

Teacher Researchers evaluate evidence to deliver research informed practice.

Evaluating evidence means recognising whether the information you read and include in your research is **credible**. Not all information is **valid**, **useful**, or **accurate**. Evaluating evidence is an important step in any research informed practice.



Things to look out for?

‘Conditions’ the changes from regular school practice (e.g. studies that are delivered by researchers.)

Studies that are not **independently** evaluated.

Studies conducted or commissioned by organisations connected with the approach e.g. commercial ventures

Unexplained variation between the studies within the same topic.

Results that are potentially influenced by unknown factors i.e. studies that do not use a randomised control group approach.

Reliability

Whether the results can be reproduced under the same conditions.

Validity

Whether the results really do represent what they are supposed to measure.

Key words you can use when evaluating sources:



misleading
affiliated objectivity entertain currency
inaccurate accuracy scrutiny institutional
validity audience authority selective
cultural relevance sell bias timeliness
propaganda purpose intended dispute
verify reliability credibility political
persuade perspectives reviewed

Teacher Researchers are selective in their research.

Any questions?



Use the CRAAP test to choose valid and reliable sources

CRAAP



Currency	The timeliness of the information
Relevance	The importance of the information for your needs
Authority	The source of the information
Accuracy	The reliability, truthfulness, and correctness of the content
Purpose	The reason the information exists

Currency

- ☐ When was the information published or posted?
- ☐ When was the information revised or updated?
- ☐ Does your topic require current information, or will older sources work as well?

Relevance

- ☐ Does the information relate to your topic or answer your question?
- ☐ Who is the intended audience?
- ☐ Have you looked at other sources before determining this is the one you will use?
- ☐ Would you be comfortable citing this source in your assignment?

Authority

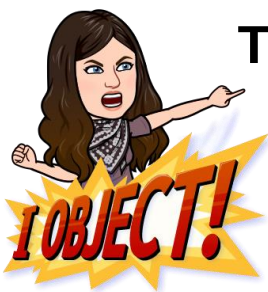
- ☐ Who is the author, publisher or source?
- ☐ What are the author's credentials or organisational affiliation?
- ☐ Is the author qualified to write on this topic?
- ☐ Is there contact information, such as a publisher or email address?
- ☐ Does the URL reveal anything about the source? (Examples: .gov, .edu, .org, .ac, etc.)

Accuracy

- ☐ Where does this information come from?
- ☐ Is the information supported by evidence?
- ☐ Has the information been reviewed/externally validated?
- ☐ Can you verify any of the information?
- ☐ Are there spelling, grammar, or typographical errors?

Purpose

- ☐ What is the purpose of the information: Is it to inform, sell, entertain, or persuade?
- ☐ Do the authors 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?



Teacher Researchers argue their point.

A good argument should be based on analysis and critique, and there should be a logical relationship between evidence and conclusions.

Analytical phrases you can use in your writing:

This demonstrates...

This emphasises the fact that...

Demonstrating that...

The controversy surrounding...

This is significant because..."

"These [pieces of research] work together to build a case for...."

From the outset, [Author] seeks to ...

The inference to be drawn from the [study/research] by [Author] is ...

[Author] presents a differing argument that...

Continuing [Author's] criticism of

In light of the debate over....

The distinction between [Author] and [Author] [findings/theories] tell us that...

Based on the [research/evidence] conducted by [Author], one can conclude that...

The point of view presented by [Author] is that...

Keep your writing **CRITICAL**:

Critical:

- 👍 Evaluates
- 👍 Compares
- 👍 Makes judgements
- 👍 Identifies the significance
- 👍 Discusses 'Why'?

Descriptive:

- 👎 Tells a story
- 👎 States what happened
- 👎 Explains what a theory says
- 👎 Explains how something works

