Elevating Source Evaluation:

Teaching and Un-Teaching Authority in the Critical Library Classroom

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Long Island University, Brooklyn

LOEX 2015
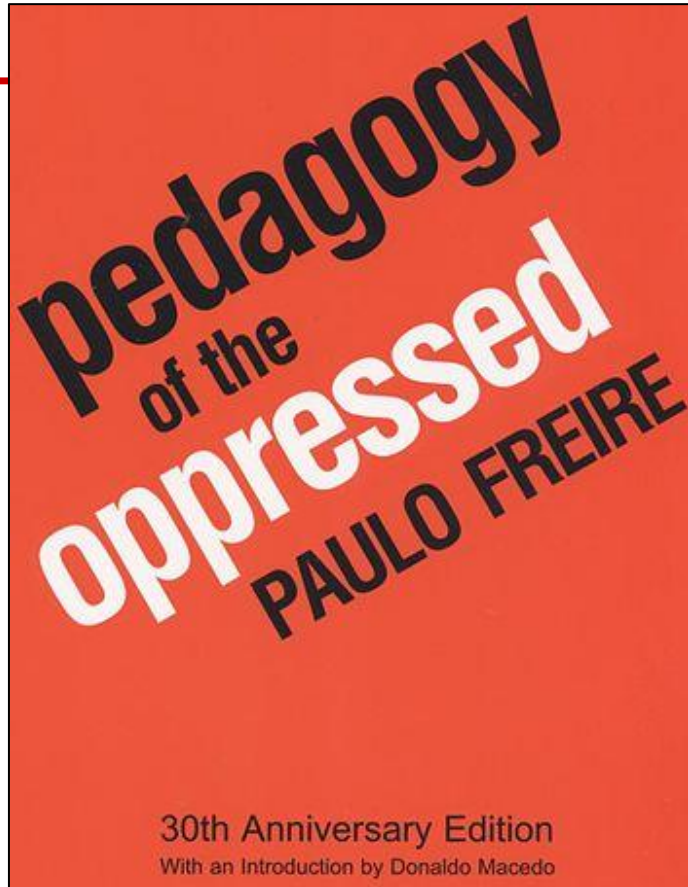
Overview

- Our backgrounds and inspirations

- Our project

- Design your own activity

Setting

Background

pedagogy
of the
oppressed
PAULO FREIRE

30th Anniversary Edition
With an Introduction by Donaldo Macedo

Background

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

30th Anniversary Edition
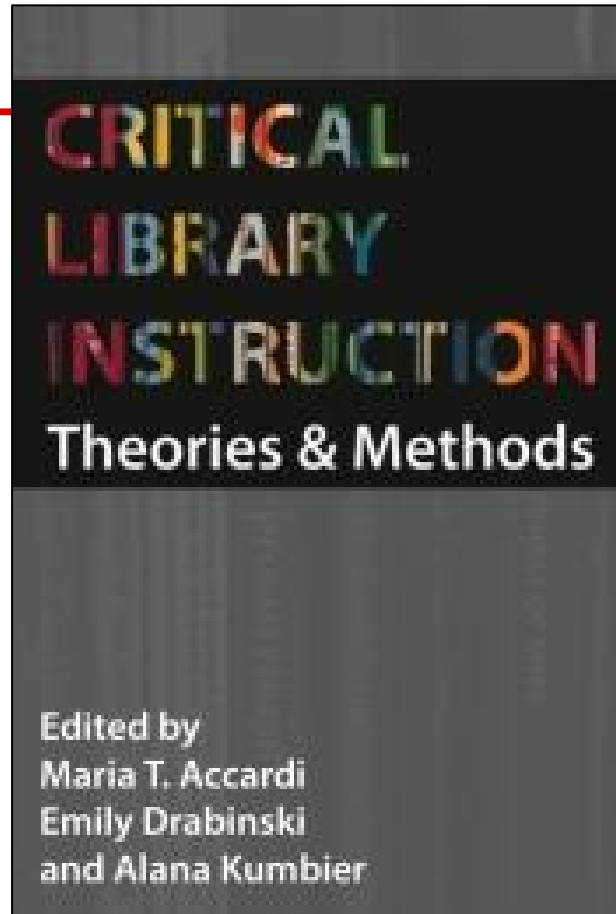With an Introduction by Donaldo Macedo

