Strong communities start with engaged staff

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How should we as teachers, information professionals, and engaged citizens respond to fake news? We have responded in our content and course integrated information literacy sessions to facilitate a dialog with Writing & Rhetoric faculty, and students, for a more holistic understanding of information literacy concepts.

Today our students need to be engaged on multiple levels to better understand and adapt to the evolving digital landscape through which most of their information is accessed. Partnering with Writing & Rhetoric faculty helps us use our information fluency to help combat fake news and critically engage students.
Partnering information literacy with Writing & Rhetoric courses allows for students to critically engage with “fake-news” and information literacy concepts.
Framework for Information Literacy for Higher Education

➔ use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;

➔ 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.
WRT 102 Sessions

- Fall 2014 - Spring 2017
  - 238 WRT 102 Sessions Taught
- Fall 2017
  - 33 WRT 102 Sessions Taught
“What did you find most informative about the session?”

access and use of databases (58.6%)
research/critical thinking skills (27.6%)
library services/interlibrary loan (13.8%)

In the broadest category, the library databases, student responses indicated that instruction on “how to access the library databases” or “how to refine a search” was the most informative aspect of the session.
Results

When asked what they found most beneficial from the session:
- databases (35.7%)
- research process (48.2%)
- citations (3.6%)
- interlibrary loan (5.4%)
- specific resources (7.1%)

Confidence to select relevant sources:
- confident (91.5%)
- somewhat confident (5.2%)
- not confident (3.3%)
“What was something you learned that you did not know before?”

databases (36.3%)
access/catalogs/study rooms (32.7%)
interlibrary loan (14.6%)
helpful overall (9.1%)
research process/search structure (7.3%)
Evaluating Scholarly Sources

What is it? Check to see if your source is a peer-reviewed journal or something else like a dissertation or whitepaper.

Research the journal to see if it's peer-reviewed and read up on review practices.

Be critical! It's okay to scrutinize the methodology or findings, even if it's already been reviewed.

Check the citations; good research papers have good sources.

The number of times an article has been cited can be a good indicator of quality, but it's important to consider the scholarly timeline. Articles published in the past few years may not have many published citations.

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Evaluating an Abstract

An abstract provides a synopsis or summary of the most significant points of a paper.

Abstracts are meant to help you decide if the paper will help support your own research.

The abstract will also tell you the type of study conducted.

Check the abstract for information about the methods used by the authors.

An abstract helps researchers stay up-to-date on professional literature by enabling them to make quick decisions on whether or not to read an entire paper.

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Evaluating News Sources

Don’t just use the title! Read the whole article before citing it.

Check that the author is real and reputable.

Make sure the content is credible. Is it supported by other good sources?

Good articles have sources. Make sure the article has links or talks about the source of the information.

Do your research! It's good to look at the “about” section on any site you're using to investigate the organizations that may sponsor and influence the information. Stay safe out there!

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### Evaluating Online Information

This framework can be used to evaluate websites, news articles, and other online documents for your research.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Creator</th>
<th>Content</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong> Common forms include web pages, scholarly articles, government publications, news articles, opinions, sales pitches...</td>
<td><strong>Who is the author?</strong> Do they have expertise in this area?</td>
<td><strong>Is the information accurate?</strong> Is it current? Does it advertise a product or service? <strong>Who sponsors the site?</strong> If it is a news site, what journalistic practices do they use? Have the facts been checked?</td>
<td><strong>Does the site look credible?</strong> Is it logically and clearly displayed? <strong>Is there a bias or point of view?</strong> <strong>Has the information been critiqued or reviewed?</strong></td>
</tr>
<tr>
<td><strong>Who is the intended audience?</strong></td>
<td><strong>Are the sources clearly stated?</strong></td>
<td><strong>Are there typos or misspellings?</strong></td>
<td><strong>Are the links working?</strong> <strong>Note:</strong> Though it's a commonly used shortcut, good design is not a replacement for the other parts of the framework!</td>
</tr>
</tbody>
</table>

### Decoding the .com

- .com a commercial enterprise?
- .org an organization?
- .gov government sponsored site
- .edu an educational organization
- .com, .org, and other domains can be purchased by anyone.

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### What do I do when...

