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Creating and Exploring New Worlds: Web 2.0, Information Literacy, and the Uses of Knowledge

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Creating and exploring new worlds: Web 2.0, information literacy, and the uses of knowledge

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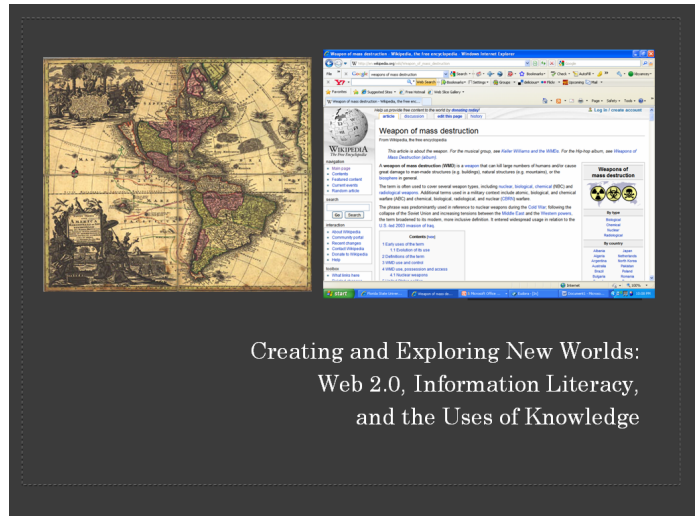
Creating and Exploring New Worlds:
Web 2.0, Information Literacy, and the Uses of Knowledge
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Assumptions

Sources=Materials
Materials=Verbal, Visual, Multimedia
Use of the Materials of Others
Creation of Materials

Creating and Exploring New Worlds:
Web 2.0, Information Literacy,
and the Uses of Knowledge

Practices; Application;
Knowledge; Reflection
**

An historical moment
Courtesy of the Albert and Victoria Museum

The web enters . . .
Same system (print uploaded): different space

Convergence of interacting sources . . .
Different systems: an ecology

**

PRACTICES/PROCESSES

Using an historical heuristic (thanks to Sam Wineberg)

Heuristic 1: **Corroboration**. Corroboration, in the words of Barbara Tuchman (1981), is the "great corrective" without which historical practice would "slip easily into the invalid" (p. 34). Stated as a heuristic, corroboration could be formulated as "Whenever possible, check important details against each other before accepting them as plausible or likely."

Heuristic 2: **Sourcing**. Stated most simply, the "sourcing heuristic" could be formulated thus: "When evaluating historical documents, look first to the source or attribution of the document." Historians used this heuristic 98% of the time; students used it 31% of the time. In terms of reading attribution first (as opposed to reading the attribution before reaching the end of the document), all eight historians did this at least once; only three of eight students did so, $p < .025$, Fisher's exact test.

Heuristic 3: **Contextualization**. Stated in its simplest form, the contextualization heuristic would read: "When trying to reconstruct historical events, pay close attention to when they happened and where they took place." The "when" of this heuristic refers to the act of placing events in chronological sequence. The "where" of this heuristic is concerned with situating events in concrete spaces and determining the conditions of their occurrence – issues of geography, weather, climate, and landscape.

APPLICATION

1. Case Study: Analysis of Encyclopedia and Wikipedia and Creation of New Text
2. Case Study: A Blogging Map
3. Case Study: Sourcing *NY Times* Editorial

WHAT'S THE ROLE OF CONTENT?

1. Identify the logic contextualizing research practices
2. Identify key terms of research and ask students to map them

REFLECTION

Prior Knowledge/Post Knowledge: Iterative Process
Threshold Concepts➔Credible (Plausible?); Corroboration; Circulation
Critical Incident Theory

The Future

REFERENCES ☺

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Wineberg, Sam. Historical Problem Solving: A Study of the Cognitive Processes Used in the Evaluation of Documentary and Pictorial Evidence. *Journal of Educational Psychology* 83.1 (1991): 73-87.

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