A reimagination of information literacy: Centering students' ability to replicate information skills outside of the ivory tower

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Goals for today

- Learn to apply and adapt the concepts in this session for your personal teaching lenses
- Create at least one idea for incorporating this type of instruction into your teaching environments
- Come away with at least one idea from this session or another participant on how to teach information skills that students can replicate within their communities

What types of information literacy skills do you most often teach your students?

I’m interested in redefining information literacy to include our students’ communities & our students’ needs outside of academia

Photo from unsplash

First, some background

About Bakersfield College

- BC has an unduplicated headcount of 36,830
- BC serves a community with an 18.3% poverty rate and a low literacy rate
- The majority of our students are first generation college students.

About library instruction

- The librarians teach about 3 sections of our 1 unit for-credit course, LIBR B1: Introduction to Library Research, each semester.
- Additionally, we teach 8 library research skills workshops each semester (4-5x each)
- We also teach tailored one-shots (library orientations)

LIBR B1 Student Learning Outcomes

1. Differentiate between **ethical uses of information and plagiarism** and recognize the importance and elements of citation.
2. **Locate sources relevant to a research topic** by using advanced search strategies and techniques on the internet and in databases.
3. **Evaluate the credibility and quality of research sources** using established criteria
4. **Assemble a range of print and electronic college-level sources** relevant to a research topic

Before Fall 19...

Although I did some small redesigns, I kept the course focused on finding specific source types and evaluating those specific source types.

- There was no room in the syllabus to explore understanding information as a whole
- All skills focused on finding academic information for academic contexts

LIBR B1 Fall 2018 Course Schedule

All readings and exercises listed here found in the class pack. For assignments and any additional readings, please check Canvas.

Week 1: August 21 Syllabus & Library Tour	
Week 2: August 28 Developing research topics	*Make an appointment for a research topic consultation during office hours* Reading for Week 3: pp. 30-34
Week 3: September 4 Periodicals and databases | Search strategies for databases	**Portfolio Part 1 due!** Exercises for Week 2 review: p. 64 Reading for Week 4: pp. 35, 37
Week 4: September 11 Using the library databases	Exercises for Week 3 review: p. 70 Reading for Week 5: pp. 1-5, 36, 38, 40-42
Week 5: September 18 Database article evaluation | Database article citation	Exercises for Week 4 review: pp. 71-73 Reading for Week 6: pp. 10-11
Week 6: September 25 Background information | Reference sources | Using reference books | Reference book citation	**Portfolio Part 2 due!** Reading for Week 7: p. 21
Week 7: October 2 Library of Congress classification system | Call numbers	Reading for Week 8: pp. 12-14, 16-20
Week 8: October 9 Using the library catalog & eBook collection | Controlled vocabulary | Library of Congress subject headings	Exercises for Week 7 review: p. 66 Reading for Week 9: pp. 15, 22, 24-26, 28

LIBR B1 Fall 2018 Course Schedule, Continued

For assignments and any additional readings, please check Canvas.

Week 9: October 16 Book evaluation | Book citation	Exercises for Week 8 Review: pp. 67-69 Reading for Week 10: pp. 44-46 *Last day to drop class and still receive a W is October 19!*
Week 10: October 23 Using internet sources | Internet search strategies	**Portfolio Part 3 due!** Reading for Week 11: 47-49
Week 11: October 30 Internet evaluation | Internet source citation	Exercises for Week 10 review: p. 74 Reading for Week 12: p. 8
Week 12: November 6 Avoiding Plagiarism	Exercises for Week 11 review: p. 75 *Make an appointment for an individual research consultation, and review requirements for Research Portfolio*
Week 13: November 13 Individual Research Consultations	**Portfolio Part 4 due!** Exercises for Week 12 review: p. 65 *Be sure your portfolio is ready to be reviewed by your classmates for the workshop on November 20*
Week 14: November 20 Quiz | Research Portfolio Peer-Review Workshop	*Complete your Research Portfolio and get ready to exhibit your portfolio to your classmates.*
Week 15: November 27 Portfolio Exhibition	**Complete Research Portfolio Due**

Fall 2018 course schedule

I didn't like it

- This method did not give students skills to evaluate any type of information they might come across outside of an education setting–they only learned how to evaluate 3 distinct types of sources.
- This method felt very stifling as I felt unable to show students the many varied ways information functions in the 21st century.

Course redesign time!