- **I get too many results**
- **I get too few results**
- **I have trouble coming up with search terms**
- **I have trouble finding the right database**

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### Add more search terms
- Put phrases in quotes ("global warming")
- Use AND (subprime AND mortgage)
- Use NOT (Miami AND dolphins NOT football)
- Limit by date
- Limit to peer-reviewed or scholarly journals
- Combine keyword and subject searches
- Use the advanced search for more options

- Use OR with synonyms (students OR pupils)
- Use truncation (*) to search by word root (comput* for computers, computing, computation, etc.)
- Use wildcard (?) to search for alternative spellings (won? for woman, women, womyn)
- Go broader (hip-hop rather than turntablism)
- Browse by subject
- Look at the references or works cited list from an article or book you already have
- Try a different database or search engine

- Check a thesaurus
- Check the subjects and keywords listed on articles
- Browse subject headings in a database or the catalog
- Read article abstracts to glean additional search terms
- Look for “Find Similar Results,” “Similar Pages” or “More Like This” links

- Use the subject drop down list
- Check a subject guide for recommended databases
- Ask a librarian
- Ask your instructor
“The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness”

WRT Activity

Online source 1: http://www.ecologic.org/actions-issues/challenges/climate-change/
Online source 2: http://www.nature.com/nature/journal/v421/n6918/full/nature01333.html
Online source 3: http://www.thegwpf.com/epic-climate-model-failure/

Which source did you look at?

- Online source 1
- Online source 2
- Online source 3
- Online source 4

Use the framework to evaluate your source. Would you use this source for your research?

Evaluating Online Information
Partnered Workshop

➔ NRR lab is a flexible space and furniture/moveable screens can be configured to our specific needs.
➔ NRR lab holds approx. 35 people
➔ Determine if WRT 102 faculty want to offer extra credit for students who attend.
➔ Require that students attend the entire workshop to receive any offered extra credit.
➔ Online registration should be used to give a sense of student attendance, space needs and space configuration.
Topics Covered

Group Exercise/Q&A

➔ Break out groups
➔ Artifacts presented on moveable screens

1. False logic/introduction
2. Social media and news resources
3. Wikipedia, Shmoop (and similar sources)
4. Scholarly articles
Collaborative Learning Spaces
Flexible Design
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Inside and Outside Library Walls

October 31, 2017
Pilar Martinez
STAFF
Highly Engaged Staff

EPL Staff
82%

Benchmark
72%
Customer Service Focus

EPL Staff 96%

Benchmark 82%
A Simmering Volcano
New Structure for Meetings

To Facilitate Engagement and More Effective Communication
Up to Speed Cafés

- Informing
- Fast-Paced
- Humour
- Varied
Cluster Meetings
Blue Water Meetings

• Deeper Understanding
• Probing, Exploring, Inspiring
We are one library with one staff and one collection
INVOLVEMENT = COMMITMENT
Clear Vision & Focus
STAFF DEVELOPMENT
AND RECOGNITION
Find a Way to Say YES!

Find a Way to Say HI!
What is a Learning Organization?

EPL is an organization that is committed to one another’s success, to working and learning together to help one another be the best we can be.
SEE IT

OWN IT

FIX IT
Recognition

YOU ROCK

YOUR WORK MAKES SHAKESPEARE LOOK LIKE A NOVICE

YOU CAME — YOU SAW — YOU CONQUERED

— YOU ARE — PAWSITIVELY PURRFECT

Expect great things.

I radiate pure awesome.

Service Super Hero.

We make it happen.

Game Changer.

Leadership

Spirit

Service

Team

Innovation
EMPOWERING COMMUNITY
The Library will be a socially responsible institution, a participant and an active initiator in community dialogue and development.
Community-Led

SEE YOURSELF IN THE COMMUNITY
I’m writing to let you know how proud I was to be an Edmontonian as I saw our public library system coming to an event like this with a curated collection as well as the ability to issue library cards (yes, I confess - my card lapsed so long ago I wasn’t even in the system anymore!). And, to do so on a Sunday was even more remarkable.
Jenny Hong Meliefste @JHMeliefste · Sep 10
Yeggers are such nerds. This is the crowd waiting for Millwoods library to open. Just ur ave sunday aft @EPLdotCA #yeg #yegkids #bookworms
Questions?

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Questions and Comments?
Thank you!