

Building Equity, Inclusion, and Diversity into the ACRL
Authority is Constructed & Contextual Frame for
information evaluation instruction.

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Butler University

- ◇ Private, Liberal Arts Institution of 4,000 students, primarily undergrad
- ◇ Traditional student profile: academically prepared, 18-22 year olds



SW266 – Media Literacy Course

- ◇ Fulfills both a major requirement for the College of Communication curriculum and a Core Curriculum (general education) requirement
 - So, have mix of CCOM majors and students from other colleges
- ◇ Up to 7 sections per semester
- ◇ My stretch (originally):
 - Make a push with this course
 - Embedded into Canvas for Sections
 - Direct Assessment





Authority is Constructed & Contextual





Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices

Learners who are developing their information literate abilities

- define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);
- use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might

Dispositions

Learners who are developing their information literate abilities

- ✓ • develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
 - ✓ • motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
 - ✓ • develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
 - ✓ • question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
 - ✓ • are conscious that maintaining these attitudes and actions requires frequent self-evaluation.
- 



Learning Outcomes & Outline for Instruction

Students will be able to:

- ◇ Apply critical thinking strategies to assess information value.
- ◇ Identify key terminology centering around misinformation and “fake news”.
- ◇ Interpret the ways information literacy and media literacy interrelate.





Outline



- ◇ Pre-class reading & Quiz: [How to Teach Information Literacy in an Era of Lies.](#)
 - Ask Experts
 - Focus more on the claims, less on the source
 - Lateral searching
 - Upstreaming
 - Confirmation bias, selective attention
- ◇ information literacy and media literacy [relationships](#) overview slides



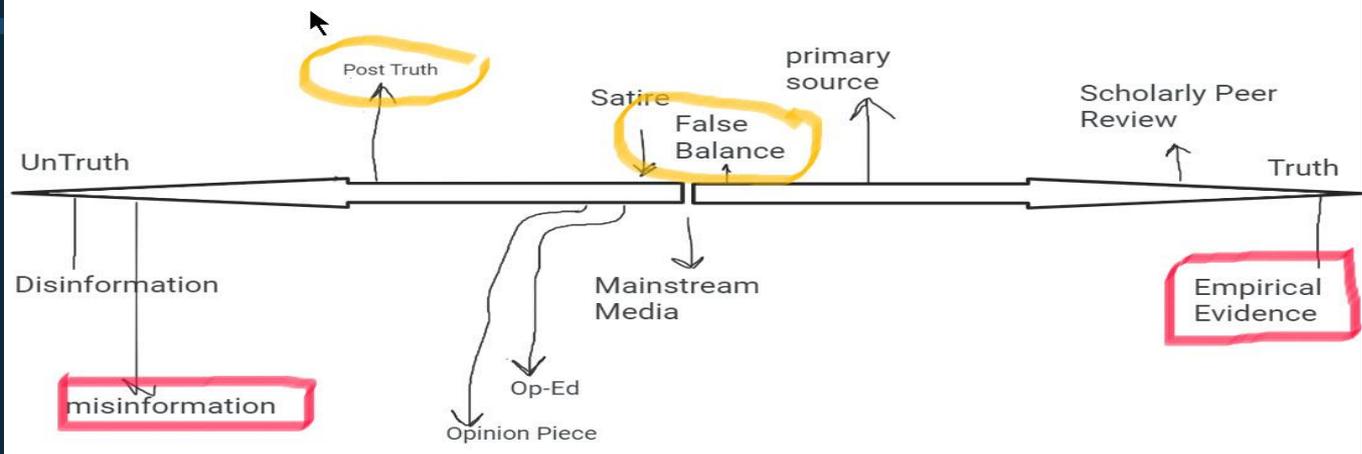


Outline Cont'd.

