Critical Source Evaluation:

Teaching Students to Rethink Authority in the First Year and Beyond

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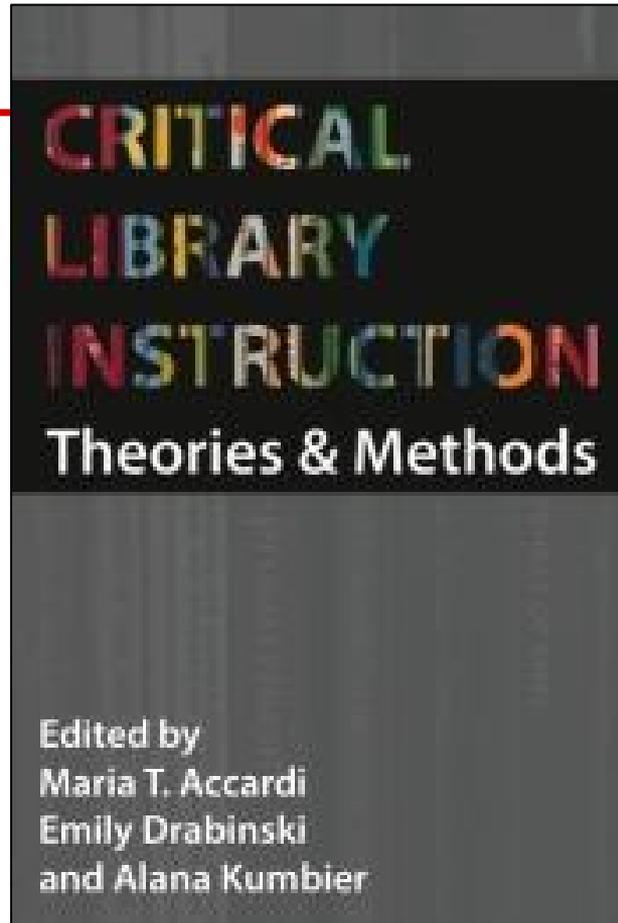
Overview

- Our inspirations

- Our project
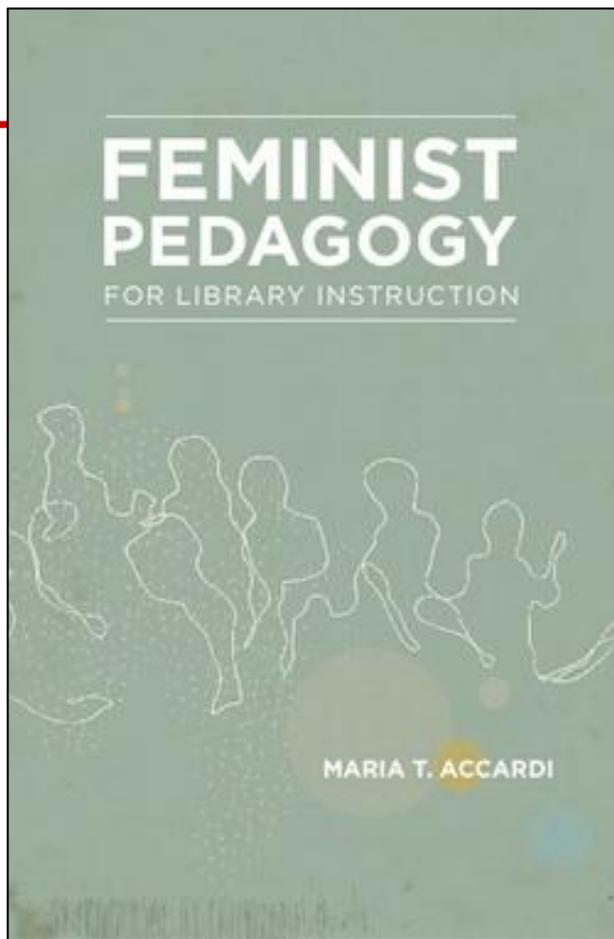
- What worked and what didn't

Setting

Background

CRITICAL LIBRARY INSTRUCTION
Theories & Methods

Edited by
Maria T. Accardi
Emily Drabinski
and Alana Kumbier

Background

CRITICAL LIBRARY

"Ours is a profession that often splits working and thinking in two—theorizing goes on in LIS doctoral programs while front-line librarians concern themselves with 'best practices' at the service desk...Would ideas that didn't always lead directly to outcomes find a home in our profession?"

