

Sources of Information: Accessibility and Effectiveness

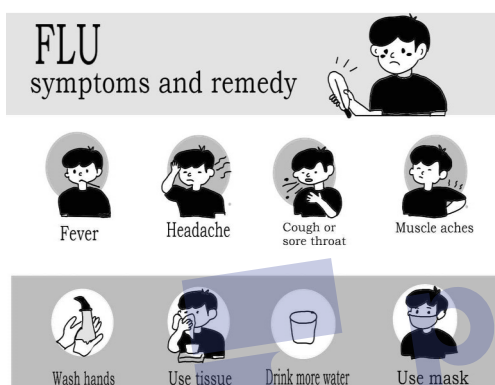
Lesson

I

The advent of technology has brought wide opportunities in knowledge production and dissemination. Bits of information have become largely available anytime, anywhere. This lesson highlights various sources of information that you may use. Understanding content is also essential. Accessibility and effectiveness of contents are also highlighted in this lesson to allow you in comparing and contrasting information to avoid information gap, misinterpretation, and misinformation.

You are expected to identify sources of information; define accessibility and effectiveness; and recognize, compare and contrast contents of materials viewed from various sources.

Are you familiar with flu? Examine the infographic below.



Learning Task 1: Using the given picture, answer the questions below in your notebook.

- What information can be provided by the said picture?
- Which sources or references can you use to find other information about the issue or topic presented?
- Will you easily believe in the information presented? Explain.
- Is the information accessible and effective?

D

Learning Task 2: Read the items below. Match the information source in Column B with their appropriate descriptions in Column A. Write the letters of your answers in your notebook.

Column A

- _____ 1. documents written by experts or scholars discussing results of scholarly works like research
- _____ 2. reports, censuses, policies, data and statistics issued and published by the government and its attached agencies
- _____ 3. sources providing answers to questions such as statistics, maps, background information (re)directing to additional sources
- _____ 4. source containing timely, brief and non-technical explanations of events or commentaries for the general public
- _____ 5. source providing information in details segregated into chapters or parts

Column B

- a. books
- b. reference materials
- c. scholarly articles
- d. news/magazines
- e. government documents

Learning Task 3: Read each item carefully. Identify what is asked in each item. Write the letters of your answers in your notebook.

1. This characteristic of written communication enables one to understand, evaluate, use, and engage with written texts to participate in society, achieve goals and realize potentials.
 - a. effectiveness
 - b. accessibility
 - c. reliability
 - d. credibility
2. It is described as the degree to which something is successful in producing a desired result.
 - a. effectiveness
 - b. accessibility
 - c. reliability
 - d. credibility
3. This information accessibility focuses on the visual input presented using an additional description of the information in order for images to be useful for all.
 - a. video accessibility
 - b. audio accessibility
 - c. text accessibility
 - d. image accessibility
4. This information accessibility deals with scripts about the video which are required for users who cannot access visual or audio media channels.
 - a. text accessibility
 - b. video accessibility
 - c. audio accessibility
 - d. image accessibility
5. This kind of information source contains the most recent information or opinions.
 - a. reference materials
 - b. books
 - c. government documents
 - d. news/magazine articles
6. This information source uses technical language and contains bibliography as well as research methods, data and conclusions.
 - a. scholarly articles
 - b. government documents
 - c. reference materials
 - d. news/magazine articles
7. The use of outside sources of information helps the writer and reader to do the following EXCEPT _____.
 - a. to gain additional information on the topic
 - b. to lend credibility to the written material
 - c. to influence the reader to agree with the writer
 - d. to make the writing less persuasive

SOURCES OF INFORMATION

As information is highly available everywhere, it is essential that you identify the sources of your information. Understanding and verifying the sources of your information establish your credibility. Evaluating where they came from will help you get rid of fake news and other unverified information. Basically, there are three major sources of information: primary, secondary and tertiary documents.

Primary Documents

These are first-hand documents written by those who experience and/or see them at the period of research or the time an event happens. These are original documents which include personal accounts, personal documents, pictures, videos, speeches, historical documents (on eyewitness perspective), literary texts, literary works and letters.