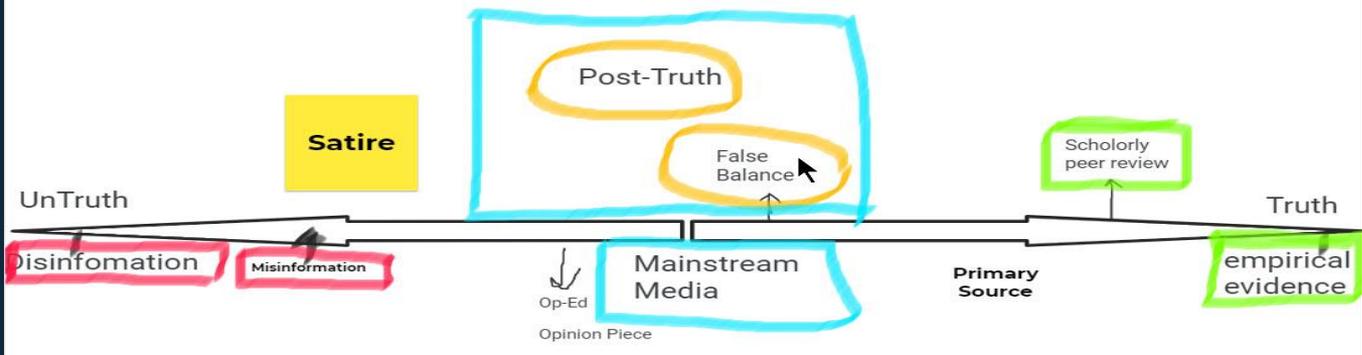
- ◇ Explore the concepts of the [Fake News Glossary](#) tab of the Fake News LibGuide.
 - IL Truth - UnTruth Continuum
- ◇ Group Learning Activity - divide students into groups to analyze a pre-selected site to determine whether the information is fake (disinformation), has false information mixed in with the real, is advocating a certain viewpoint, etc.
 - Turn in for credit via Canvas.
- ◇ Revisit class a second time to discuss the strategies they used to evaluate their information.



Continuum of Truth



Continuum of Truth





Articles students reviewed:

Adams, M. (2017, September 25). Fields of pigs to be bred in Matrix-like bio-factories, then murdered for organ transplants into humans. Retrieved April 1, 2019, from <https://www.naturalnews.com/2017-09-25-fields-of-pigs-to-be-bred-in-matrix-like-bio-factories-then-murdered-for-organ-transplants-into-humans.html>

Hari, V. (2018, March 20). Lush Bath Bombs Are Not What You Think. Retrieved April 1, 2019, from <https://foodbabe.com/lush-bath-bombs-not-think/>

DHS Bulletin a Propaganda Ploy – American Free Press. (2021, February 26). <https://americanfreepress.net/dhs-bulletin-a-propaganda-ploy/>

Graham, Franklin. (2021, February 26). Urgent Prayer Alert From Franklin Graham on Equality Act. Billy Graham Evangelistic Association. <http://archive.is/HSQd3>

Silverman, C., & Singer-Vine, J. (2016, December 6). Most Americans Who See Fake News Believe It, New Survey Says. Retrieved April 1, 2019, from <https://www.buzzfeednews.com/article/craigsilverman/fake-news-survey>

Toplansky, E. F. (2018, August 31). The Permeation of Propaganda in the College Student Brain. Retrieved April 1, 2019, from https://www.americanthinker.com/articles/2018/08/the_permeation_of_propaganda_in_the_college_student_brain.html



Worksheet Questions: Authority is Constructed & Contextual



List the author(s) and their background.

Define the purpose of the site; is it trying to promote (sell) you something, educate you, inform you?

What is left out of the argument or information that may be important to the issue?



Personal Experience - How do your personal experiences impact your interpretation of the information

Identify the source (is it a website, blog post, article?) and its background

List at least one source pointed to in the article - do they verify the points in the article?

Who benefits and who is harmed by the information?

