publication of the online content** c) The references cited in the content d) The platform from which the content is available
Resources (videos, reference link)	/
Related material	/
Related PPT	20230414 OFFLINE - Evaluating data & information (IHF)
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