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# The Reasons for a (Sometimes) Change of Mind

Imani Beverly  
ibeveryly@auctr.edu

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# The Case for a (Sometimes) Change of Mind

Imani Beverly, MLIS, *Atlanta University Center Robert W. Woodruff Library*  
Dr. Ronald Mickens, *Clark Atlanta University*



Change is the most important  
methodology


# The Moon

1. Hanging in the sky just above the ground with the sun
2. Revolves around the earth (!)
3. Maybe not the same size as the sun
4. Nope, it's just closer to the earth
5. Causes mental instability
6. Nope, causes tides
7. Has been always been hanging out with us
8. Will probably fly off one day



# ALA Information Literacy Competency Standards

The information literate student...

1. Determines the nature and extent of the information need
  2. Accesses needed information effectively and efficiently
  3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
  4. Individually or as a member of a group, uses information effectively to accomplish a specific purpose
  5. Understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally
- 

# And the performance indicators...

Defines and articulates the need for information


Considers the costs and benefits of acquiring the needed information

Constructs and implements effectively designed search strategies

Articulates and applies initial criteria for evaluating both the information and its sources

Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners

Follows laws, regulations, institutional policies and etiquette related to access and use

The background is a solid pink color. In the top right corner, there are several overlapping geometric shapes: a dark pink square, a medium pink square, and a light pink square, all partially cut off by the edge of the frame.

Who are these  
people???

# Always Here to Help...

What are our clients expecting of us?

What do we tell them we can do?

What do we actually do?

What does it mean to provide “help” as a service?

Are we equipped to give an answer?





# They want us to hand over the fish



We want to teach them how, where  
and why to catch certain kinds of  
fish and we hand them a pole...

---

# The Reference Interview: What are they really asking us and what are we giving?

The answer your boss wants you to give vs. the answer the customer wants

Are those two answers the same? Why or why not?



# What is Service?

What do we actually offer? (vs. what we say we offer?)

Who are we serving?

Are they being served?

What does that mean?



# Help as a Service?

What does it mean to provide “help” as a service?

What is help?

Help doing what?

When people come to us, what exactly are they seeking?

-especially when they, themselves don't know



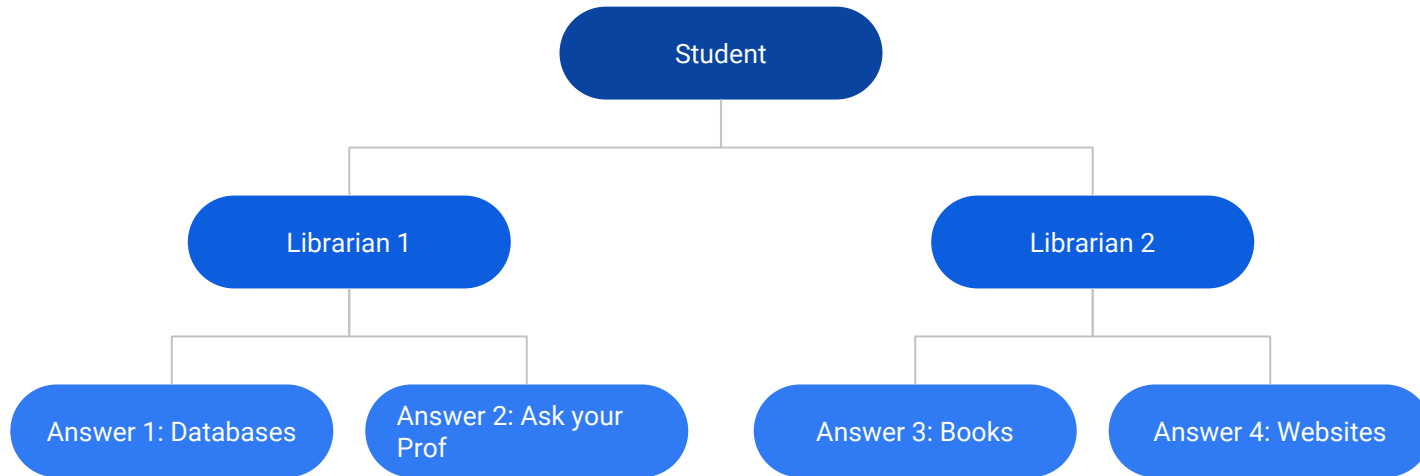
The background is a solid pink color. In the top right corner, there are several overlapping geometric shapes: a dark pink square, a medium pink square, and a light pink square, all partially cut off by the edge of the frame.