Emotional Reaction - did the information elicit a strong emotional response from you? What was it?

List at least one, reputable site that verifies the claim:

Do you think the authors / source bring biases, misleading, or disinformation to their assertions?



Student Names:
 Instructor Name:
 Name of Information Piece analyzing:

Authorship / Source Analysis

List the author(s) and their background. Go beyond the website or 'About' information on the site.	Identify the source (is it a website, blog post, article?) and its background (political stance, commercial site, new org.)

What is missing?

Who benefits and who is harmed by the information?	What is left out of the argument or information that may be important to the issue?

What You Bring to the Discussion

Emotional Reaction - did the information elicit a strong emotional response from you? What was it?	Personal Experience - How do your personal experiences (values, socio-economic status, and upbringing) impact your interpretation of the information

Lateral Search and Upstreaming

List at least one source pointed to in the article - do they verify the points in the article? (upstreaming)	List at least one, reputable site that verifies the claim or not.

Define the Purpose of the Site / Look for Bias

Define the purpose of the site; is it trying to promote (sell) you something, persuade you, educate you, inform you, does it have a political point of view?	Do you think the authors / source bring biases, misleading, or disinformation to their assertions? <u>Or</u> , is it well researched, cite other sources, etc.



Intervention Slide

Also, think about DEI

Diversity - socio-economic status, education, gender, race, ethnicity, political orientation, religion, age, etc.

Everyone is invited to the party

Inclusion - bringing in traditionally excluded groups to share power and equal access to opportunities.

Everyone has the opportunity to dance

Equity - guaranteeing fair treatment, access, and opportunity

Everyone gets to contribute to the playlist



1.) author is a conservative blogger - not credible journalist

2) The website "American Thinker" is a conservative "echochamber" - not a credible source

3.) a quote from The New York Times out of context

Article: "Most Americans Who See Fake News Believe It..."

Source: BuzzFeed, which is not normally believed to be a credible source.

• Authors have credible background

(previous employment)
• Ipsos poll - actual, non-biased poll

• Informs voters of fake news headlines

• TARGETS the generations that still use Facebook and promotes not believing everything

State Policy Network
"Dues Skimming"

• Caregivers = benefit

• Unions = harmed

• Bias to end Dues Skim.

• Shocking, but not emotionally effected
only one side represented
source is "right-winged" + info from Freedom Foundation

Author

- Vani Hari, "Food Babe"
- Self-styled consumer advocate and adviser on healthful eating
- lacks credentials in nutrition or food science

Article

- Expose Lush Ingredients yet promote partnership (propaganda)
- Source: 1 fund - youtube video 1 decade old

