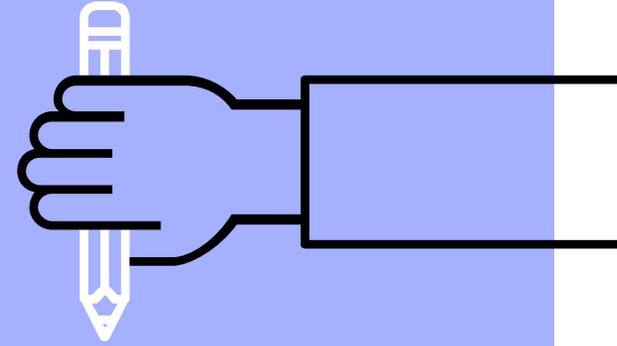
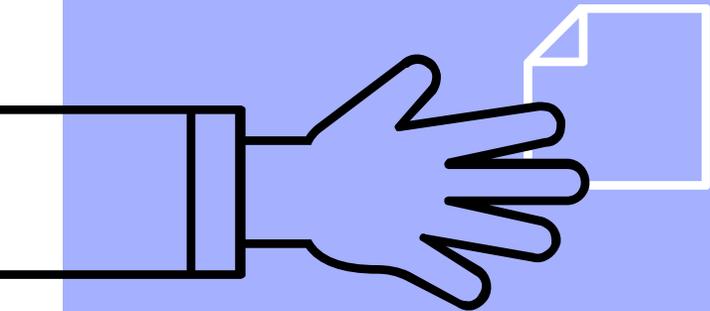


I Heard it Through the Grapevine:



Getting Personal with Source Evaluation



IF I APPLY

Meet the Creators

Kat Phillips, @724PhillipsK

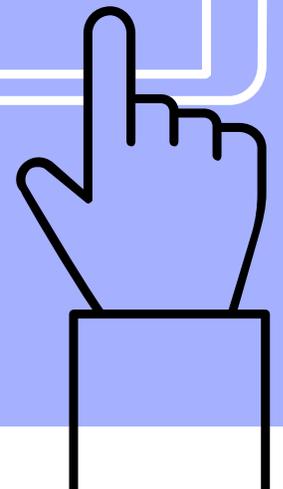
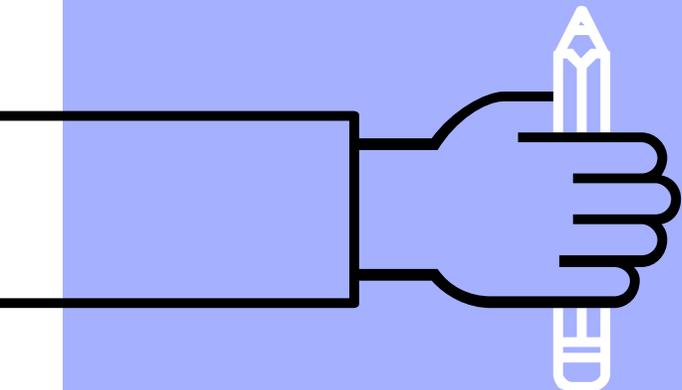
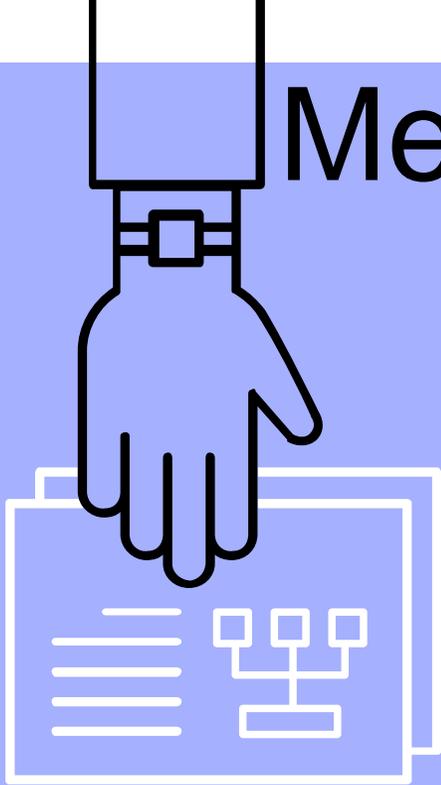
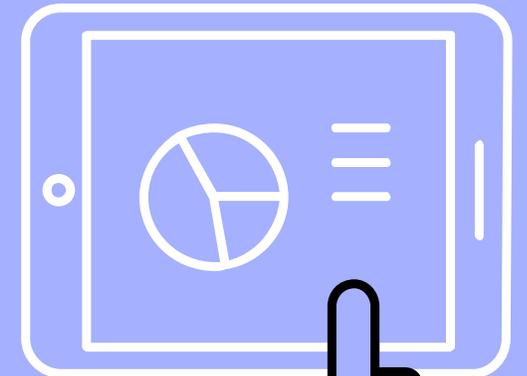
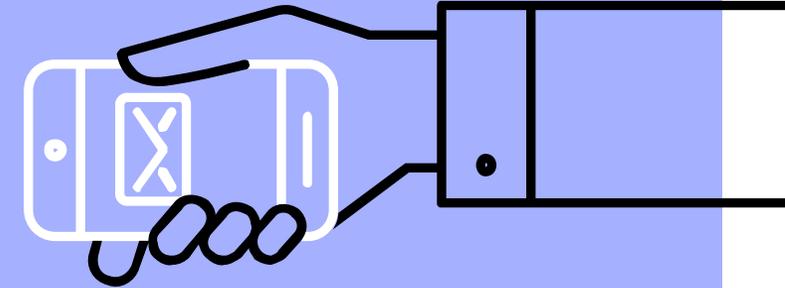
Nursing & Allied Health Liaison Librarian,
Nursing, Health Policy & Administration,
Consortium to Combat Substance Abuse,
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Research and Instruction Librarian, Women's
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University

