

# Using Influencer Culture for Critical Information Literacy Evaluation

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Hello, CCLI!

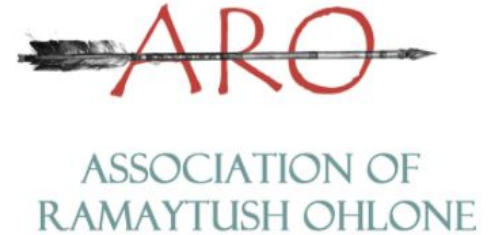
# San Francisco is on Ramaytush Ohlone land.

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Ramaytush Ohlone at

<https://www.ramaytush.com/donate.html>

Your contributions support

- the repatriation of ancestral homeland
- the revitalization of sacred traditions
- Native ecological restoration
- research, consultation, and education
- a variety of forms of community service, including ecological farms that provide free organic produce to marginalized communities.



# Introduction



Annie Pho

- Head of Instruction & Outreach
- she/her pronouns



Charlotte Roh

- Scholarly Communications Librarian
- she/her pronouns



Nicky Andrews

- Instruction/First-Year Experience Librarian
- she/they pronouns

# The Muscat Scholars Program



# Introducing the Muscat Scholars Program (MSP)

- Established in 1994
- MSP Program Director:  
Charlene Lobo Soriano -  
Associate Dean, Retention  
and Persistence Programs
- Muscat Scholars:  
First-generation, first-year  
students at USF



# Format of the Muscat Scholars Program

- Academic components
- Introduction to resources
- Mentorship
  - Peer Mentor/TA (continuing student)
  - Staff Mentor (from MSP committee)
  - Academic Success Coach (Charlene Lobo Soriano)
- Muscat Scholars meet monthly and participate throughout the year
- MSP is competitive, and scholars must commit fully to the Summer Bridge program, and typically reside in the resident's halls



# A Typical MSP at Gleeson Library

- Four sections, each taught by a Gleeson Librarian
- Classes on campus, supported by a Canvas module
- 80 students max - typically 15-17 per section
- 2 weeks (four class sessions total)
- Curriculum:
  - Academic activities: introduction to information life cycle, infographics
  - Gleeson Library resources: zine library, scavenger hunt, online search game
  - Social activities: introductions, wrap-up party

# Context of MSP 2020: Students

- Muscat Scholars: First-generation, first-year students at USF
- Dorms were closed due to the pandemic (usually required)
  - Cohort connections therefore difficult and community is so important
- Many students dealing with issues like
  - Lack of a quiet space to work, internet access, inconsistent/conflicting work schedules
  - Family responsibilities, the stresses of the pandemic on home life
  - Illness, death, and grief

# Context of MSP 2020: Instructors

This was the first year that all of the MSP instructors identified as BIPOC

- An opportunity to teach from a shared lived perspective with both  
1) each other as instructors and 2) with the students and how they identified

Also the first year that it would be taught online, due to the COVID-19 pandemic

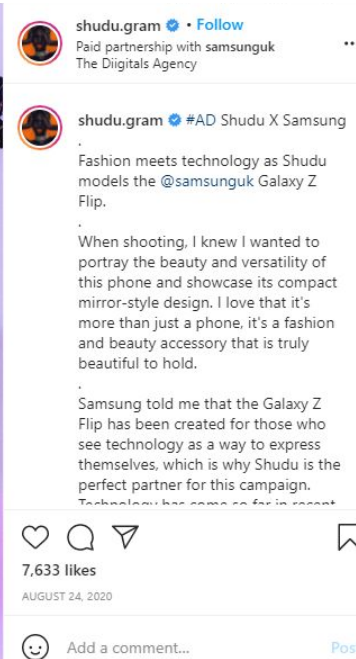
- Lots of work needed to transition the course to a different format
- Both Nicky and Charlotte were entirely new to the program
- We were dealing with family and childcare issues

# Learning Activity: Influencers, AI, and Information Literacy



- @lilmiquela
- 3M followers
- Releases NFTs to followers for free and charity donations

- @shudu.gram
- 215K followers
- “The world’s first digital supermodel”



# People Can't Tell If This Fenty Model Is Real Or Fake

Shudu is the sci-fi creation of photographer Cameron-James Wilson.



BY JENNA ROSENSTEIN / FEB 9, 2018



@CJW.PHOTO INSTAGRAM

**Body Con Job**  
Miquela Sousa has over 1 million followers on Instagram and was recently hacked by a Trump troll. But she isn't real.

By Emilia Petrarca



Above: Lil Miquela.

# What we had the students do:

- Discuss what you think about about these accounts and the articles:
  - Authority and authenticity --- whose story is it to tell?
  - Audience and purpose --- is this trying to market, share, explore and why?
  - What information did you get from the primary source (the IG account) and what did you get from the secondary sources? How did that help you build your topic map?
- Create a topic map based on the IG Influencer that you chose
  - From this topic map, what research questions can you come up with?
  - Optional: Add photo of your topic map
- Try a keyword search in [Fusion](#) based on your research question!

See the activity here: <http://bit.ly/CCLImuscat>

# Activity Time!





# Mini-Activity: Brainstorming Research Questions

Take a few minutes to engage with the following primary resources. What questions come up for you? Please enter your thoughts and questions in the Chatbox.

- Bermuda (@bermudaisbae)
- Ronnie Blawko (@blawko22)
- Lil Wavi @(lil\_wavi)

If you do not have access to Instagram, try searching online for these AI influencers and see what questions you have from images that come up in the results.

# Student engagement/response

- Students were really engaged
- Asked great questions about the role of AI + technology + gender + race

A hip online magazine hired a CGI “it girl” as its contributing arts editor



**I seriously thought this computer-generated Instagram model with 100,000 followers was real**

**The Problematic Fakery Of Lil Miquela Explained—An Exploration Of Virtual Influencers and Realness**

**SHUDU GRAM IS A WHITE MAN'S DIGITAL PROJECTION OF REAL-LIFE BLACK WOMANHOOD**

# Challenges + Opportunities

- There's a pandemic!
- Too many learning outcomes for the course and the learning activity
  - Students were facing challenges that made it difficult to intake and process the many learning objectives
  - In the future, we would focus on just one or two learning outcomes per session
- Asking students to include their final infographic in the repository was too much
  - In the past, the submission permission forms were easier to gather, especially in person
  - In the future, we would include a discussion of whether students want to make infographics public or not part of the creation process
  - We questioned whether this played a strong enough role in the students learning about the publishing/dissemination of scholarship

# Thank You! Any Questions?