1. Good Example of Upstreaming

2. Author Background
- Activist, Extremist

3. Emotional Reaction
• Intrest
• Skepticism





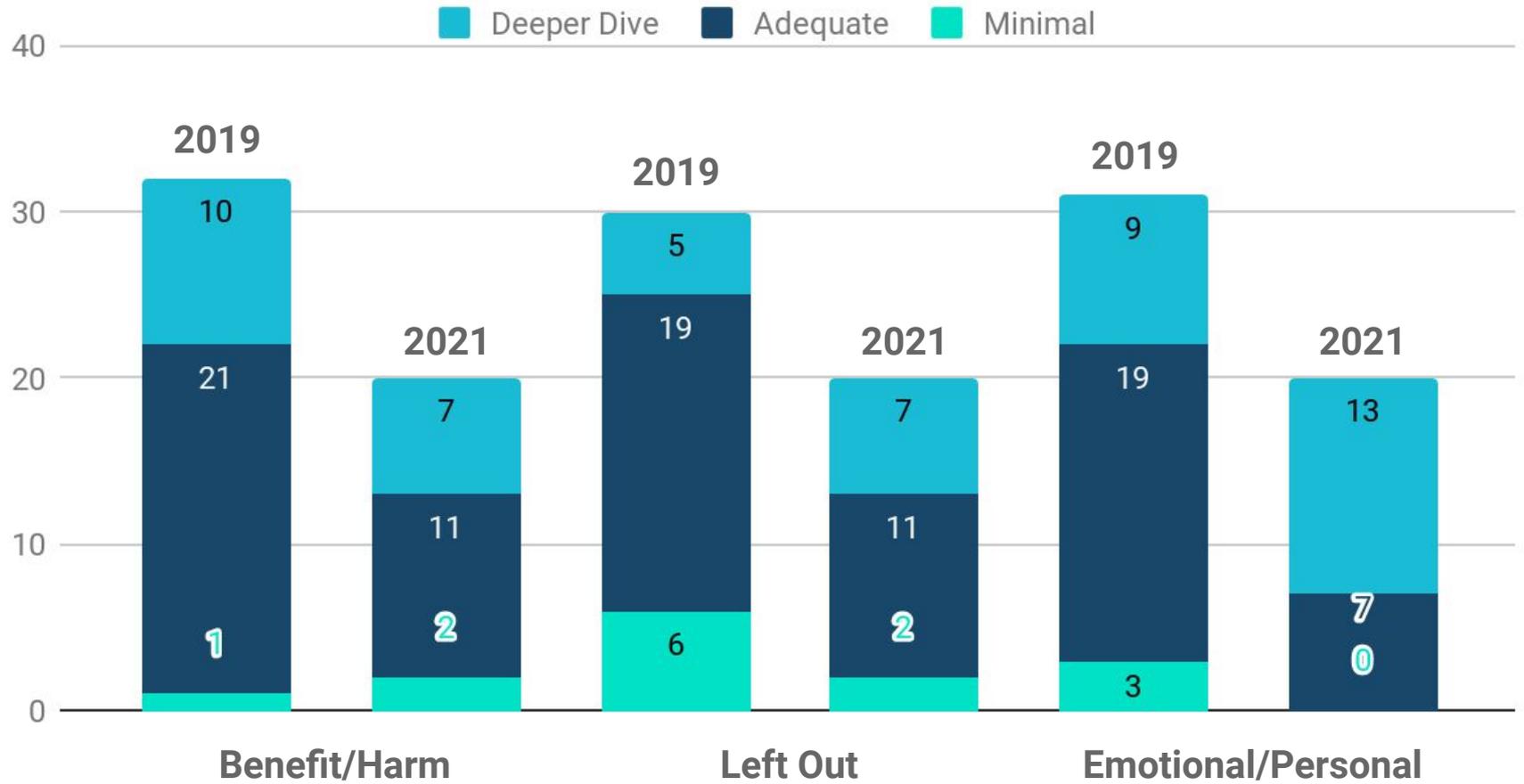
What I found



Media Literacy - Information Evaluation Worksheet Rubric

	Minimal	Adequate	Deeper Dive
Authors	Simple identification – ex. name & occupation.	Name & occupation; only reflected on how <u>author</u> presented themselves (ex. political viewpoint) in article.	Listed name, occupation, education; searched beyond basic identifying information (looked at outside writings or biographical information).
Source	Simple identification - “CNN”, with no additional identifying information.	Named source & provided some analysis about the source from the source itself (ex. read the ‘About’ info).	Named source; indicated the type of source (blog, political newsletter, etc.); explored how source is viewed beyond site.
Who benefits/who is harmed?	General reflections; not identifying any specific populations or viewpoints of those populations.	Not comprehensive in identifying both harmed and benefited groups.	Identified specific groups/populations that benefit and are harmed <i>and</i> why.
What is left out of the argument?	General answer, ex. “opposite viewpoint”.	Articulated what is left out but no explanation of why this is important.	Articulated what is left out with an emphasis on explaining why it is important that this information be included.
Emotional Reaction/Personal Experiences	Simple one-word answers with no explanation as to why – from personal experience or how the article is making them react.	Discussed their reactions, but did not connect to their personal experiences or how the article’s content/language made them react.	Brought in their personal experiences/values to discuss their interpretation.
List a reputable, outside source	Did not answer or answer is minimal, ex. only included title (no author of source).	Cited a source but provided no explanation as to its reputation or argument.	Cited a source and explained why it is reputable and how the source supports or refutes the original article.