Examples:	artifacts	photos	audio-recordings
	diaries	journals	video recordings
	manuals	letters	speeches
	interviews	original documents	

Secondary Documents

These are documents written as recount of events. The author has not personally witnessed what he or she has written. These include interpretations, discussions, commentaries or evaluations of prime resources.

Examples: biographical works evaluation
 history (retold version) news (not by eyewitnesses)
 books criticisms

Tertiary Sources

Tertiary sources are basically collections of information from primary and secondary sources.

Examples: almanacs bibliography indexes/indices
 directories database dictionaries
 encyclopedia abstracts

Aside from the major sources specified above, there are specific information sources that may be used in accessing certain details or information. These include the following:

Information Sources	Definitions/Descriptions	Examples
Scholarly Articles	<ul style="list-style-type: none"> documents written by experts or scholars discussing results of scholarly works like research peer-reviewed technical has specific methods 	<ul style="list-style-type: none"> research project studies
Books	<ul style="list-style-type: none"> source providing information in details segregated into chapters or parts synthesized version of information 	<ul style="list-style-type: none"> textbooks novels
Government Documents	<ul style="list-style-type: none"> reports, censuses, policies, data, and statistics issued and published by the government and its attached agencies 	<ul style="list-style-type: none"> court proceedings laws orders reports statistics
News/Magazine Articles	<ul style="list-style-type: none"> source containing timely, brief and non-technical explanations of events or commentaries for the general public contains opinions and news 	<ul style="list-style-type: none"> school paper major newspaper magazines
Reference Materials	<ul style="list-style-type: none"> sources providing answers to questions such as statistics, maps, background information (re)directing to additional sources factual detailed 	<ul style="list-style-type: none"> encyclopedias atlas almanac dictionary encyclopedias

As those sources provide significant information, it is your duty to check the information in terms of two criteria: *accessibility* and *effectiveness*.

- **Effectiveness** refers to the degree of being able to achieve the desired result based from their objective or purpose.
- **Accessibility** refers to the quality of being easy to find, obtain and use.
 - a. **Text accessibility** - arrangement of words for them to be easily accessed.
 - b. **Image accessibility** - provides additional information about the text or concept.
 - c. **Audio accessibility** - provides additional information through listening skills.
 - d. **Video accessibility** - provides additional information through listening and viewing skills.

Aside from *accessibility* and *effectiveness*, it is essential to review the source of information for the readers to:

1. Satisfy the expectations of the academic community you are writing for;
2. Show evidence of wide, informed and relevant reading;
3. Show that your writing does not rely mainly on personal opinion;
4. Show the process by which you have arrived at your own conclusions about the topic, and to enable the reader to understand and evaluate the ideas and information you are presenting;
5. Show your ability to integrate material from a range of sources;
6. Show evidence of an analytical and critical approach to your source material;
7. Enable readers to follow up references or perspectives of particular interest to them; and
8. Avoid plagiarism.



Learning Task 4: In each group of sources, provide at least five sample documents classified under their classifications. Write your answers in your notebook.

Primary Sources	Secondary Sources	Tertiary Sources

Learning Task 5: In each information source, provide at least five examples of documents classified under their groups. Write your answers in your notebook.

Scholarly Articles	Books	Government Documents	News/Magazine	Reference Materials



Learning Task 6: Are you familiar with cybercrime law? Examine the picture below. Write a 3 to 5-paragraph essay about it. Place your work in your notebook.

- Identify the major points presented in the infographic.
- Determine the meaning of each identified complaint.
- In developing your essay, use various sources such as scholarly articles, book, government documents, reference materials and news/magazine articles.



Learning Task 7: Using your essay in Learning Task 6, accomplish the tasks enumerated below. Do this in your notebook.

- Underline once the information from scholarly works; underline twice those from books; encircle those from government documents; box those from reference materials and highlight/color those from news/magazine articles.
- Accomplish the table below by examining how you evaluated the concepts you included in your essay in terms of accessibility and effectiveness.

Information Sources	Accessibility	Effectiveness
Scholarly Articles		
Books		
Government Documents		
News/Magazine Articles		
Reference Materials		

Learning Task 8: In your notebook, write a 5-sentence essay on your reflection on the importance of understanding the content of a particular material in terms of *accessibility* and *effectiveness*.