We shape this  
conversation

In shaping what they can ask, we direct where they can go



# Two Roads Diverged in a Quiet Wood...



# No Answer?

- What do we as librarians do when we are confronted with a question we can't answer?
- What do we do when there is no answer? How do we know?
- What are the constraints of our institutions and how do they affect our answers?

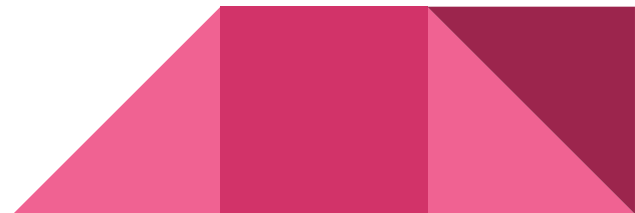




# How Do You Know What You Don't Know

How do we know when we need more info?

How do we know what to retrieve when we aren't experts



# AB=BA

Except when it doesn't

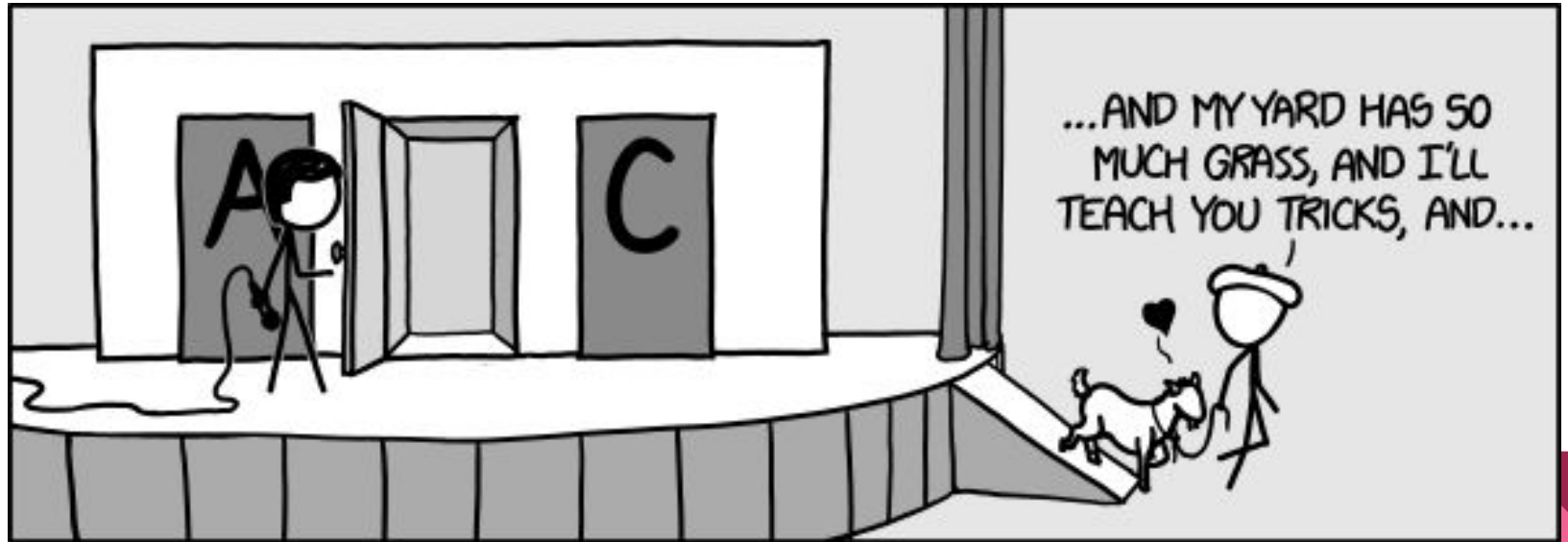
AB isn't always equal to BA...