Eryn Roles, @ErynMcRolesKee

Research and Instruction Librarian, English,
Digital Humanities, and Appalachian Studies
at Marshall University



MARSHALL UNIVERSITY FACTS

A PUBLIC UNIVERSITY FOUNDED IN 1837,
NAMED FOR JOHN MARSHALL, 4TH CHIEF
JUSTICE OF THE UNITED STATES.



Student Body ~14,000

59% Female; 41% Male

Undergraduate: 9,499 (72%)

Graduate: 3,837 (23%)

First Professional: 724 (5%)

Minority Students: 1,463 (11%)

International Students: 546 (4%)

Out-of-State: 2,364 (19%)

Students from: 49 states, 56 foreign countries,
55 West Virginia counties

Average Incoming Freshman ACT: 22.3

Average Incoming Freshman GPA: 3.5

1st to 2nd year retention rate of first-time
freshmen 2016-17: 72%

Degrees Granted 2016-17: 2,723

The challenge of a “post-truth world”, fake news, and how we get our students to engage in responsible information gathering practices is crippling.

We are working against post-truth politics, high emotions, and how these affect teaching authority.

Office
Conversations

Faculty
Discussions

Student
Interactions

We've all been misled at some point. Are you willing to share?

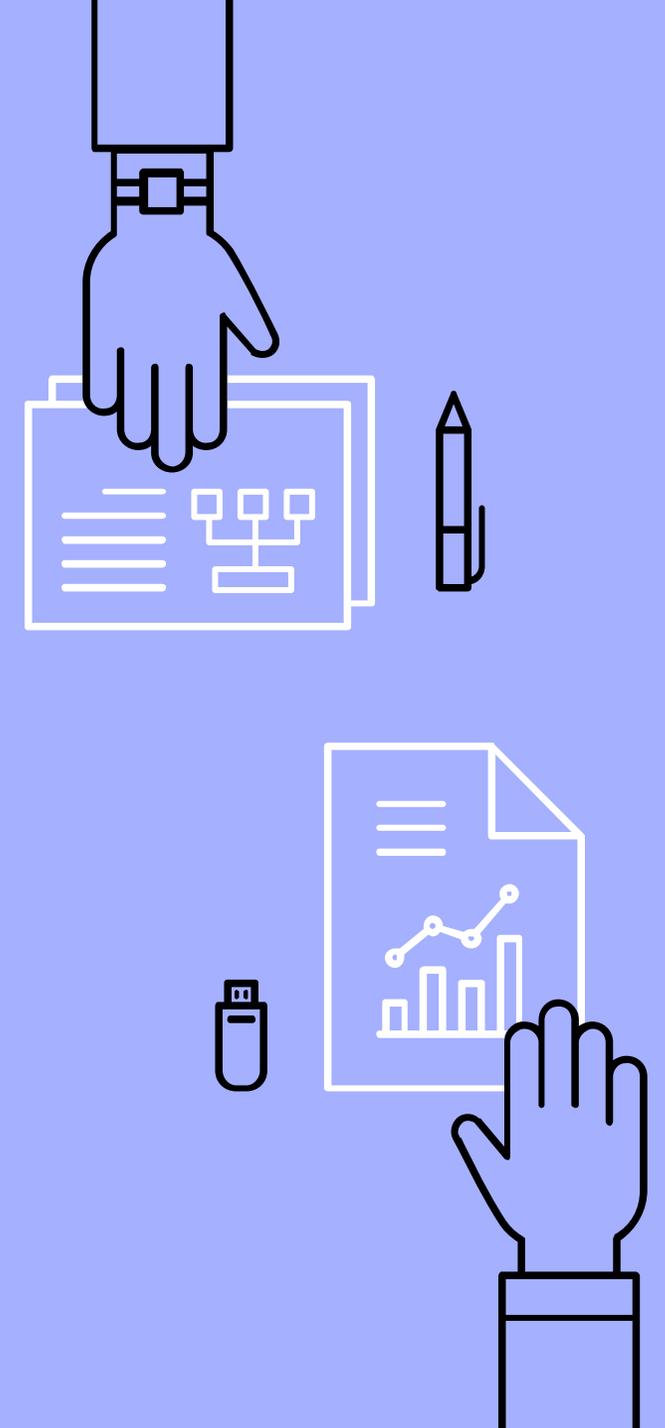
- ▶ Have you ever caught yourself spreading misinformation?
- ▶ How did it happen?
- ▶ What did you do?
- ▶ Are you comfortable sharing these stories with your students?



What do you use to evaluate sources?

- ▶ Specific test or mnemonic?
- ▶ Gut feeling?
- ▶ Red flags? Green flags?
- ▶ Because someone once told you it was reliable?

- ▶ What do you mean “evaluate” my sources!?
If it’s on the internet or in the library , it must be true!



CRAAP Test - How teaching librarians have been using it (originally used for web source evaluation).

- ▶ Currency - The timeliness of the information.
- ▶ Relevance - The importance of the information for your needs.
- ▶ Authority - The source of the information
- ▶ Accuracy - The reliability, truthfulness and correctness of the content.
- ▶ Purpose - The reason the information exists.



FACT:

Learning must be
active and dynamic.

Not rote.

The CRAAP Test *was* fine, but....

- ▶ ACRL Framework is based on a cluster of interconnected core concepts with FLEXIBILITY, rather than a set of standards or prescriptive skills.
- ▶ - Authority is Constructed and Contextual
- ▶ - Information creation as a process
- ▶ - Information has value
- ▶ - Research as Inquiry
- ▶ - Scholarship as conversation
- ▶ - Searching as strategic exploration



