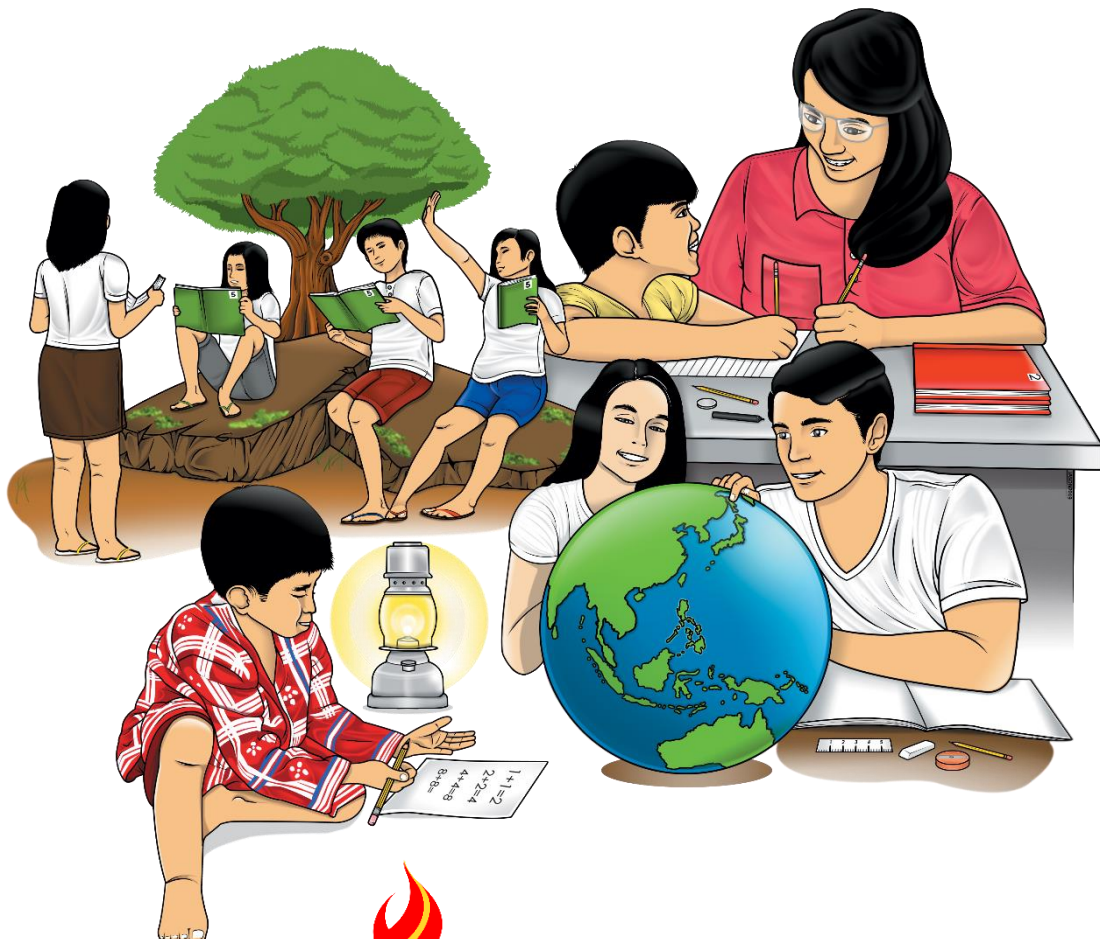


# English

## Quarter 1 – Module 5: Evaluating Information Sources (Print Vs. Web)



**English – Grade 10**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 5: Evaluating Information Sources (Print Vs. Web)**  
**First Edition, 2020**

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# English

## Quarter 1 – Module 5: Evaluating Information Sources (Print Vs. Web)

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

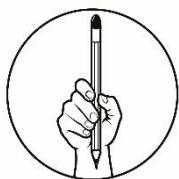


## ***What I Need to Know***

This module is designed for you to have a better access of the topic. It is here to help you compare the contents of materials viewed with outside sources of information in terms of accessibility and effectiveness. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. differentiate print sources from web sources;
2. identify the types of sources under print and web sources;
3. evaluate the reliability and effectiveness of sources by comparing it with other sources;
4. select a type of source needed for a specific content based on accessibility and effectiveness; and
5. apply learning through simple research.



## ***What I Know***

For items 1-8, read each statement carefully and choose the letter of your choice that answers the given description. Remember to write your answers on your answer sheet.

