

# stepping down: a critical approach to teaching source evaluation

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- role & liaisons
- new
- first-generation
- library love



- majority minority
- first-generation
- hsi

**“to teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin...” -bell hooks**

- student success
- student centered teaching
- critical thinking skills
- lifelong learning

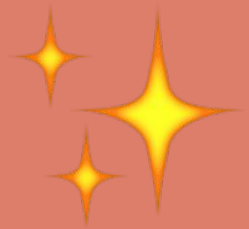
# the framework

- authority is constructed and contextual
- information creation as a process
- information has value
- research as inquiry
- scholarship as conversation
- searching as strategic exploration

# the conundrum

- instructor request
- one-shots are not ideal
  - for students: ineffective
  - for librarians: inefficient
- death by database demonstration

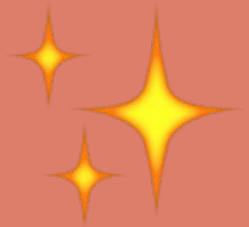
**the solution?**



STEPPING DOWN:

SOURCE EVALUATION

ACTIVITY!



"information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'"

**-american library association**



# the lesson

SLOs:

1. distinguish source types
2. critically evaluate information/sources
3. conceptualize topic and identify keywords to locate relevant sources

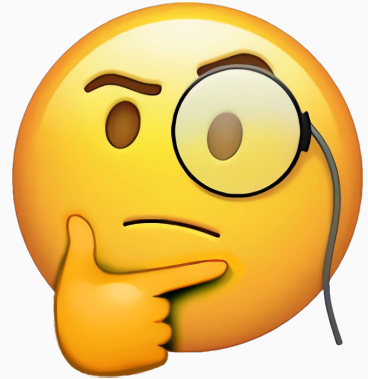
plan:

1. info cycle + info sources
- 2. source evaluation activity**
3. concept maps + databases



# the activity

- 30-45 minutes - conversation
- provide research topic
- split into 3-4 groups
- assign 2 sources each
- compare and contrast sources
  - guided worksheet
- teach out (accountability!)









# let's try it!

1. google “**zohra saulat**”
2. scroll down to **source evaluation activities**
3. check out sources for 1 of the 3 topics

critical pedagogy

"learning... is to constitute an act of knowing [where] the learners must assume from the beginning the role of creative subjects. it is not a matter of memorizing and repeating... but rather, reflecting critically on the process"

**-paulo freire**





**what does critical pedagogy  
look like in the classroom?**

# critical pedagogy in the classroom

- humanizing students
- classroom as a community
- topics/readings/voices
- socio-political focus
- instructor as facilitator
- guided discourse
- consider various viewpoints/perspectives
- empowering through action
- reflective practices
- authentic assessment
- flipped classroom approach

# critical concepts

*“information is not neutral”   “access to information”*

critical pedagogy + librarianship +  
information literacy = !!!!

**how does it connect to us in the classroom?**

**"habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse." -ira shor**

# instructional design

- community in the classroom
  - instructor as facilitator
  - activity based
    - relevant topic = more engaging
  - student exploration
  - student **conversations**

# connecting the frames

1. **information cycle + information source:** information creation is a process
2. **source evaluation activity:** authority is constructed + contextual; information has value, scholarship is a conversation
3. **concept maps + database searching:** searching as a strategic exploration; research as inquiry

# reflective practices: for students & educators!

- improve writing and thinking
- empowering
- reflection posts/reflection paper
- record of teaching
- improve teaching

# authentic assessment

- applied learning
- knowing + doing
- less lecture, more activity
- worksheets/activities
- share out



# reflections

- staff page
- teach out
- comparing 2 sources
- complexity
- padlet

# your turn!

1. work in 2-4s
2. pick a social justice issue/topic
3. find a total of 6-8 sources (each person find 2-3 different sources)
4. enter source links here: **<http://bit.ly/ccli19>**
5. what questions would you ask?

"there is no such thing as a neutral educational process. education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, 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.”

**-paulo freire**

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- **special credit to the undergraduate library @ uiuc**



thanks!



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