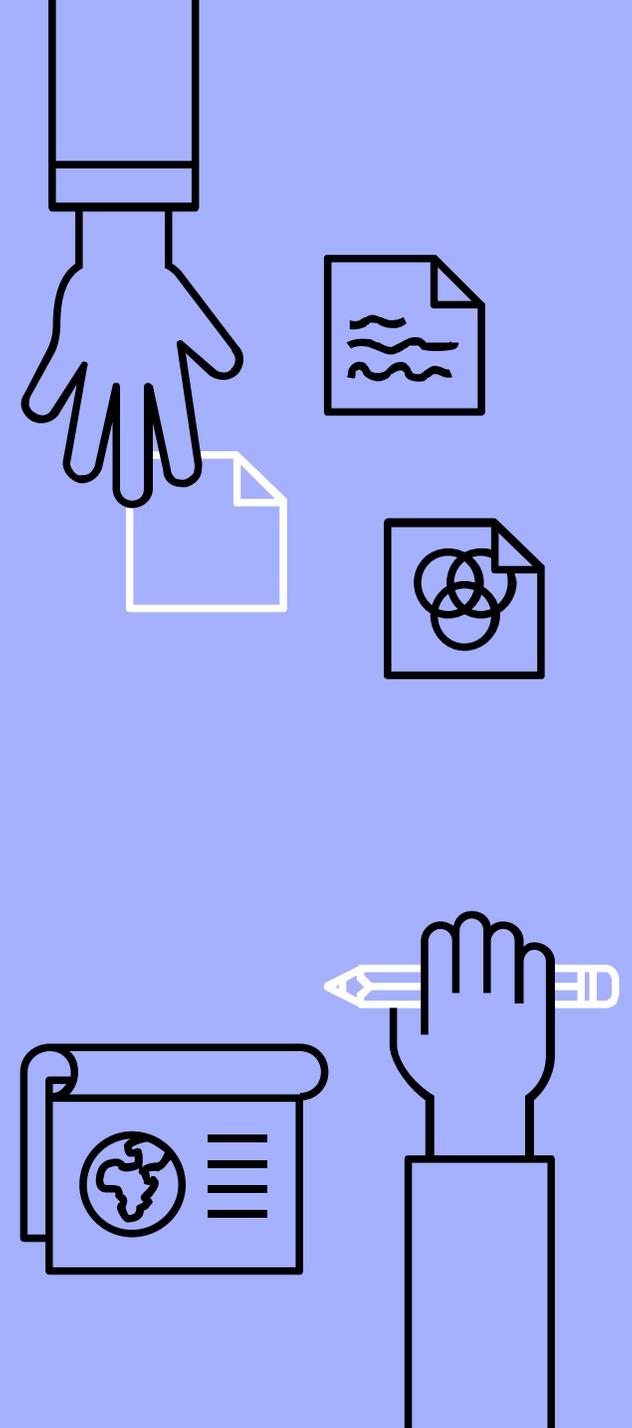
Evolution of Source Evaluation

Conventional Source Evaluation

- ▶ Static, traditional sources
- ▶ Lack of flexibility
- ▶ Changing information environment