1. Which of the following is a true statement about the Internet and the physical library?
  - a. They both close after hours when not in use.
  - b. They both provide up-to-the-minute news and information.
  - c. They both have an expert librarian or specialist to answer your questions.
  - d. They both provide access to information needed for personal, educational and even entertainment.
2. Which discipline is currency or the timeliness of information not imperative?
  - a. biology
  - b. economics
  - c. law
  - d. history
3. Which of the following is a reason you might question the accuracy of an online source?
  - a. The website doesn't look professional.
  - b. The information cannot be verified with other sources.
  - c. The source cites others in the same field.
  - d. The source uses long words.
4. Why it is important to be critical in evaluating content on the Web?
  - a. Anyone can put any information on the internet.
  - b. It is important to not spread inaccurate or biased information.
  - c. Web authors are always less professional.
  - d. Your grade depends on it.
5. Which of the following is NOT a characteristic of a scholarly journal article?
  - a. They include references to related articles.
  - b. They are found in online database as full text documents.
  - c. They contain exciting images without charts, charts, or tables.
  - d. They often use special terms or jargon of a field.
6. Which of the following is NOT a benefit of print sources?
  - a. They can be accessed at local and university libraries.
  - b. They go through more rigorous reviews.
  - c. They are around for a longer period of time.
  - d. They are more environmentally friendly.
7. When would a source NOT be reliable, even though it is current, accurate, authoritative, and purposefully objective?
  - a. The source has not been updated for five years.
  - b. The source is not for high school level research paper.
  - c. The source does not attempt to persuade or sell you something.
  - d. The source is not written by an expert on the topic or issue.

*For items 8-12, read and understand the descriptions below, and identify what is being referred in the following sentences when finding or looking for a reliable source. Write **PRINT** for Print sources and **WEB** for Web sources.*

- \_\_\_\_\_ 8. Information from many popular and scholarly sources are not easily changed or distorted by simply editing.
- \_\_\_\_\_ 9. It allows readers to interact and see other related information through links.
- \_\_\_\_\_ 10. Information is selected through a review process making it more reliable.
- \_\_\_\_\_ 11. It is more convenient to carry around since it is lighter and more portable.
- \_\_\_\_\_ 12. Information sources can be more versatile and can be specialized. Getting rid of unimportant information is just a click away.

*For items 13-15, read and analyze each statement below and write TRUE if the statement is True and write FALSE if otherwise.*

- \_\_\_\_\_ 13. If I can find it online, it must be true.
- \_\_\_\_\_ 14. I should always compare the information I find online with at least two other sources.
- \_\_\_\_\_ 15. There is an email address listed in the website, so it must be a legitimate source.

## Lesson

# 1

## Print Vs Web Source



### ***What's In***

Understanding how to assess the credibility of the information you come across in your study and research is essential. More information is at our fingertips than ever before and the amount of information makes it even harder to determine which information can be trusted. As the terms: post truth, fake news, and alternative facts, become increasingly prevalent in social discourse and the public sphere it is essential that you develop the skills to critically evaluate information yourself.

If you were writing an essay about gender equality, would you be more likely to select a journal article written in 1990 or 2020? When investigating new information, it is extremely important to consider the source, or the origin from which something is obtained. When you are investigating a topic, the sources are just as important as the information itself.

One way to analyze sources is through comparing and contrasting. Compare means to determine the similarities, and contrast means to determine the differences. The rest of this lesson discusses the steps necessary to compare and contrast sources of information in terms of accessibility and effectiveness.



### ***Notes to the Teacher***

Prior to understanding the lesson, the student is given a brief background on writer's purpose in relation to their previous topic. The students should be able to know what plot, setting and characterization are, in a material viewed to achieve writer's purpose.



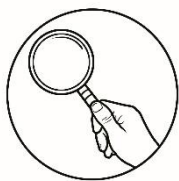
## ***What's New***

### **Activity: Familiarizing with Sources**

Read each of the following statements. Choose the best resource from the following choices in the textbox for the information needed. Write the letter of your choice in a separate sheet.

- A. Dictionary**
- B. Encyclopedia**
- C. Library catalog**
- D. Newspaper**
- E. Telephone directory**

- \_\_\_\_\_ 1. There is no electricity, and Mayor Benjamine Magalong needs to know what the weather is like in Baguio today. What resource should he use?
- \_\_\_\_\_ 2. Miss Cherrie has a report on the different types of volcanoes to better understand Mt. Taal. What resource should she use?
- \_\_\_\_\_ 3. Kim Chui needs to find the meaning of the longest word "Pneumonoultramicroscopicsilicovolcanoconiosis". What resource should she use?
- \_\_\_\_\_ 4. Harry loves to read books by J.K Rowling. What should he use to find the books written by his favorite author?
- \_\_\_\_\_ 5. Azriel loves to watch the NBA. He wants to know the score for the game last night. What resource should he use?
- \_\_\_\_\_ 6. The government imposed a community quarantine in Baguio City, people are not allowed to go out. What resource should I use to order my favorite milk tea?
- \_\_\_\_\_ 7. Coco Martin wants to find out how to pronounce the words "Seashell". What resource should he use?
- \_\_\_\_\_ 8. The Malucay family is buying a new Toyota Hilux. They need the telephone number of the company. What resource should \_\_\_\_\_ they use?
- \_\_\_\_\_ 9. Axel wants to know the latest update on the cases of Covid-19 in Baguio City. What resource should he use?
- \_\_\_\_\_ 10. Rodrigo likes to know how typhoons were formed, especially that it is already wet season in the Philippines. What resource should he use?



## ***What is It***

A **print source** is exactly as its name suggests - material that has been printed and can be produced in a hard copy. Examples of print sources are books, magazines, scholarly journals, and newspapers. These materials are commonly found in a physical library when doing academic research.

In doing a research paper, look for non-fictions or informational print sources. Non-fiction print sources can vary widely in the audience they target or the amount of information they provide. Imagine the difference between a local newspaper report on air quality compared to a research study on air quality published in a scholarly journal.

