**Assignment Title:** True or False: Information Has Value

**Purpose:** The goal of this activity is to help students start to develop a broader understanding of the value of information and their rights and responsibilities as information consumers and creators.

**Framework Concept:**

* **Information Has Value**

**Learning Outcomes**

By the end of this activity, students should be better prepared to:

* Recognize that information has various types of value
* Explain the need to provide citations when using information sources
* Recognize issues of access or lack of access to information sources
* Value the skills, time, and effort needed to produce knowledge

**Instructions**

1. Divide students into pairs or small groups.

2. Provide each pair or group with a list of statements related to the value of information. Examples include:

* All scholarly sources are available through Google for free
* Providing citations is one of the requirements for participating in academic culture
* There are no dangers involved in sharing personal information online
* Even if it may not require payment, most information online is not actually free
* Purchasing a single scholarly journal article can require a payment of $40 or more
* Most information sources you find online can be accessed full-text for free
* A person’s reputation can be enhanced when sources that they create are used by others
* As a college student, you have more access to information than you will likely have at any other time in your life
* It can take more than a year for scholars to write and publish a single research article
* All college students have the same access to information as others

3. Have students review and discuss the statements amongst themselves and decide whether they are true or false.

4. Review each of the statements. For each statement, ask if any of the pairs/groups considered the statement to be false and ask them to explain why.

5. Indicate whether or not the statements are true or false. Provide follow up information and discussion, if necessary. For example:

* What does it mean to say that information is not free? What are the hidden costs related to information?
* You indicated that it was true that purchasing a scholarly article can cost $40 or more. Why do you think that is the case? Who gets the money?
* How can a person’s reputation be enhanced when others cite their sources?

4. Use the activity to encourage discussion or reflection on the value of information sources. For example:

* After completing this activity, how would you describe the concept of Information Has Value? Why is information valuable? To whom?
* How does learning about the value of information impact the way you might access or share information in the future?

**Note: This assignment could be adapted for a virtual environment using the discussion board feature.**