Fake News and viral misinformation

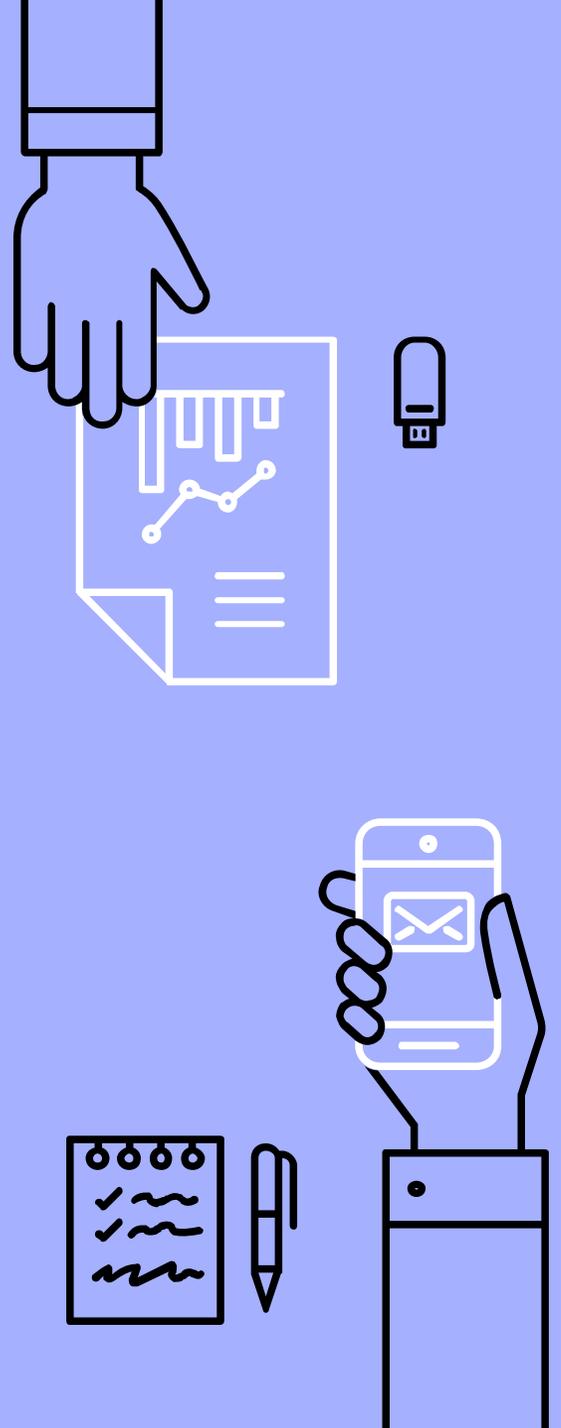
- ▶ Intentional and unintentional manipulation
- ▶ Personalized search results
- ▶ Click bait and yellow journalism