However, printed sources have one benefit. They generally have been through some type of critical review process that prevents poor material from reaching the library shelves. In other words, some type of quality control has typically taken place in order for publication to occur. Unfortunately, this does not give you the green light to use any book or magazine you find in a library. You must still evaluate how relevant a print resource is to your topic as well as its reliability.

While there is no definite tool that can be used to gauge the reliability of all information, there are a number of memory devices that can help you remember key factors to consider. One device is the CRAAP test, developed by the Meriam Library at California State University, Chico. analyzing the C.R.A.A.P (currency, relevance, authority, accuracy, purpose) in a print and web source can help you determine its credibility and suitability.

### **A. Currency:** the timeliness of the information

Determining when an item of information was published or produced is an aspect of evaluating information. The date information was published or produced tells you how current it is or how contemporaneous it is with the topic you are researching.

**For example:** If you were doing research on Covid-19, you would need the most recent information on the symptoms, cause and effect to human. Key indicators of the currency of the information are:

- date of copyright
- date of publication
- date of revision or edition
- dates of sources cited
- date of patent or trademark

### **B. Relevance:** the importance of the information for your needs

When you read through your source, consider how the source will effectively support your argument and how you can utilize the source in your paper. You should also consider whether the source provides enough coverage of the topic. Information sources with broad, shallow coverage mean that you need to find other sources of information to obtain adequate details about your topic. Information sources with a very narrow focus or a distinct bias mean that you need to find additional sources to obtain the information on other aspects of your topic. Some questions to consider are:

- Does the information relate to my topic or answer my question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too simple or advanced) for my needs?
- Did I look at a variety of sources before deciding to use this one?
- Would I be comfortable using this source for my college research paper?

### **C. Authority:** source of information

Determining the knowledge and expertise of the author of information is an important aspect of evaluating the reliability of information. Anyone can make an assertion or a statement about something, event, or idea, but only someone who knows or understands what that thing, event, or idea is can make a reasonably reliable statement or assertion about it. Some external indications of knowledge of or expertise are:

- a formal academic degree in a subject area
- professional or work-related experience—businessmen, government agency personnel, sports figures, etc. have expertise on their area of work
- organizations, agencies, institutions, corporations with active involvement or work in a subject area.

### **D. Accuracy:** reliability, truthfulness, and correctness of the information

Establishing the accuracy, or relative accuracy, of information is an important part of evaluating the reliability of information. It is easier to establish the accuracy of facts than it is opinions, interpretations, or ideas. The more an idea, opinion, or other piece of information varies from the accepted point of view on a particular topic, the harder it is to establish its accuracy. It may be completely accurate but corroborating it is both more necessary and more difficult. An important aspect of accuracy is the intellectual integrity of the item.

- Are the sources appropriately cited in the text and listed in the references?
- Are quotations cited correctly and in context? Out of context quotations can be misleading and sometimes completely erroneous.
- Are there exaggerations, omissions, or errors? These are difficult to identify if you use only one source of information. Always use several different sources of information on your topic. Analyzing what different sources say about a topic is one way to understand that topic.

### **E. Purpose:** reason the information exists

Identifying the intended audience of the information or product is another aspect of evaluating information. The intended audience of an item generally determines the style of presentation, the level of technical detail, and the depth of coverage. You should also consider the author's objectivity. Are they trying to persuade, to inform, or to entertain? Determining the intended audience of a particular piece of information will help you decide whether or not the information will be too basic, too technical, too general, or just right for your needs.

On the other hand, **Web sources** include anything you can find on the Internet, which contains a wealth of high-quality information if you know where to look. Some web sources are databases of scholarly articles. Scholarly articles are published in scholarly journals and are sometimes called **peer-reviewed articles**. Scholarly journals specialize in publishing technical and research-oriented

articles and are mostly intended for students and other scholars. They are often reviewed by peers in the field in order to ensure that the article is relevant and accurate.

There are many differences between an ordinary article and a scholarly or academic article. Magazine articles, administration documents, reports from different kinds of organizations, essays, opinion pieces, or Wikipedia resources are not scholarly articles.

Scholarly articles are a full-length document on original research, and sources of high-valuable information. They are written by an expert, for other experts, with new information and research results in some fields. The authors are scholars or researchers with advanced degrees and/or credentials, like Ph.D. or M.D. and known affiliations.

These databases are a great place to find information. Other web sources can be self-published with unclear origins.

There is little quality control over the information you find, and anyone with access to the Internet can publish online. This makes it difficult to avoid bias or inaccuracies. It can also be hard to locate authors and references. Because of these concerns, you cannot assume that information on the web is accurate. Each web page must be critically examined.

When looking for sources—particularly websites—think about whether or not they are reliable. You want your paper to contain sources written by unbiased and professional experts, not businessmen with commercial interests. Using the CRAAP test can also be a good tool to check the reliability and effectiveness of your source:

**A. Currency:** the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out of date for your topic?
- Are the links functional?