I spent the summer of 2019 redesigning the course for my Fall 2019 section.

LIBR B1 Fall 2019 Course Schedule

All readings and exercises listed here found in the class pack. For assignments and any additional readings, please check Canvas.

Week 1: August 29 Syllabus & Library Tour	*Last day to drop without receiving a W is September 2* **Take the Research Strategies assignment in Canvas before Week 2**
Week 2: September 5 Understanding the research process	**Take the Databases assignment in Canvas before Week 3** Reading for Week 3: pp. 1-5, 30-35
Week 3: September 12 Periodicals and databases | Search strategies for databases | Citing articles	*I will be at Village on September 10 to help you research.*
Week 4: September 19 Using the library databases	Exercises for Week 3 review: p. 70 Reading for Week 5: pp. 21
Week 5: September 26 Library of Congress Classification System | Call Numbers	Exercises for Week 4 review: pp. 71-73 Reading for Week 6: pp. 12-15, 17-18, 20 *I will be in Village on October 1 to help you research.*
Week 6: October 3 Using the library catalog & eBook collection | Controlled vocabulary | Library of Congress subject headings	Exercises for Week 5 review: p. 66 Reading for Week 7: p. 10-11, 16 *Make an appointment with me for my office hours about your Portfolio Progress Report!*
Week 7: October 10 Background information | Reference sources | Using reference sources | Reference source citation	**PORTFOLIO PROGRESS REPORT DUE** Exercises for Week 6 review: p. 67-69 Reading for Week 8: pp. 44-46
Week 8: October 17 Using internet sources | Internet search strategies	Reading for Week 9: pp. 22, 24-26, 38, 40-41, 48-49 *Last day to drop this class and still receive a W is October 18!*

LIBR B1 Fall 2019 Course Schedule, Continued

All readings and exercises listed here found in the class pack. For assignments and any additional readings, please check Canvas.

Week 9: October 24 Evaluating sources	**PORTFOLIO PART 1 DUE ON CANVAS** Exercises for Week 8 Review: p. 74 Check Canvas for readings *I will be in Village on October 29 to help you research.*
Week 10: October 31 Media literacy	Exercises for Week 8 review: p. 74 **Take Plagiarism assignment in Canvas**
Week 11: November 7 Information creation | Information values	Check Canvas for readings
Week 12: November 14 Power Structures in Information	**PORTFOLIO PART 2 DUE ON CANVAS** Check Canvas for readings *Make an appointment for an individual research consultation*
Week 13: November 21 Individual Research Consultations	
Week 14: November 28 **THANKSGIVING, NO CLASS**	*Be sure your portfolio is ready to be reviewed by your classmates for the workshop on December*
Week 15: December 5 Quiz | Research Portfolio Peer-Review Workshop	*Complete your Research Portfolio and Research Presentation*
Week 16: December 12 **Finals**	**FINAL PORTFOLIO DUE!** **RESEARCH PRESENTATION COMPLETED!**

Fall 2019 course schedule

Currently (Fall 2021)

The final iteration focuses on teaching students information skills in a way that encourages students to replicate these skills in their daily lives.

Fall 2021 Course Schedule

LIBR B1 FALL 2021 COURSE SCHEDULE

ORIENTATION TO LIBR B1 DUE BY END OF WEEK 1 (AUGUST 29)

WEEK 1 | AUGUST 24
Understanding sources.

WEEK 2 | SEPTEMBER 1
Developing research topics.
Last day to drop without a W is Sept. 5.

WEEK 3 | SEPTEMBER 8
Finding and understanding internet sources.

WEEK 4 | SEPTEMBER 15
Evaluating sources with the DAPPR test. Individual meetings with Ms. Faith.

WEEK 5 | SEPTEMBER 22
Identifying fake news. Research Log 1 due.

WEEK 6 | SEPTEMBER 29
Research strategies. Introduction to OneSearch.

WEEK 7 | OCTOBER 6
Finding books.

WEEK 8 | OCTOBER 13
Finding and understanding reference sources.

WEEK 9 | OCTOBER 20
Finding articles. Research Log 2 due.

WEEK 10 | OCTOBER 27
Understanding bias in information.
Last day to drop with a W is October 29.

WEEK 11 | NOVEMBER 3
Exposing bias in scholarly research. Research Log 3 due.

WEEK 12 | NOVEMBER 10
Plagiarism and scholarly ethics.