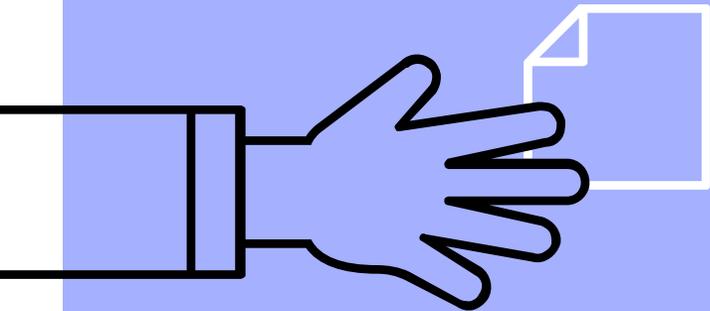
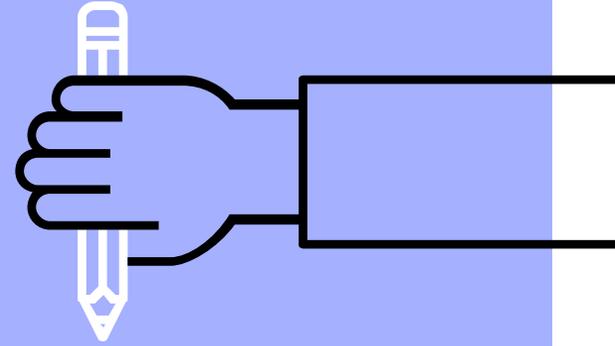
Emotions are high

How do we get students, patrons, researchers, and *ourselves* to set aside emotions and radically engage with logic and reason, and self-imposed information seeking habits?