**B. 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 using this source for a research paper?

**C. Authority:** the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?

- Is the site personal, commercial, governmental, organizational, or educational? (.com, .gov, .org, .edu, .net)

<b>Domain</b>	<b>Meaning</b>	<b>Purpose</b>	<b>Restrictions</b>
<b>.com</b>	Commercial business	A business or commercial site	Can be used for general purposes
<b>.gov</b>	Government agencies	A federal government site	Can only be used by businesses involved specifically with that industry.
<b>.org</b>	Nonprofit organization	An advocacy web site, such as a not-for-profit organization	Can be used for general purposes
<b>.edu</b>	Educational institutions	A site affiliated with a higher education institution	Can only be used by businesses involved specifically with that industry.
<b>.net</b>	Network organizations	A site from a network organization or an Internet service provider	Can be used for general purposes

**D. 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 biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

**E. Purpose:** the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

If you have an internet connection at home, you can watch the summary of our lesson at [www. YouTube.com](https://www.youtube.com/watch?v=3ecwJfs). Just click <https://bit.ly/3ecwJfs>, entitled, “The C.R.A.A.P Test”.

## Let's have an Example:

Let us analyze the updated information posted by Department of Health (DOH) on the cases of COVID-19 in the Philippines dated July 5, 2020. Photo was taken from DOH website.

**Source: Department of Health Philippines at [www.doh.gov.ph](http://www.doh.gov.ph)**

The screenshot shows the Department of Health Philippines website. Annotations highlight the following elements:

- Authority:** Points to the 'GOVPH' logo and the Department of Health header.
- Currency:** Points to the 'DAILY GLOBAL SITUATION (DATA AS OF 05 JULY 2020 CEST)' table.
- Balance Coverage Local and:** Points to the 'COVID-19 Case Tracker' section.
- Sources and Linkages:** Points to the 'RESOURCES' section.

**DAILY GLOBAL SITUATION (DATA AS OF 05 JULY 2020 CEST)**

Global	11,125,245 confirmed (203,836 new)
Western Pacific	223,915 confirmed (2,121 new)

**COVID-19 Case Tracker [view in Full Screen]**

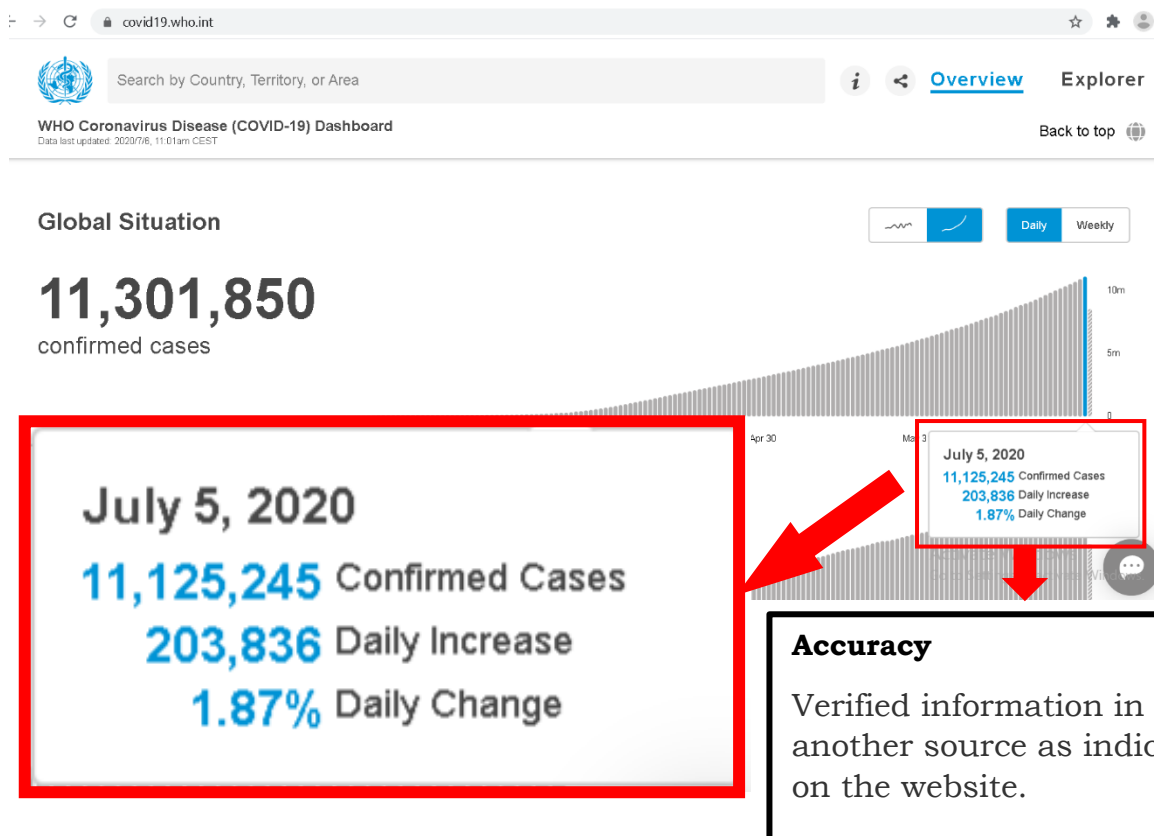
Note: There are still 2138 cases with unreported date of onset of illness and date of specimen collection.

