

Integration Examples

Example 1

Fictional UF100

Timeline

1. Assign a project/paper/presentation that requires locating and evaluating information sources.
2. Assign the Library Badge course to coincide with when students will begin searching for information
3. After the Library Badge due date, complete an in class or online discussion of the CRAAP test and how it applies to their assignment.
4. Ensure the project/paper/presentation rubric includes assessment language for your expectations regarding the qualities of the information needed for this assignment.

Example 2

Joe Champion's UF100 - Data Stories

Data Journalism Project: Connect what you learn in this class with your interests by researching a recent trend or issue affecting your major or related field (e.g., gene editing with CRISPR). Gather, interpret and report on related data to create an effective news report addressing (1) what happened?, (2) when and how did it happen?, (3) why does it matter?, and (4) what might happen next?

Reporting: Use primary sources (e.g., interview) to learn more about your topic and appropriate data sources. Meet with your discussion group leader to discuss the information you've gathered. Then, submit a ~500 word summary of what you did, what you learned, and your lingering questions.

1. Add to the assignment:
Use the How to Spot Fake News, CRAAP test, and definition of Peer Review from the Library Badge assignment to justify the validity of the sources you gathered.
2. Review discussion (10 minutes):
What did you learn in the Library Badge assignment about interpreting and evaluating information that can help you with this assignment?

Example 3

Brian Jacksons UF100 - Alien Worlds

Jayawardhana, Ray. *Strange New Worlds*. Princeton University Press: 2013.

This text provides a brief history of extrasolar planet discoveries and some of the science behind those discoveries. The schedule below shows the reading assignments.

Reading Journals (10 points each) -- We will read two books this semester, *Becoming a Learner* and *Strange New Worlds*, and most weeks, you are required to read one chapter from one of the books (but not both) and write a short response on the "Reading Journals" section of the class Blackboard website

In-Class Activities (ICA) (50 points total) -- Most plenary meetings will involve in-class exercises and quizzes, graded pass/fail. Please bring paper and pencil to each class to complete these assignments.

[ADD Critical Inquiry] Discussion/Journaling (10 minutes):

As you read "this chapter" in *Strange New Worlds*, what can you tell me about the nature of research in this field? What is good information? How do we know it's good? Use the information you learned in the Library Badge assignment to support your description.

Example 4

Fictional UF100 - Environmental Studies

Journal or Class Discussion Assignment

In the Library Badge assignment, Dr. Anderson spoke about the issue with disinformation in respect to the factual evidence presented by scientists on climate change. For this assignment, find a piece of information (you can use library databases, Google, articles found via social media). Then, using the skills you learned about evaluating information in the Library Badge assignment, provide an in-depth analysis of the piece of information you found. Feel free to reference the strategies from the CRAAP test or using the How to Spot Fake News infographic. Remember to be specific and support your analysis with evidence rather than gut feelings.

Example 5

Elizabeth Ramsey's UF200 - Building Community in a Post-Truth World

ANNOTATED BIBLIOGRAPHY - ASSIGNMENT OBJECTIVES:

- Create a written evaluation of presentation resources that includes rationale for use or misuse
- Examine alternate perspectives on an issue
- Consider the source of those perspectives, and their effect on our communities

INSTRUCTIONS:

Create an annotated bibliography that includes at least 3 sources used for each of your presentations (for a total of 6 sources minimum). Include a proper citation for each source..., a brief summary of the content, and an analysis of each source using the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose). If you use mis/disinformation to tell the story from an outsider's perspective be sure to indicate that the information is NOT accurate and how you know this is so. Explain why the outsider's perspective may rely on inaccurate information in relation to our discussions of human shortcomings in ethical reasoning.