IF I APPLY



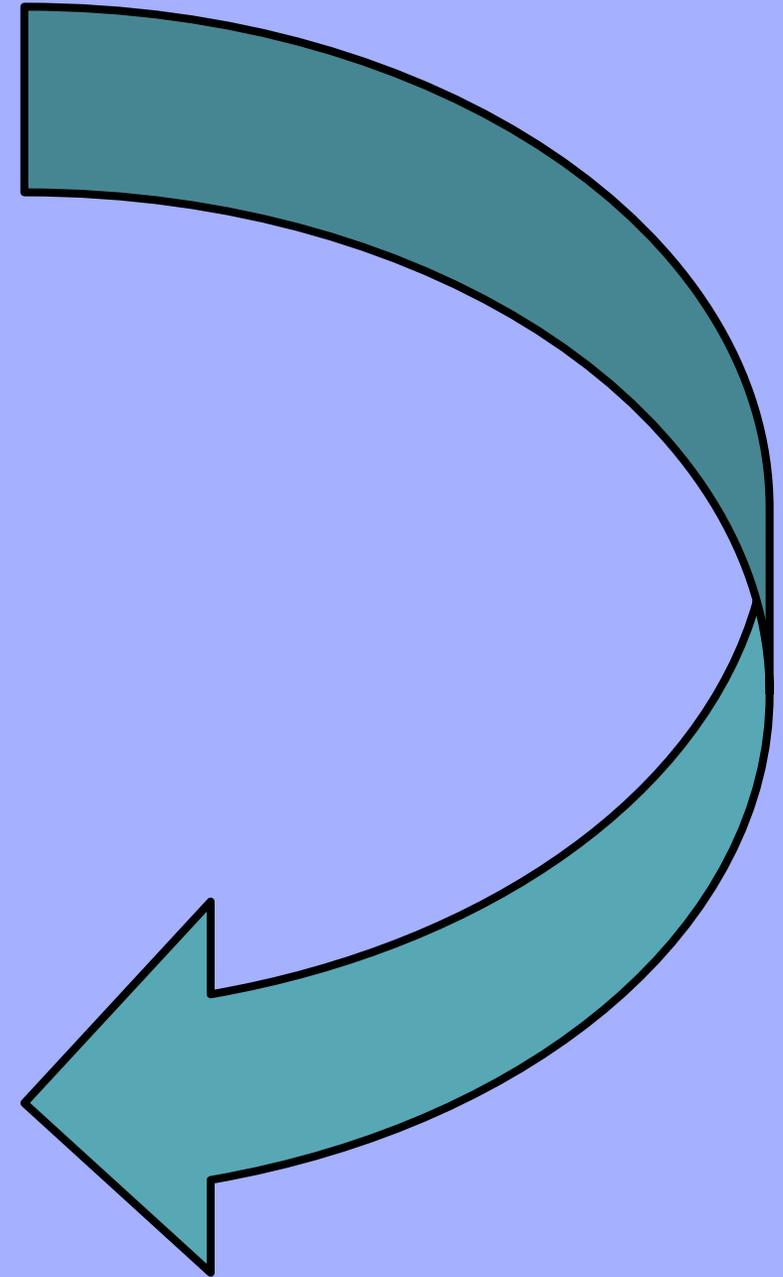
Evaluation doesn't
start with the
source.



It starts with *ourselves*.

The first steps (**IF I**) establish or ingratiate yourself to the topic.

Then the next (**APPLY**) steps encourage proper evaluation of the topic, once established. This shift applies itself to the framework and humanizes the evaluation process because... well, we need to.



How does it work? The basics

Personal steps

Identify emotions attached to topic

Find unbiased reference sources for proper review of topic

Intellectual courage to seek authoritative voices on topic that may be outside of thesis.

Source steps

Authority established. Does the author have education and experience in that field?

Purpose/Point of view of source. Does the author have an agenda beyond education or information?

Publisher? Does the publisher have an agenda?

List of sources (bibliography)

Year of publication

How does it work? Sample think questions

I – identify emotions

What are your honest opinions regarding the topic?

Have you addressed your internal biases?

Make an all-inclusive list of counter-opinions or counter-arguments.

F - find unbiased reference sources

Conduct a general knowledge overview.

Search for information in: encyclopedias, wikis, dictionaries, etc.

I - intellectual courage

Identify credible materials for all of the viewpoints - yours and the additional you identified

Reject unsound arguments - have the courage to accept that not all viewpoints are valid

A – authority

Who is the author (may be individual or organization) and/or publisher?

What are the credentials and affiliation or sponsorship of any named individuals or organizations?

How objective, reliable, and authoritative are they?

Have they written other articles or books?

Do they specialize in publishing certain topics or fields?

P – purpose/point of view of source

Does the author have an agenda beyond education or information?

What can be said about the content, context, style, structure, completeness and accuracy of the information provided by the source?

Are diverse perspectives represented?

Is the content relevant to your information needs?

How does it work? Incorporating **IF I APPLY** into teaching

- ▶ One Shot Lower Level Courses
- ▶ Upper Level Courses
- ▶ Embedded Classes
- ▶ University classes in the high schools
- ▶ Online Course
- ▶ Research Guides
- ▶ Community

- ▶ Meet with faculty in departments and share materials.
- ▶ Pair it with tools you already have like CREDO Information Literacy modules.
- ▶ Make it readily available for anyone who is interested in source evaluation.

IFI/APPLY SOURCE EVALUATION

Often we seek information that confirms our own thoughts and feelings towards a topic. This is NOT RESEARCH. Research and learning comes from finding sources that speak to the truth of a topic, no matter how much it hurts ☺

Only by keeping personal biases in check can you begin to vet information for credibility.