Top Regions		Top Provinces / Cities	
Region	Total Cases	Province / City	Total Cases
NCR	20,100	CEBU CITY	5,126
Region VII: Central Visayas	8,637	QUEZON CITY	3,420
Region IV-A: CALABARZON	3,051	CITY OF MANILA	2,415
Region III: Central Luzon	1,019	CEBU	1,352
Region XI: Davao Region	602	CALOCAN CITY	1,059

**RESOURCES**

- FAQs
- IATF Resolutions
- Interim Guidelines
- Screening Tool for COVID-19
- Public Advisories
- Gabay sa Publiko
- Infographics
- Case Tracker
- Situational Report
- Press Briefings
- COVID-19 on Map







## Source: World Health Organization at covid19.who.int



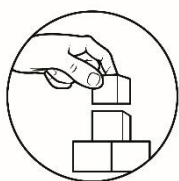
A tip, Wikipedia which is a type of free online encyclopedia may seem like a great source of information. It usually appears among the first few results of a web search. It covers thousands of topics, and many articles use an informal, straightforward writing style. Unfortunately, this site has no control system for researching, writing, and reviewing articles. Instead, it relies on a community of users to police themselves. At best, this site can be a starting point for finding other, more trustworthy sources. Never use it as final source.

As a student, you will be gathering information from a variety of types of sources for your research projects including books, newspaper articles, magazine articles, specialized databases, and websites. As you examine each source, it is important to evaluate each source to determine the quality of the information provided within it.

Common evaluation criteria include **accessibility, utility, the effectiveness or the advantage and disadvantage**. Each of these criteria will be explained in more details below.

Source Type 	Access 	Utility 	Advantages 	Disadvantages 	Examples 
<b>Book (nonfiction)</b>	Print, Online	Research, information	Thorough treatment of a topic	May not contain the latest information; may not be scholarly	<ul style="list-style-type: none"> <li>▪ Thesis</li> <li>▪ Dissertations</li> <li>▪ Dictionary</li> <li>▪ Memoirs</li> <li>▪ Biographies</li> </ul>
<b>Encyclopedia</b>	Print, Online	Research, information	Good topical coverage; good source for Background information	Information is usually not very specific	<ul style="list-style-type: none"> <li>▪ Encyclopedia Britannica</li> </ul>
<b>Magazine</b>	Print	Entertainment, information	Good for general information; contemporary focus	Not scholarly in nature	<ul style="list-style-type: none"> <li>▪ Times Magazine</li> <li>▪ Metro</li> <li>▪ Vogue</li> </ul>
<b>Trade/ Professional Journal</b>	Print	Information	Articles written by specialists in their fields	Oriented toward specific fields; not scholarly in nature	<ul style="list-style-type: none"> <li>▪ Entrepreneur</li> <li>▪ Money Sense</li> </ul>
<b>Newspapers</b>	Print, online	Information	Good source for current events; primary sources	Not scholarly; information may be biased	<ul style="list-style-type: none"> <li>▪ Inquirer</li> <li>▪ Sun Star</li> <li>▪ Manila Bulletin</li> <li>▪ The Washington Post</li> </ul>
<b>Scholarly Journal</b>	Print, Online	Research, information	Articles written by authorities; scholarly discussion; may be peer-reviewed*	Subject may be very focused – sometimes and advantage and sometimes not	<ul style="list-style-type: none"> <li>▪ American Journal of Sociology</li> <li>▪ Journal of Educational Psychology</li> </ul>
<b>Government Documents</b>	Print, online**	Research, information	Many produced; cover wide variety of topics; good source of statistics	Information is very specific	<ul style="list-style-type: none"> <li>▪ Bills</li> <li>▪ Congressional Record</li> <li>▪ Laws</li> <li>▪ Codes</li> </ul>
<b>Research databases</b>	Online	Research, information	Many topics; articles written by authorities; scholarly discussion; may be peer-reviewed	Access restricted to authorized users; username and password required; may be very focused	<ul style="list-style-type: none"> <li>▪ EBSCOhost</li> <li>▪ Philippine E-journals</li> <li>▪ University of the Philippines Database</li> </ul>

<b>Videos</b>	DVD, streaming	Research, information, entertainment	Good for visual learners; wide variety of topics.	More difficult to mark a useful passage than print media.	<ul style="list-style-type: none"> <li>▪ Webinars</li> <li>▪ (Online) Tutorials</li> <li>▪ Vlog</li> </ul>
<b>Open web</b>	Online	Entertainment, information	Quantity of information	Quality of information is uneven; authority of some sources are unknown	<ul style="list-style-type: none"> <li>▪ Wikipedia</li> <li>▪ YouTube</li> <li>▪ Blogger</li> </ul>
<b>Social media</b>	Online	Entertainment, information	Information updated frequently	Quality of information is uneven; authority of some sources are unknown	<ul style="list-style-type: none"> <li>▪ Facebook</li> <li>▪ Instagram</li> <li>▪ Twitter</li> </ul>



## ***What's More***

### **Activity: Mastery Check**

Match the letter of your choice in Column **B** with its appropriate description in Column **A** by placing the letter on the blank provided before the number.