WEEK 13 | NOVEMBER 17
Review. Research Log 4 due.

WEEK 14 | NOVEMBER 24
Individual meetings with Ms. Faith.

WEEK 15 | DECEMBER 1
First draft of Final Research Portfolio due. Peer reviews of first drafts.

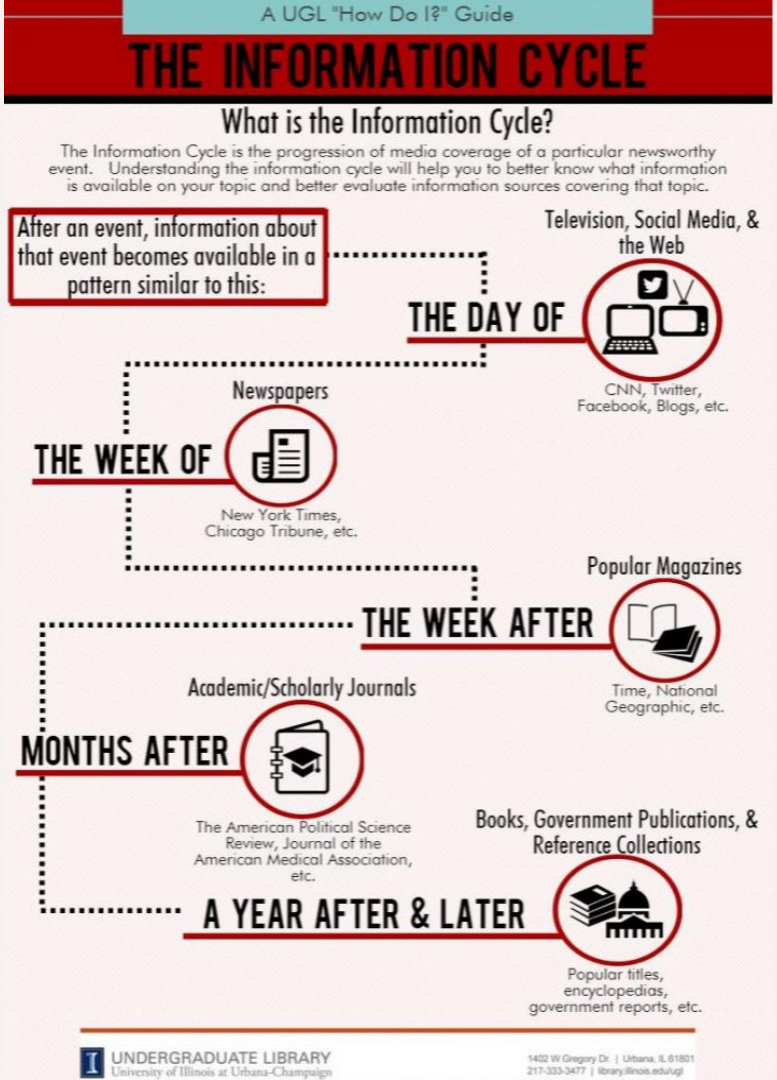
WEEK 16 | DECEMBER 8
Final Research Portfolio due.

5 new course sessions

1. Understanding sources (information cycle)
2. Evaluating sources with the DAPPR test
3. Media literacy
4. Biases in information
5. Biases in research

Understanding sources

The goal of this initial class session is to help students sort out which sources are helpful for which type of information, and to help them understand what skills they are already bringing to the table.



This activity helps students draw a connection between research skills they already have for their daily lives, and the research they will do in college.

Week 1

Personal Research Experience

It's easy to think of research as something you only do in your academic life. However, we are all constantly researching and looking up new information in our daily lives! You might need to look up how to fix your car, how to cook a new dish, want to learn more about a recent or historical events, or be interested in the steps needed to start a side hustle. All of these technically count as research and involve you using research skills!

For this discussion, please **think of a recent topic you wanted to learn about, or a problem you needed to solve. Then, write a response that tells the class what the issue was, and how you went about solving it. Please outline the 3-5 steps** you used to find the information you needed.

- Did you talk to someone in person or ask for advice?
- What information sources did you use to look up the information you needed?
- Did you need to dig deeper once you started looking?
- Did you have to change or refine your search?

If you can't think of anything, check your phone's web browser history for what you have looked up lately! Avoid describing too simple of a question such as directions, looking up store hours, etc.

