Abstract
How can we encourage young researchers to exercise critical thinking about the concepts of “authority” and “reliability” in the new information universe? As wonderful as the internet is, the democratic and heterogeneous nature of the online world has clouded the ability of today’s students to quickly and clearly determine a given resource’s trustworthiness. This academic panel talk will demonstrate a visual, interactive and scalable classroom-based method of evaluating a myriad of resources and concepts in order to provoke thought and discussion in small settings, and poll-based participation in large ones.
The Spectrum of Reliability

Critical Evaluation of Sources in the New Information Universe

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...early stages
2012 Fall Quarter Introductory Course: 
*Environmental Design (EDES) 101*

400 Students from Five Majors:
- Architectural Engineering
- Architecture
- Construction Management
- City & Regional Planning
- Landscape Architecture

Extravagant Luxuries: 
Instructor Cooperation
Two Class Visits
FROM A NEUTRAL SOURCE
EXTENSIVE BIBLIOGRAPHY
AUTHOR’S EXPERTISE IS VERIFIABLE
POOR GRAMMAR OR MULTIPLE TYPOS
SELF PUBLISHED
FIRM OR COMPANY WEBSITE

LIBRARY-SPONSORED RESOURCE
CASUAL USE OF LANGUAGE OR IMAGES
PHOTOS ARE UNCREDITED
?
WRITTEN IN LANGUAGE SPECIFIC TO PROFESSION
TRUSTED PUBLISHER

1 LESS 2 RELIABLE 3 MORE 4 RELIABLE 5
Mean = 2.87
Standard Deviation = 0.83

FROM A NEUTRAL SOURCE

1 LESS 2 RELIABLE 3 MORE 4 RELIABLE 5

Votes

11 45 90 33 5
Mean = 1.93
Standard Deviation = 0.84
Mean = 3.98
Standard Deviation = 0.64
Mean = 4.01
Standard Deviation = 0.70

AUTHOR’S EXPERTISE IS VERIFIABLE

1 LESS 2 RELIABLE 3 MORE 4 RELIABLE 5

Votes

5 9 32 98 45
Mean = 1.24
Standard Deviation = 0.63

157
15

Votes

POOR GRAMMAR OR MULTIPLE TYPOS

LESS RELIABLE MORE RELIABLE
Mean = 2.02
Standard Deviation = 0.64
Mean = 3.25
Standard Deviation = 0.74
LIBRARIAN RATINGS
Accuracy and reliability are related, but not synonymous.

Is neutrality always preferable to bias?

There are few easy answers...

Still to be gathered:

1. Anecdotal evidence from students in the form of reflections.
2. Quantified assessment data, potentially including:
   • Pre-discussion vs. post-discussion.
   • Pre-assignment vs. post-completion.
   • Start of school year vs. end of school year.
3. Pedagogical precedents.