#### **Column A**

- \_\_\_\_\_ 1. This is a criterion that checks whether a source is up to date.
- \_\_\_\_\_ 2. This is a criterion that checks whether the sources of information are reliable.
- \_\_\_\_\_ 3. This is a criterion that checks whether the source of information is too opinionated.
- \_\_\_\_\_ 4. This is a criterion that checks for functional or broken links.
- \_\_\_\_\_ 5. This is a criterion that checks whether a source of information is selling or informing.
- \_\_\_\_\_ 6. This is a criterion that checks whether an author is qualified to write about a certain topic or issue.

#### **Column B**

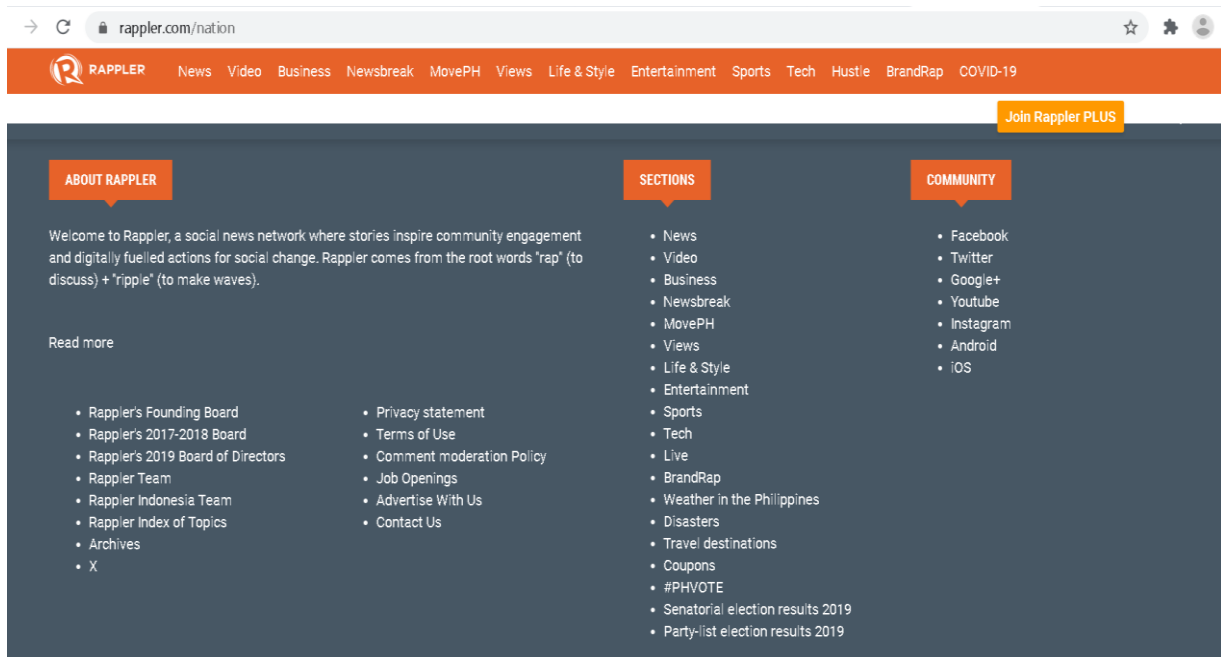
- A.** Relevance
- B.** Currency
- C.** Purpose
- D.** Accuracy
- E.** Authority



## *What I Have Learned*

### Activity 1: Evaluating Web Source

- A. View and analyze the website of Rappler and answer the questions that follow. You may click the given source for bigger view.



**Source: Rappler** at <https://www.rappler.com/>

1. Which link on the website would you click to check the Authority?
  - a. Side advertisement
  - b. Join Rappler Plus
  - c. About Rappler
  - d. Twitter/Facebook
2. Who are mostly the target audience of the website?
  - a. Politicians
  - b. General public
  - c. High school students
  - d. Government employees
3. What type of website is Rappler based on its domain?
  - a. Government site
  - b. Non-Profit Organization site
  - c. Network Organization site
  - d. Business or Commercial site

B. Analyze the information below and answer the questions that follow.

➤ ↺ [rappler.com/newsbreak/fact-check/262398-deped-announces-grade-13](https://www.rappler.com/newsbreak/fact-check/262398-deped-announces-grade-13)


**RAPPLER**

## FALSE: 'DepEd announces Grade 13'

The supposed screenshot of a news report was created with a meme generator tool

**Rappler.com**  
Published 3:00 PM, May 30, 2020  
Updated 3:00 PM, May 30, 2020

Facebook  
Twitter  
Reddit  
Email

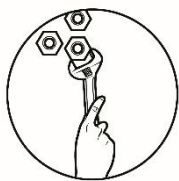


**Claim:** The Department of Education, through Education Secretary Leonor Briones, announced that there will be a Grade 13.