The goal of this discussion to help you realize that you are already an experienced researcher, so that you're ready to take your skills to the next level to do college-level research at BC.

DAPPR Evaluation

A big part of the course redesign was based on an evaluation method I came up with that gives students a rubric for evaluating any source, which I named DAPPR.

The DAPPR Test

Points	3	2	1	0
Date When was this information published? Is it out of date? If it's a website, has it been updated recently?	The information is less than 5 years old	The information is older, but not necessarily out of date (some topics might not need extremely up to date info)	The information is clearly out of date for the topic	It is unclear when the information was published
Author What are the author's credentials? What makes them an expert on this topic?	The author has credentials that show they are an expert in this topic (they might have a degree in this field, work at a university, have experience with this topic, etc.)	The author is a qualified journalist, **OR** This information was written by a known organization (known = most people are aware of that organization)	The author is not an expert but has some knowledge in the topic (a student, a fan, a hobbyist)	It is unclear who wrote this information **OR** The author is not qualified to write on this topic
Publisher Who or what published this source? Are they reputable and credible?	Published by a scholarly journal, the U.S. government, or a University Press	Published by a known organization (such as the ACLU or the AARP), a university website, a reputable publishing house, a magazine, or a newspaper	Published by a K-12 school or an unknown organization (unknown = most people aren't aware of it)	Self-published (blogs, personal websites, fan sites, etc.)
Purpose Why was this information published? Does it have an agenda or it is purely informational?	To promote unbiased scholarship on this topic. Empirical research with unbiased sponsors is preferred	To provide factual knowledge on the topic to adults. Some opinion may be included	To sell something, persuade someone, promote an idea, or provide knowledge to children	For personal or entertainment purposes **OR** To mislead or promote propaganda
Relevancy Does this source contain well-researched information that directly supports your research and fits your information needs?	The vast majority of this source contains in-depth, well-researched information on your topic	At least 50 percent of the source contains in-depth information on your topic	Only a small part of the source contains information on your topic **OR** Information is not well-researched	The source mentions your topic but doesn't spend more than a few words on it.

0-7 points - This source's information cannot be verified and should not be used in college-level research.
8-10 points - This source is a good starting point for background information, but should not be used as a source in college-level research. Be wary--this source may also have an agenda.
11-12 points - This is an okay source for research, but you may need to back up this source with additional research.
13-15 points - An excellent source for college-level research!

Note: the author and publisher information is especially important! I do not recommend using sources where the author or publisher score lower than 2.

Initial activity allowing students to get their feet wet with DAPPR. All of the major assignments in the course require students to continue using DAPPR.

September 15 Activity

Evaluating Sources with the DAPPR Test

This activity allows you to practice evaluating sources with the DAPPR test, which you will need to be able to do to complete Research Log 1 (due September 29). This activity is in two parts.

Note: this activity is based on the readings for Module 5. You will not be able to complete the activity without completing the readings before-hand.

Part 1: Evaluate 2 sources with the DAPPR Test

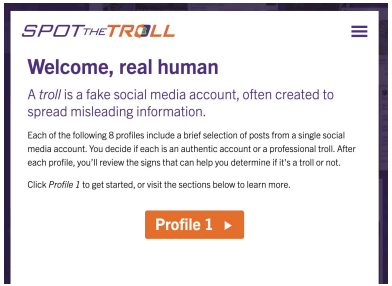
- Please download the Evaluating Sources Activity document.
- With your partner, please evaluate the 2 sources you will see in it by using the DAPPR Test.
- Once you are finished, please choose one of you to upload your version of the document to this assignment.
- The person who uploads the document should tell me in a comment who their partner is.

Part 2: Discuss your findings

As a class, we will discuss the sources in this activity and why each group ranked the sources the way they did.

Media literacy

This session defines fake news, defines trustworthy journalism, and shows students how to separate facts from fiction in the news media landscape.



September 22

Links for In-Class Activity

As a class, we will investigate whether the tweet below is fake news or trustworthy journalism.

- Study link in Tweet
- @realTuckFrumper Twitter bio
- TuckFrump website

DAPPR

First, let's score this article on the DAPPR test .

- What score would we give it?
- Is the website, video or graphic well made? (look for spelling/grammar errors, poor design, etc..)
- Is the author and/or website a medical expert or qualified journalist? How do you know?
- Are there links or quotes from reputable sources?