$$\begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix} \times \begin{bmatrix} 2 & 0 \\ 1 & 2 \end{bmatrix} = \begin{bmatrix} 4 & 4 \\ 10 & 8 \end{bmatrix}$$

$$\begin{bmatrix} 2 & 0 \\ 1 & 2 \end{bmatrix} \times \begin{bmatrix} 1 & 2 \\ 3 & 4 \end{bmatrix} = \begin{bmatrix} 2 & 4 \\ 7 & 10 \end{bmatrix}$$



# Monty Hall Problem

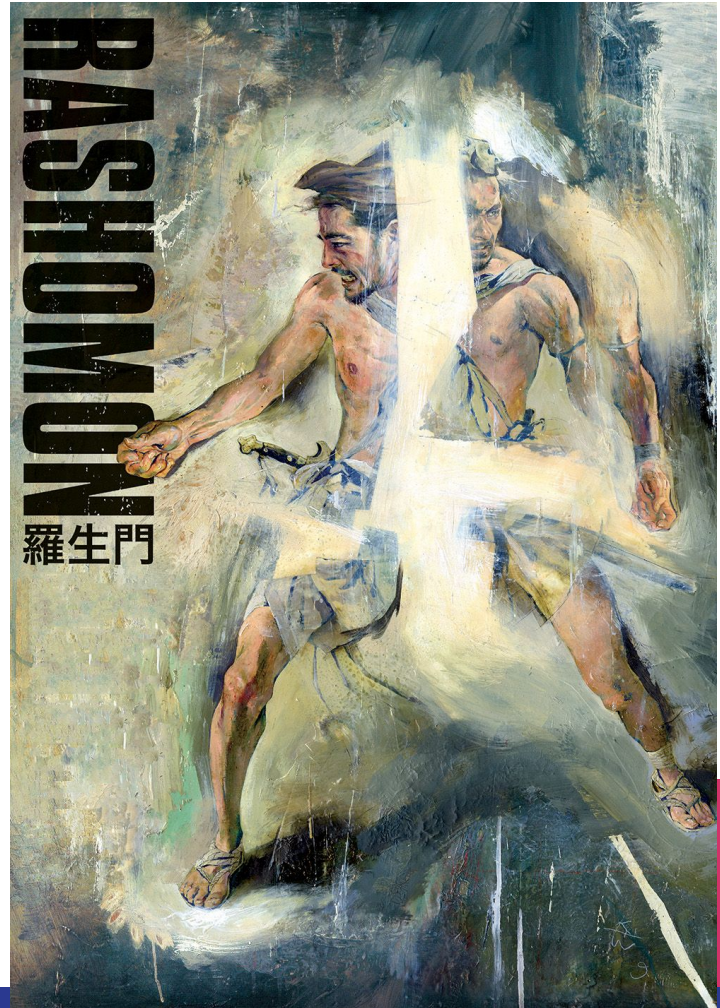


# The Gorilla Experiment



# Rashomon Effect

Everyone doesn't (and can't) see everything the same way. Everyone has their own perspective.



# Make it Relevant

How do you teach something that doesn't make sense to learn.

How do you teach to fish when all they really want is the fish?

HOW DO WE MAKE THESE SKILLS RELEVANT? How to we ask clients to learn research skills in our short interactions with them?



We know we have to keep them from this:



**Abraham Lincoln crossing the Yalu to lead the charge up San Juan Hill on D-Day after Saddam Hussein's sneak attack on Pearl Harbor.**

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Evolution is change  
over time



# Thanks for Coming!

ibeverly@auctr.edu  
rmickens@cau.edu