The DepEd did not announce that there will be a Grade 13 and Briones did not say the quote attributed to her. The supposed screenshot of a news report has a watermark that says "breakyournews.com." The website is a meme generator that allows users to customize a news report template by changing the headline, ticker, and image. A reverse image search returns meme with the same format or images of Briones on other news reports. The reports don't mention an announcement of Grade 13. There are no official reports on the possibility of an additional year to the government's K to 12 basic education program. There are no official reports or recordings of Briones saying the quote that was attributed to her. – Vernise L Tantuco/Rappler.com

**Source: Rappler at** <https://bit.ly/3iPnoy3>

4. Which among the following did the fake information violate the most?
  - a. Currency.
  - b. Authority
  - c. Accuracy
  - d. Relevance
5. What is the main purpose of the article?
  - a. To spread fake news.
  - b. To clarify misleading information.
  - c. To inform the people on the additional grade level.
  - d. To persuade the people to enroll on the new grade level.



## ***What I Can Do***

### **Activity: Evaluating Sources**

Read and carefully analyze the article below. Afterwards, evaluate the given article based on the given rubric by checking the appropriate box. The score will validate the reliability of the given information. Write your final evaluation in the text box whether it is a good source or not.

#### **Philippines is Most Gender-Equal Country in Asia – report**

**Source: CNN Philippines at <https://www.cnn.ph/news/2018/12/18/Philippines-Global-Gender-Gap-Report-2018.html>**

Metro Manila (CNN Philippines, December 18) — The Philippines remains the top Asian country with the narrowest gap between men and women, according to a global report released Tuesday.

The World Economic Forum (WEF)'s Global Gender Gap Report for 2018 also ranked the Philippines eighth among 149 countries in achieving gender equality. It said the country got its record-high score of 0.799, which means it has closed almost 80 percent of its overall gender gap. The country also improved two notches from being on the 10th spot in 2017. The report listed the Philippines among the five countries that have achieved full parity in political and economic leadership – with women legislators, senior officials and managers. Other countries with the same achievement are Laos, Bahamas, Colombia, and Jamaica. The Philippines' gender gap in the educational attainment pillar remains closed, like last year. This means the literacy rate and enrolment in schools are almost the same for men and women.

Meanwhile, the report noted that the Philippines managed to narrow its Economic Participation and Opportunity gender gap "due to increases in wage equality for similar work and women's estimated earned income," the report noted. Based on the WEF's annual Executive Opinion Survey, the Philippines closed 79 percent of the gap on wage equality this year, from 75 percent in 2017. The Philippines, however, got the lowest score of 0.416 in the area of political empowerment, which means it has yet to close almost 60 percent of the gap, and it is not alone. "Political Empowerment is where the gender gap remains the widest (globally): only 23% of the political gap – unchanged since last year – has been closed, and no country has yet fully closed political empowerment gaps," the report said. This indicator measures the gap between men and women at the highest level of political decision-making, either as head of state or in key parliamentary and ministerial positions.

In the Philippines, President Rodrigo Duterte has publicly said he prefers to appoint men in government, saying they can get his many orders done.

Globally, a lot more needs to be done. "Today, the Global Gender Gap score stands at 68 percent. This means that, on average, there is still a 32 percent gap to close," the report said.

### The CRAAP TEST: Source Evaluation Rubric

CRITERIA	0	1	2	3
<b>Currency</b> When was the information written & last updated?	There is no date, no updates shown, information is out of date	Published date is shown, but not updated in a long time	Update is shown but is slightly out of date	Updates are shown, regular and current.
<b>Reliability and Accuracy</b> Where did the author get this information?	<ul style="list-style-type: none"> <li>•Information is difficult to understand.</li> <li>•May include errors and has incomplete or inaccurate information.</li> </ul>	<ul style="list-style-type: none"> <li>•Has grammatical and spelling errors.</li> <li>•Consistent line of thought,</li> <li>•Information is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>•Easy to understand,</li> <li>•Some spelling and grammar errors,</li> <li>•Information is current and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>•No errors, clear concise, well written,</li> <li>•Information is current, accurate and relevant.</li> <li>•An in-depth understanding of the related issues shows the author's familiarity with the subject.</li> <li>•Links to or from are also reliable.</li> <li>Has a bibliography.</li> </ul>
<b>Authority of Author</b> Who is responsible for the information?	<ul style="list-style-type: none"> <li>•No author is identified</li> <li>•No publisher</li> </ul>	<ul style="list-style-type: none"> <li>•Author is identified, and no credentials are given.</li> <li>•No contact details given.</li> <li>•The publisher is not reputable.</li> </ul>	<ul style="list-style-type: none"> <li>•Author is identified, contact details given, credentials are valid.</li> <li>•The publisher is identified and reputable.</li> </ul>	<ul style="list-style-type: none"> <li>•Author and publisher are clearly identified, respected and reliable.</li> <li>•Able to confirm legitimacy of the author and content</li> </ul>
<b>Purpose/Point of View</b> Does the information seem fairly represented, or is it biased?	<ul style="list-style-type: none"> <li>•Information is presented with emotive words, unbalanced views or questionable facts.</li> </ul>	<ul style="list-style-type: none"> <li>•Contains some questionable content with a few emotive words.</li> <li>•The content is the opinion of the author with little support of facts.</li> </ul>	<ul style="list-style-type: none"> <li>•Facts are presented free from bias.</li> <li>•Information is thorough</li> </ul>	<ul style="list-style-type: none"> <li>•Facts are presented free from bias and information is thorough,</li> <li>•Multiple viewpoints are given.</li> <li>•Purpose is clearly identifiable as educational with an intended audience.</li> </ul>

#### Score Equivalent

**0-5** This source is highly questionable. Should not be used in research without suitable justification.

**6-9** The site may be an acceptable starting point for gathering information but might not be suitable as a cited source in a research project.