Background

Background

"Most of my professors were not the slightest bit interested in enlightenment. More than anything they seemed enthralled by the exercise of power and authority within their mini-kingdom, the classroom…I had never wanted to surrender the conviction that one could teach without reinforcing existing systems of domination."

bell hooks

Background

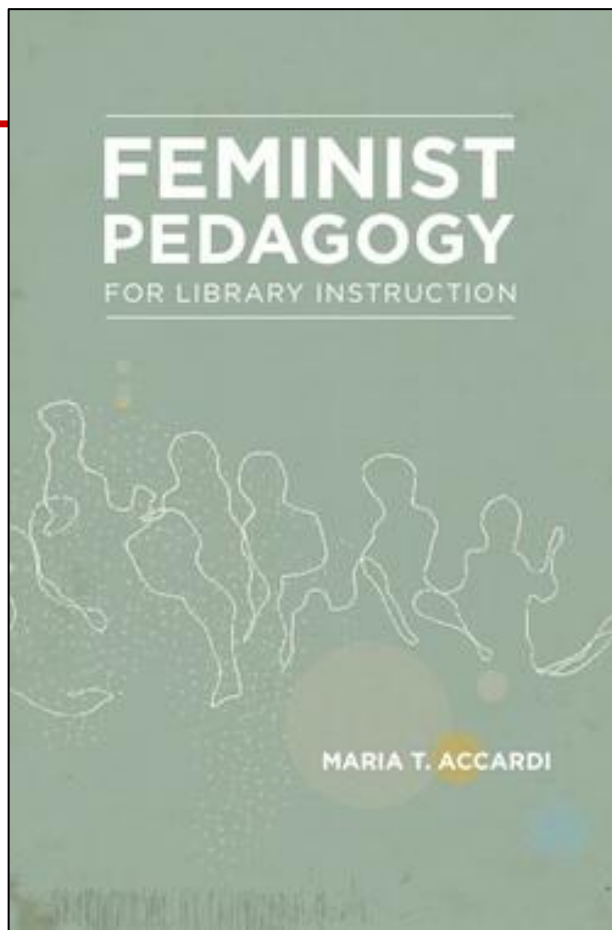CRITICAL LIBRARY INSTRUCTION
Theories & Methods

Edited by
Maria T. Accardi
Emily Drabinski
and Alana Kumbier

Background

"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?"

CRITICAL LIBRARY

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Background

FEMINIST
PEDAGOGY
FOR LIBRARY INSTRUCTION

MARIA T. ACCARDI

Background

FEMINIST PEDAGOGY
FOR LIBRARY INSTRUCTION

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."

MARIA T. ACCARDI

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

ACRL
Advancing learning
Transforming scholarship
Association of College & Research Libraries

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

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/.

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?

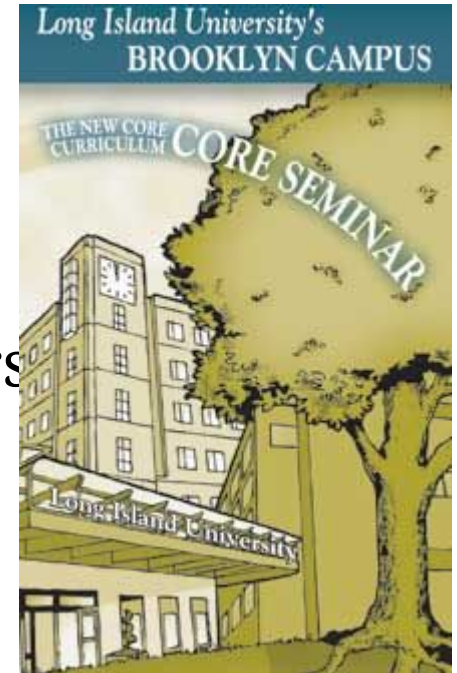YOU WILL RESPECT MY AUTHORITY!

Objectives

1. Student/teacher analysis of authority's construction within the classroom

2. Student reflections on authority in a variety of common research sources

Context

- Mid-sized university in NYC

- Undergraduate students in Core Seminar classes
  - Mandatory interdisciplinary cours
  - Primarily first and second years

- Classes visit library twice

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: 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: 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: 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: 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 ~~correct~~ 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: 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: 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

Activity

- Design an activity, assignment or approach to teaching source evaluation

- Share your activity at the session's conclusion

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Slides: tinyurl.com/elevatingevaluation