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Background

FEMINIST PEDAGOGY FOR LIBRARY INSTRUCTION

MARIA T. ACCARDI

Background

FEMINIST
PEDAGOGY
FOR LIBRARY INSTRUCTION

MARIA T. ACCARDI

The "classroom as a collaborative, democratic, transformative site; consciousness raising about sexism and oppression; and the value of personal testimony and lived experience as valid ways of knowing."

The ACRL Framework

ACRL
Advancing learning
Transforming scholarship

Association of College & Research Libraries
A division of the American Library Association

November 12, 2014

Welcome

Thank you for taking the time to read and respond to this newly revised draft *Framework for Information Literacy for Higher Education*. The *Information Literacy Competency Standards for Higher Education*, adopted by the Association of College and Research Libraries (ACRL) in 2000, have become an essential document related to the emergence of information literacy as a recognized learning outcome at many institutions of higher education. These, like all ACRL standards, are reviewed cyclically. In June 2012, the ACRL Board approved a unanimous recommendation that they be a significantly revised.

We co-chair a task force charged with creating the *Framework* and have been working since March 2013. The group reflects some of the best minds in the library profession currently working in the area of information literacy. It also includes experts from other parts of higher education and an accrediting agency. Find out more about the task force members, our charge, our process, and interim reports to the ACRL Board at http://acrl.ala.org/ilstandards/.

The ACRL Framework

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150 **Authority Is Constructed and Contextual**
151 **Authority Is Constructed and Contextual refers to the recognition that information**
152 **resources are drawn from their creators' expertise and credibility based on the**
153 **information need and the context in which the information will be used. Experts**
154 **view authority with an attitude of informed skepticism and an openness to new**
155 **perspectives, additional voices, and changes in schools of thought.**
156

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Authority in the library classroom

- How is it used by the instructor?

- How is the authority of students ignored or undermined?

- What steps can we as library instructors take to promote student authority and empowerment?

Context

- Undergraduate students in Core Seminar classes
  - Required interdisciplinary course
  - Primarily first and second years

- Classes visit library twice

- Secured IRB clearance to use student artifacts in research
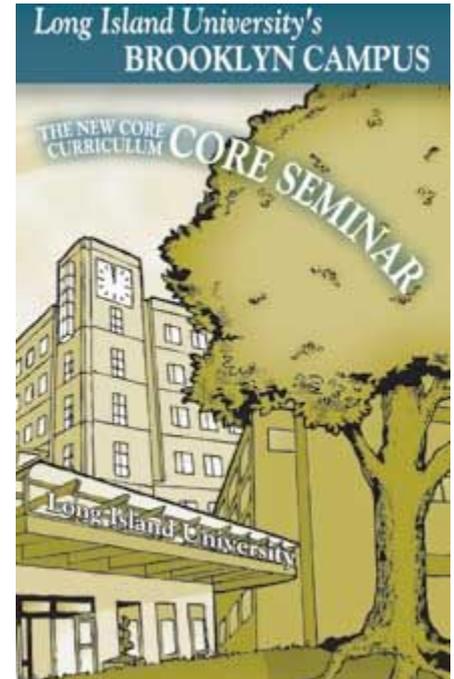
Session #1

- Divide students into groups of 2-4 people

- Assign each group an information source
  - Wikipedia
  - Google
  - Library catalog
  - Library database

Session #1

- Group answers questions about source
  - Identify author(s)
  - Pros and cons of using source
  - Viability as a reference

- Group presents findings to classmates

Session #1: Activity Questions

- Please write down the author(s) and title of your source.

- Who wrote or contributed to this source? How can you tell?

- How might this particular source be useful to you? What are its disadvantages?

Session #1: Worksheet

1. Please circle where you found this source:

GOOGLE   (LIBRARY CATALOG)   LIBRARY DATABASE   WIKIPEDIA

2. Please write down the author(s) and title of your source. — Social Norms

German Kathleen M; Drushel Bruce
The ethics of emerging Media:
Information, Social Norms, + New
Media technology.

3. Who wrote or contributed to this source? How can you tell?

More than one author contributed to
this source based on the information
included in table of contents under
each category listed that is
associated with social norms.