These steps will help you find sources that are credible and reliable in your research process.

Personal steps

Identify emotions attached to the topic.

Find unbiased reference sources that will provide a proper and informative overview of the topic.

Intellectual courage is needed to seek authoritative voices on the topic that may fall outside your comfort zone or thesis.

Source steps

Authority established. Does the author have education, experience, and expertise in the field?

Purpose/Point of view. Does the author have an agenda beyond education or information?

Publisher? Does the publisher have an agenda?

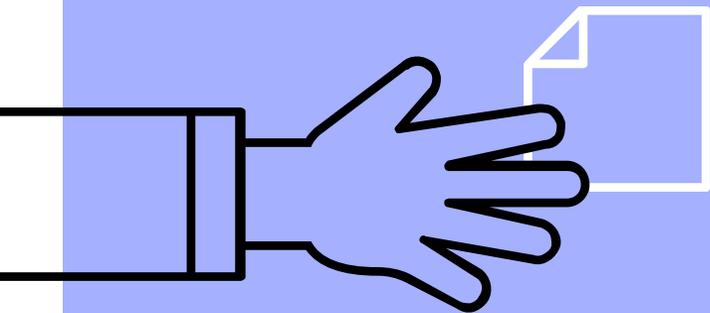
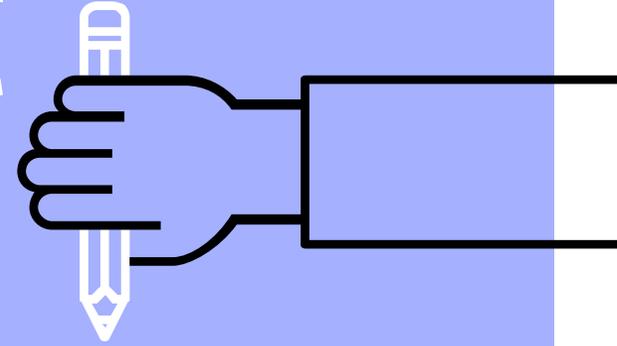
List of sources (bibliography). Is the evidence reliable, sensible, and accessible?

Year of publication. Does the date of publication affect the information?

Challenges in Assessment

- Add source evaluation to rubrics
- Professor buy-in
- Student buy-in
- Build in source evaluation to the assignment

The most important
question...



Does it work?