**10-11** Good source for research. Information should be confirmed in other sources.

**12-15** Excellent source for research purposes.

**TOTAL SCORE:** \_\_\_\_\_

**EVALUATION:**

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## Assessment

For items 1-8, read each statement carefully and choose the letter of your choice that answers the given description. Remember to write your answers on you answer sheet.

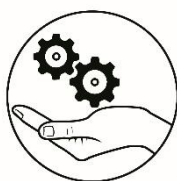
1. Which of the following is a true statement about the Internet and the physical library?
  - a. They both close after hours when not in use.
  - b. They both provide up-to-the-minute news and information.
  - c. They both have an expert librarian or specialist to answer your questions.
  - d. They both provide access to information needed for personal, educational and even entertainment.
2. Which discipline is currency or the timeliness of information not imperative?
  - a. biology
  - b. economics
  - c. law
  - d. history
3. Which of the following is a reason you might question the accuracy of an online source?
  - a. The website doesn't look professional.
  - b. The information cannot be verified with other sources.
  - c. The source cites others in the same field.
  - d. The source uses long words.
4. Why it is important to be critical in evaluating content on the Web?
  - a. Anyone can put any information on the internet.
  - b. It is important to not spread inaccurate or biased information.
  - c. Web authors are always less professional.
  - d. Your grade depends on it.
5. Which of the following is NOT a characteristic of a scholarly journal article?
  - a. They include references to related articles.
  - b. They are found in online database as full text documents.
  - c. They contain exciting images without charts, charts, or tables.
  - d. They often use special terms or jargon of a field.
6. Which of the following is NOT a benefit of print sources?
  - a. They can be accessed at local and university libraries.
  - b. They go through more rigorous reviews.
  - c. They are around for a longer period of time.
  - d. They are more environmentally friendly.
7. When would a source NOT be reliable, even though it is current, accurate, authoritative, and purposefully objective?
  - a. The source has not been updated for five years.
  - b. The source is not for high school level research paper.
  - c. The source does not attempt to persuade or sell you something.
  - d. The source is not written by an expert on the topic or issue.

For items 8-12, read and understand the descriptions below, and identify what is being referred in the following sentences when finding or looking for a reliable source. Write **PRINT** for Print sources and **WEB** for Web sources.

- \_\_\_\_\_ 8. Information from many popular and scholarly sources are not easily changed or distorted by simply editing.
- \_\_\_\_\_ 9. It allows readers to interact and see other related information through links.
- \_\_\_\_\_ 10. Information is selected through a review process making it more reliable.
- \_\_\_\_\_ 11. It is more convenient to carry around since it is lighter and more portable.
- \_\_\_\_\_ 12. Information sources can be more versatile and can be specialized. Getting rid of unimportant information is just a click away.

**For items 13-15**, read and analyze each statement below and write TRUE if the statement is True and write FALSE if otherwise.

- \_\_\_\_\_ 13. If I can find it online, it must be true.
- \_\_\_\_\_ 14. I should always compare the information I find online with at least two other sources.
- \_\_\_\_\_ 15. There is an email address listed in the website, so it must be a legitimate source.

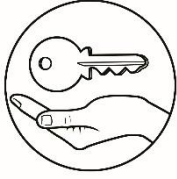


## ***Additional Activity***

### **Activity: Chasing the sources**

- Take a few minutes to brainstorm ideas on a topic you find interesting.
- Try to come up with preliminary ideas and different key words or specific areas within that topic. Once you have brainstormed, write the key words below for easy reference. You will later use these key words when you are conducting your article search.
- Make a list of three types of print resources you could use to find information about your topic,
- Write two reliable web sources to support your topic. Explain how you used each source in the conduct of your topic specifically.

A. Topic	
B. Keywords	
C. Print Sources	
D. Web Sources	



## Answer Key

<p><b>What I Can Do</b></p> <p>6. Author: 0 7. Publisher: 2 8. Work Cited: 3 9. Purpose: 3 10. Date: 3</p> <p>TOTAL: 11</p> <p>EVALUATION: Good source for research. Information should be confirmed in other sources.</p>	<p><b>What's More</b></p> <p>1. B 2. D 3. C 4. B 5. C 6. E</p>	<p><b>What's New</b></p> <p>1. D 2. B 3. A 4. C 5. D 6. E 7. A 8. E 9. D 10. B</p>	<p><b>What I Know</b></p> <p>1. D 2. D 3. B 4. A 5. C 6. D 7. D 8. PRINT 9. WEB 10. PRINT 11. WEB 12. WEB 13. FALSE 14. TRUE 15. FALSE</p>
<p><b>Assessment</b></p> <p>1. D 2. D 3. B 4. A 5. C 6. D 7. D 8. PRINT 9. WEB 10. PRINT 11. WEB 12. WEB 13. FALSE 14. TRUE 15. FALSE</p>	<p><b>What I Have Learned</b></p> <p>1. C 2. B 3. D 4. C 5. B</p>		

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