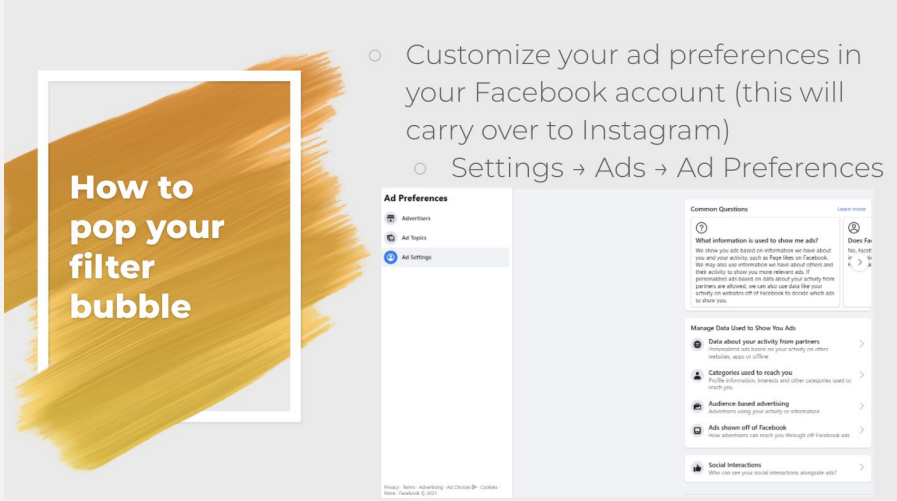
Fact-Checking

Now, please choose one of the following fact-checking tools and investigate our source in it. This will help evaluate the Purpose of this source a little better:

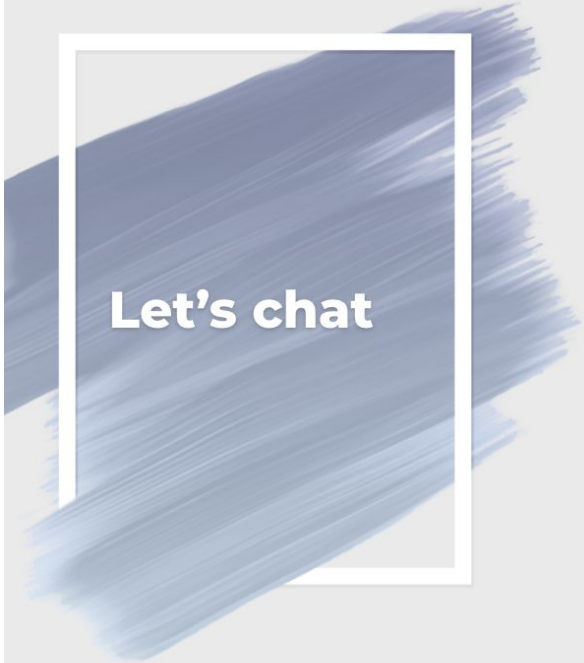
- Politifact (type in keywords from the article/video/graphic into the search bar)
- Snopes (type in keywords from the article/video/graphic into the search bar)
- Factcheck (type in keywords from the article/video/graphic into the search bar)
- Mediabiasfactcheck (type in the website or organization)
- Media Bias Chart (Look for the website on the chart)

Biases in information

The goal in this session is to expose biases in the way information is created & distributed that students might not think about. We cover: paywalls, algorithms (and by extension, shadowbanning), filter bubbles, and conspiracy theories.