Session #1: Worksheet

4. How might this particular source be useful to you? What are its disadvantages?

This topic can be useful because it includes in depth information, it is helpful, but the disadvantage is that some of the context is too broad in the article, needs to be narrowed down more.

5. Would you include this source in your works cited/references page? Why or why not?

We would include this source in works cited because it is relevent and informative and it is a credible source.

Session #1: Sample Student Answer

Source: Wikipedia article on cyberbullying

"Anyone could have contributed."

"It helps people gain knowledge, but there's no way of verifying the info because there's no author."

"It pertains to my topic but it's not reliable since anyone could have contributed."

Session #1: Goals

- Students work together to critically evaluate information sources
  - Google and Wikipedia included to reflect everyday reality

- Instructor teaches about authority, not serves as one

Interim

● Students complete online survey between first and second session

What is one thing you remember from the first library session?*

What questions about library research do you have that you would like answered in the next library session?*

Is there anything from the first session that you found confusing?*

"I remember…"

- "How to cite my work properly"

- "Google search is too broad"

- "To put keywords into the databases"

"My question is…"

- "What websites are acceptable to use on my paper?"

- "What sources are valid sources? Where can I find more valid sources?"

- "How can I effectively use the library to obtain all that information?"

Session #2

- Address student questions and interests

- Students find and cite an article

- Students explain if article is trustworthy

- Students reflect on publishing qualifications
  - Included vs. excluded voices

Session #2: Activity Questions

- Find one article relevant to your paper topic. Please email the article to yourself and to me.

- Using APA or MLA style, write down the citation for the article you found.

- Do you think this is a trustworthy source? Why or why not?

- Who can publish on this specific topic? Whose voice might be included or excluded?

Session #2: Worksheet

1. Find one article relevant to your paper topic in **ProQuest Databases**. Please email the article to yourself and to me (Katelyn.Angell@liu.edu).

" Genetic and Environmental Influences on Psychopathy trait Dimensions on a community sample of Male Twins "

2. Using **APA or MLA style**, write down the citation for the article you found. See your citation handout or the Purdue Online Writing Lab webpage to create your citation:
https://owl.english.purdue.edu/owl/resource/560/07/
https://owl.english.purdue.edu/owl/resource/747/07/

MLA:

Taylor Jeanette, et al. " Genetic and Environmental Influences on Psychopathy Trait Dimensions In a Community Sample of Male Twins 1." Journal of abnormal child psychology 31.6 (2003): 633-45. ProQuest. web. 1 Nov. 2014.

Session #2: Worksheet

3. Do you think this is a trustworthy source? Why or why not?

Yes, because it relates to my topic and shows proof of ~~object~~ whether or not its genetic or environmental. It also studied on real male twins and it comes from an online database. that contains citations

4. Who can publish on this specific topic? Whose voice might be included or excluded?

I think researchers because they are the ones who actually work and test on real people to get an answer.

Someone without background of studying and researching on psychopathology would not be able to publish. With no profession.

Session #2: Sample Student Answer

Topic: Human trafficking in the United States

"The people who post on it have a certain education...it has citations and references."

"Teachers and highly educated people [can publish on this topic]. Professor voices may be included and student voices excluded. Only people with a PhD or similar can publish."

Session #2: Goals

- Students see themselves as information creators in addition to consumers

- Students will learn about and critique the power dynamics present in research and publishing

Future Directions

- Conduct a content analysis of student answer sheets

- Incorporate other frames into format
    - Scholarship as Conversation

- Pair students up for second class activity

- Recruit colleagues to teach with this method

Why We Taught The Way We Did

- Fostering an anti-hierarchical classroom:
  - Student contributions and experiences sought for group topics, search strategies, selecting sources
  - Students present to the class and showcase their knowledge
  - Students learn that they can also be teachers

Why We Taught The Way We Did

- Moving away from teacher-dominated discourses:
    - Work done in small groups for most of 1st session
    - Student questions set the stage for 2nd class

- Opportunities for personal reflection:
    - Time set aside in second session for considering authorship

What Worked

- Students were more engaged when asked to be the experts on a resource

- Asking the hard questions resulted in uncertainty, and also reflection

- Balance between group work and individual activities

What Didn't

- Responses to survey between classes seemed to be "what the librarian wants to hear"

- Some instructors didn't want to deviate from standard library session

- Additional reflective questions posed at end of session yielded little discussion

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