INFORMATION LITERACY SIG

2/8/19
Background information – LIB111 Ulster County Community College

• 7 week Required course for matriculated students - first offered in 1997
• Pre or Co Requisite for Eng102
• Delivered in Blended & Online Versions
• Honors Section Delivered Online
Original Course Content

• Week 1. Introduction & Finding a research topic
• Week 2. Specialized Reference Works: Providing an Overview
• Week 3. Finalizing Your Research Question (RQ)
• Week 4. Search Tools for Finding Books
• Week 5. Article databases: in-depth research
• Week 6. Websites: Evaluation & Critical Thinking
• Week 7. Plagiarism, Copyright, Privacy & Security: Ethical Issues in Information Literacy
Reason for change

- continued exploration of ways to address new(ish) Framework for Information Literacy
- response to changing information landscape and current events
- incorporating current best practice for research and fact-checking on the web - particularly introduction of skills taken from Mike Caulfield’s textbook “Web Literacy for Student Fact-Checkers”
Revised Course Content

- Week 1. Research Questions
- Week 2. Categorizing Sources
- Week 3. Searching for & Citing Sources
- Week 4. Thinking Critically About Sources
- Week 5. Evaluating Information Found on the Web
- Week 6. Digging Deeper: Fact-Checking on the Web
- Week 7. News as a Source
‘4 Moves’ from Caulfield’s textbook

1. **Check for previous work:** Look around to see if someone else has already fact-checked the claim or provided a synthesis of research.

2. **Go upstream to the source:** Go “upstream” to the source of the claim. Most web content is not original. Get to the original source to understand the trustworthiness of the information.

3. **Read laterally (this term was originally developed by Sam Wineberg):** Read laterally. Once you get to the source of a claim, read what other people say about the source (publication, author, etc.). The truth is in the network.

4. **Circle back:** If you get lost, hit dead ends, or find yourself going down an increasingly confusing rabbit hole, back up and start over knowing what you know now. You’re likely to take a more informed path with different search terms and better decisions. (Caulfield, 2017)

Resources Used in Course

**OER texts from Open Textbook Library**

- [Web Literacy for Student Fact-Checkers](#)
- [Choosing & Using Sources: A Guide to Academic Research](#)

**Resources accessed**

- [Stanford Study – SHEG](#) & sample assessments of civic online reasoning
- [Newseum](#) – sign up for a free account and access lesson plans, handouts etc.
- [NewsWise](#) - news literacy program Canada – excellent videos illustrating Caulfield’s ‘4 Moves’
- [Ethical Journalism Network](#)
- TED Talks – basis for discussion forums throughout course
  - Olga Yurkova’s [Inside the Fight Against Russia’s Fake News Empire](#)
  - Eli Pariser’s [Beware Online Filter Bubbles](#)
  - Andreas Ekstrom’s [The Moral Bias Behind Your Search Results](#)
- Saïya Noble’s talk on [The algorithms of Oppression](#) at the Personal Democracy Forum
Sample Assignments

• Midterm Essay/Evaluation Assignment – replaced separate annotated bibliographies

• Website Evaluation
  • Student’s use 4 skills to evaluate a website

• Discussions
  • Fake News Discussion
  • Sponsored Content Discussion
  • Filter Bubbles
  • Bias in Search Results
  • Evaluating Website – minimumwage.com

• Final Exam – 35 questions multiple choice based on course reading over 7 weeks
What is Next?

- Assessment
- Refining of some assignments
  - Not satisfied with Fake News or Sponsored Content Discussions