'19-'21 Comp - Student Competencies in Assessing Info





Anecdotal Analysis of Responses



Student Reflections

What I was seeing

Needle moved slightly on bringing in DEI:

- socio-economic, education, political
- Gender, race, ethnicity, age, religion

Students are becoming more savvy searchers

- “Mom believes everything on Facebook” - so student fact checks

2020 Responses were political in nature - Election year influenced!

Try to listen to both sides of an argument

- Upbringing Value

Cynical attitude towards media streams, particularly mainstream media

- “Bombarded with information”



Worksheet statements

Authority is Constructed/Contextual...(Left Out)

The article is primarily coming from an **antiunion** stance and doesn't take into account people that do benefit from the union and why Union dues might be important for the growth of said Union and the people involved. The article also does not give any perspective with **people who support their taxpayer dollars going towards Unions** and the organizations they support. (DueSkimming, Hook, Spring52020)

Authority is Constructed/Contextual...(Harmed/Benefited)

- The **left** side is being harmed/left out of her other pieces
- In the article that we read about The Permeation of Propaganda in the College Student Brain: talks about how **young people** haven't been exposed to America's ideals and how they shaped the country
- **Public School teachers** are harmed by the article. But college students are harmed by "not getting the information they deserve by public school teachers and textbooks"
- The **New York Times & Clyde R. Miller's** reputation could be tarnished by the way Toplansky criticizes his work (Propaganda, Hook, S62020)



Worksheet statements

Authority is

Constructed/Contextual...(Emotional/Personal Response)

"I grew up in a **liberal bubble**, where everyone shared much of the same values. This doesn't mean there weren't conflicting ideas and perspectives on an issue, whether that be a political or social issue... Now, as a first-year college student, I am well aware that my **values and beliefs** may continue to **change** as I dive deeper into learning and recognizing where certain information comes from and as I hear other perspectives that differ from my own." (Fake News, Fall 2020, Johnson)

Authority is Constructed/Contextual...(Left Out)

Being conscientious about what you put in and on your body is important, but there is really no way to avoid all chemicals. The most important thing is to be aware of it, and the majority of things if consumed in moderation are not going to cause huge impacts. In this article, it is **not acknowledged** that her views on **organic, non-GMO, etc. are very extreme.** (Lush, Spring2020, Rossman)

Authority is Constructed/Contextual...

(Emotional/Personal Response)

Personally, I was raised to always try and see **both sides** of a situation. When only looking at one side, it can be damaging, as it is important to hear out what everyone feels is the truth, and then make your own judgement from there. This article does not leave much room for personal interpretation, as it **shuts down any left-leaning groups** right off the bat. It makes claims stating that liberal support groups are bad for America, and that the left will give rise to **American Socialism** or even **Fascism** if it is allowed to permeate. When something is obviously this biased, to me it is not a credible article. (Propaganda, Rossman, Spring42020)





What I can adjust

- ◇ Cut content - lots of going on, the DEI part gets lost
- ◇ Adjust the wording of my worksheet questions
 - Adjust rubric
- ◇ Select different information pieces





Questions?

Presentation URL:

<http://bit.ly/TILCButler>





Bibliography

Fake News Worksheet Rubric

Gooblar, D. (2018, July 24). How to Teach Information Literacy in an Era of Lies. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/How-to-Teach-Information/243973>

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Saxton, J. (2019, March 27). LibGuides: Fake News (and how to fight it): Home. Retrieved April 4, 2019, from <https://libraryguides.mdc.edu/FakeNews>