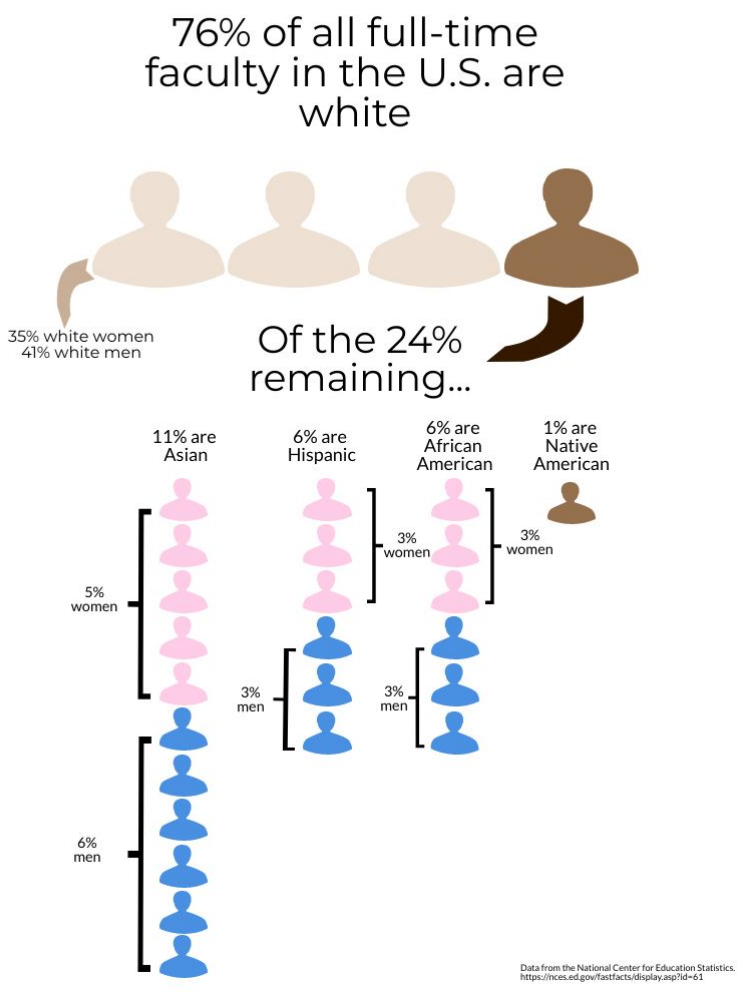
The session ends with a discussion on what they plan to do with the new information they learned in class.



1. Was there anything you learned today that you didn't know? If so, what?
2. Of the topics covered today, which one(s) do you think are the most useful or important for you to know? Why?
3. Which of these topics do you think would be useful for your friends and family to know about? Do you plan on sharing any of this information with your friends and family?

Biases in research

This session allows me to help students understand why it's still necessary to evaluate refereed research, as well as discuss who can access scholarly content. We discuss: paywalled academic articles, scholarly authors, and research with biased purposes.



This discussion asks students to look at a 2012 article that was retracted in 2020 titled “Do pigmentation and the melanocortin system modulate aggression and sexuality in humans as they do in other animals?”.

November 3

Bias in Scholarly Research Activity

Please **download the following document and complete it,** then **upload the completed document to this page.** To download the document, hit the little black arrow next to the link.

Bias in Scholarly Research Activity

After you have finished the document, we will discuss the following questions together as a class:

1. The journal that published the article you looked at, *Personality and Individual Differences*, publishes most of its journal as open access, meaning that its articles are available to the public without having to go through a college or university library system (meaning that they do not have a paywall). What do you think about the fact that this article is one of the scholarly articles that would have been available to you if you didn’t have access to EBSCOhost through BC?
2. Before you read all of the information about this article (i.e., the first time you did the DAPPR test on the article), what score did you give the Author section on the DAPPR test and why? Did the Author score you gave it change after you read more context about the article? If so, why?
3. After reading about the retracted article featured in your activity for this module, how do you feel about accepting scholarly journal articles without critically evaluating them for bias in the future? Do you think you will be more, the same, or less cautious of automatically accepting scholarly research at face value now that you know articles like this can be published?

What do students think?

A reflection essay in the final asked students to summarize their experiences in the class learning about research, including pointed questions about how learning about bias changed their concept of research, how they feel about research moving forward, and whether they would be sharing their new skills within their communities.

I think this class has definitely helped me with my research for school and in my personal life. I know where to look and how to evaluate them. I also think having all of these resources makes research a whole lot easier.

I really like these resources and will also be sharing them with my other classmates in different classes because not too many people probably know about this, especially people who are new to BC so this could really make research so much easier.

At the beginning of the semester, I knew some things about research, but the class expanded more on things I was already familiar with. Many of the skills I learned I now use on my own outside of class, and they will undoubtedly help me in future classes.

Think & Pair - 7 mins

I will put you into breakout rooms for 7 minutes. During this time you will brainstorm with your partner(s) to create ideas for what you can do in your own classrooms based on the lessons I've shared today, then write it down in a shared Padlet.

Share (debrief) - 8 mins

We will all come back to the main room. You will have 3 minutes to look at the Padlet and like or comment on any ideas that particularly resonate with you before we spend the remaining 5 minutes debriefing via chat and unmuting!

Questions?

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