



Classroom Strategies for Supporting Students to Become More Critical Consumers of Information

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Focus of Today:

1. Define information literacy
2. Discuss students' strengths and weaknesses when it comes to research
3. Practice information evaluation activities to use with students





How do you define
information literacy?

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.”

(ACRL Standards 2000)

“is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

([ACRL Framework 2016](#))

ACRL Framework & Student Learning Outcomes





IDENTIFYING STUDENTS' RESEARCH SKILLS

- What information literacy/research skills do your students have?
- What do they struggle with?
- Write down each thought on a separate sticky note.

What can we learn about how college students seek information?

Takeaway #1



Frustrations with Research

The majority of students say research is more difficult for them than ever before.

Takeaway #2



Finding Sources

Nearly all students use a small compass to navigate the complex campus information landscape.

Takeaway #3



Efficiency and Predictability

Most students use a risk-averse and consistent strategy and rely on a “tried and true” approach.

Takeaway #4



Library as Refuge

Students rely on libraries as a quiet place where they can be productive and unplug from IT devices.

Takeaway #5



Day After Graduation

Recent graduates find they are unprepared once they need to solve information problems in the workplace.

66%

Say defining a topic is most difficult



80%

Don't ask librarians for help



82%

Go to Wikipedia to obtain background



Project
Information
Literacy




Library Services

for Information Literacy

The librarian assigned to your department can help you:

- build relevant library collections
- help with student and faculty research
- teach course-related library instruction sessions
 - a. Multiple types of instruction
 - b. Online learning objects
 - c. Curriculum integration, tiered approach
 - d. Assignment design



**EVALUATING
SOURCES
IN THE
CLASSROOM**

www.minimumwage.com

1. Who is the organization or author behind this website? Are they credible?
2. Is this website credible? Please explain.



Source Evaluation Strategies

Vertical Reading

- staying on the website
- eyes go up and down to evaluate features of the site
- focuses on attributes that are easily manipulated

Lateral Reading

- leaving the website
- taking bearings
- triangulating
- reading less / learning more

More on **Lateral Reading**:

[Wineburg, S., & McGrew, S. \(2017\). Lateral reading: Reading less and learning more when evaluating digital information \(Stanford History Education Group Working Paper No. 2017-A1\).](#)

Student Responses

“Always check who controls the website/source. This is important b/c you never know if it’s trustworthy/partial truth.”

“I learned how to research deeper and fully understand who and where these websites [are coming from] before using them.”

“One thing I learned was how to make sure sources are fact checked. I can use this when looking for sources in the future for papers or potentially for a job.”

“How easy it is to create a phony website ... I will probably fact-check or use lateral reading way more.”

“It’s important to understand who is trying to present information to you and their purpose and if it is credible.”



How to Read a Scholarly Article

<https://tinyurl.com/y34979lr>

Student Responses

I know how and where to find proper resources, and I have a better understanding of how my sources will be organized.

I feel more confident because I participated in the activity that was meant to help students understand how to read and decipher a scholarly article and look at how scholarly articles are organized.

I thought it was very helpful to learn about how to read a scholarly article, and learn how they are organized.

I think they are ordered this way so it is easier to read and understand the articles. If they are all formed the same way then it is easier for readers to be able to find the abstract, introduction, and conclusion to get the main point of the article, but also have options to read more about methods if you choose to.

Reflection:

Think of an assignment or class you are teaching or have taught that requires students to use information literacy skills.

How might you use learning exercises like the ones we demonstrated? What scaffolded exercises have you used in your classes to help students learn how to do effective research?





Thank You!

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