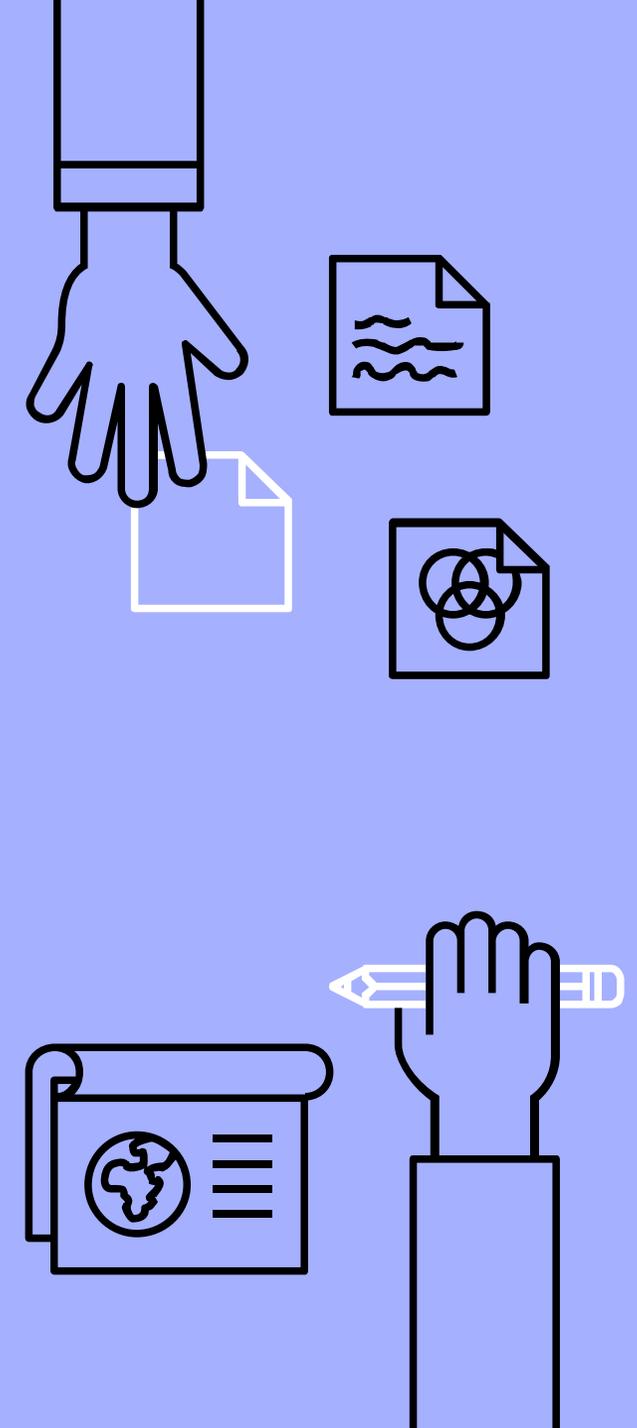
Success backed by assessment

ONLINE COURSE

- ▶ Website Credibility Essay (Draft & Final Paper)
- ▶ Majority of points assigned for resource selection & critique
- ▶ Same mistakes seen across semesters
- ▶ Assignment for 8 semesters (taught by Kat)
- ▶ IF I APPLY used during last semester (1 semester)
- ▶ 8.6% overall grade average increase on first draft between last 2 semesters
- ▶ *Overall grade average from all semesters not compared because significant changes were made to the assignment over time & assignment only remained unchanged between semesters 7 & 8

EMBEDDED IN COURSE

- ▶ Brought in by instructor because of frustrating information seeking practices by students in previous semesters
- ▶ What's on the Web Pre-Activity (Guide, Video Tutorial, and Discussion Board)
- ▶ Students graded on self-assessment of pre- and post- guide & tutorial credibility critiquing practices
- ▶ 4th semester embedded in course
- ▶ What's on the Web activity assigned 4 x's in a semester
- ▶ Instructor reported significantly improved resource selections for What's on the Web #1 over past semesters
- ▶ Least credible sources students tend to pull are news-articles (USA Today, FOX News)



Since implementing the "IF I APPLY" guidelines to everything I research and in reviewing my sources, I have learned to view information in a completely different way than ever before. I have taken these skills and applied them not just to this class but also to my other classes as well, and in doing so it has not only made my sources more credible, it has made my language, statistics, and facts far more superior which has taken my writing skills to a higher level. (Student, HPA 210 Spring 2019)

"I just wanted to reach out and say thank you for the worked you have generated. I've shared with my colleagues over at the University of Minnesota as well as other systems here in the state. I've already gotten thank you's for sharing your work; I feel it's going to change the dialogue for the better."
(Minneapolis, MN)

"Well, I have to be honest: what you've created is fantastic! It's pithy, but IMHO really drives home critical principals to students (especially those just getting started in their college careers). In particular, I'm impressed with your upfront mention to "Identify emotions" as, nowadays (when the concept of fake news is being constantly bandied about), that's a key discussion point. As is the idea of "Intellectual courage"...wonderful way to challenge new researchers." (Austin, TX)

"IF I APPLY" has particularly helped my students with respect to considering their own biases. I was encouraged when one student volunteered to the class that he had grown up attending Catholic schools and in a religious family and had previously hardened his views on pro-choice based on that background. However, he had read a New York Times article about the impacts of his and his church's stance on women in the developing world with a more open mind and willingness to explore the impact of the church's teachings on women in that world after applying the "IF I APPLY" criteria; he acknowledged that the issue is not clear-cut and that he might reconsider his previously-held views. This is just one example of students in my class using the rubric to explore issues related to information literacy, and it has been very helpful.

Questions?

Comments?

Compliments?

Concerns?

Criticisms?

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<http://bit.ly/IFIAPPLYMaterials>