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Small Actions, Grassroots Efforts, and Community Building: Inspiring Fresh Perspectives on Teaching Information Literacy in Uncertain Times

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Small Actions, Grassroots Efforts, and Community Building: Inspiring Fresh Perspectives on Teaching Information Literacy in Uncertain Times

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Slides: https://rdw.rowan.edu/lib_scholarship/35

Information Literacy Summit

April 29, 2022

Land Acknowledgment

The land upon which Rowan University is situated is part of the traditional territory of the Lenni-Lenape, called "Lenapehoking." The Lenape People lived in harmony with one another upon this territory for thousands of years. During the colonial era and early federal period, many were removed west and north, but some also remain among the continuing historical tribal communities of the region. We acknowledge the Lenni-Lenape as the original people of this land and their continuing relationship with their territory. In our acknowledgment of the continued presence of Lenape people in their homeland, we affirm the aspiration of the great Lenape Chief Tamanend, that there be harmony between the indigenous people of this land and the descendants of the immigrants to this land, "as long as the rivers and creeks flow, and the sun, moon, and stars shine."

- Adapted from the [Nanticoke Lenni-Lenape Tribal Nation](#)

Self-Introductions and Initial Reflections

Please see the shared Google Doc and add to the following sections:

- Self-Introductions

- Initial Reflection: As we near the end of today's summit, how are you thinking or feeling about teaching digital, media, and civic literacies?
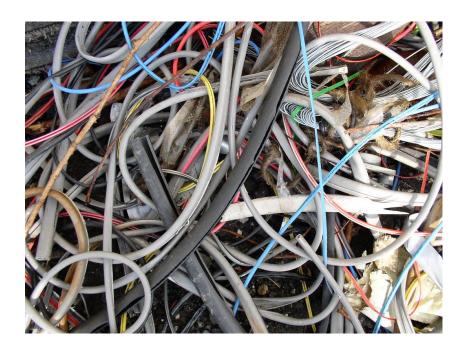
Learning Outcomes

- Recognize and normalize experiences of frustration or overwhelm in the face of challenges with teaching digital, media, and civic literacies.

- Identify a challenge or goal for your instructional practice.

- Identify stumbling blocks to approaching that challenge or goal.

- Engage in community building and reflect on ways to further build community in and/or beyond your local context.

Teaching Information Literacy Now

Challenges of Teaching IL in this Moment

- Prevalence of mis- and disinformation

- Systemic change needed

- Web structured to exacerbate the spread of misinformation (e.g., attention economy)

"Entanglement." by dogbomb - CC BY 2.0

The Emotional Challenges of Teaching IL

- Overwhelm

- Perfectionism

- Potential sense of paralysis

- Librarian burnout

Stress Reduction Kit

Bang Head Here

Directions:
1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.

Burnout and Work Context

"Burnout is a complex constellation of poor workplace practices and policies, antiquated institutional legacies, roles and personalities at higher risk, and system, societal issues that have been unchanged, plaguing us for too long."

(Moss, 2021)

Burnout: Workplace Factors

- Chronic conditions: exhaustion, cynicism, and professional inefficiency (Maslach et al., 2001; Maslach and Leiter, 2008)

- 6 job factors driving burnout (Maslach et al., 2001. p. 414)

  - Workload
  - Control
  - Reward
  - Community
  - Fairness
  - Values

Burnout: Individual Factors

- Over-worry/"neuroticism" (Maylor, 2018; Morgan & de Bruin, 2010)

- Conscientiousness and perfectionism (Morgan & de Bruin, 2010)

- Introversion (Morgan & de Bruin, 2010; Layman & Guyden, 1997)

Community and Grassroots Efforts

Reflection:
Identify a Challenge or Goal

Reflection: Identify a Challenge or Goal

Using Google doc take a few moments to think about and share the following:

- Identify a challenge or a goal for your instructional practice.

- Identify stumbling blocks to approaching that challenge or goal.

- Optional: If you already have thoughts on or responses to that challenge, feel free to share some of those now. (We'll also return to this later.)

Metaphor as a Tool for New Perspectives

"Generative metaphors" allow for "problem setting," "frame restructuring," and story (Schön, 1979)

"Metaphors can function as tools by which a teacher gains distance from their own practice and act almost as an external observer looking upon and reflecting upon their own practice." (Leavy et al. 2007, p. 1220)

Seed as Metaphor

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"Seedlings Common chickweed" by --Tico-- is marked with CC BY-NC-ND 2.0.

Lateral Reading Overview

General Background

- Lateral Reading: Moving off a web page and learning more about a source from other online information

- Using the Internet as a web in order to investigate sources and their credibility

- "How to Find Better Information Online: Click Restraint"
  https://www.youtube.com/watch?v=gbPEiCGxVVY
  (total video 2:19)

Limitations of Lateral Reading: Not a Simple Fix

- Astroturfing

- Students need practice with critical LR

- Know what to look for and questions to ask

- Consensus view isn't always correct

Acknowledging limitations can strengthen our engagement with media/digital/civic literacies, and help us approach teaching and learning as a collective, community-driven practice.

Our Projects at Rowan University Library

- Evaluating Online Sources: [A Toolkit](#)

- [Two online tutorials](#)

- Faculty Learning Community on [Digital Literacies](#)

- [LR workshops](#) offered to Rowan community

- New Jersey National History Day workshop for educators

- Other librarians adapting or reusing our content

- [SHEG pre-print](#) identifying our efforts

Cultivating Your Garden: Your Challenge or Goal

Reflection: Use the Seed Metaphor to Reflect on Your Challenge/Goal

Return to the challenge or goal that you identified. Identify a "seed" that you have planted or could plant to work toward your goal. You do not need to answer each of the questions below. They are simply intended to stimulate your thinking.

- What can you do to water or fertilize this seed?

- How might the soil for this seed be made more fertile, at the same time that you, the planter/gardener remain well rested?

- Do you need to find or add new soil?

- Where can your time be best spent to foster fertile conditions?

Final Reflections

Please think back to your Initial Reflection today.

As we near the end of today's summit, how are you thinking or feeling about teaching digital, media, and civic literacies?

Now, at the end of today's workshop, do you have new thoughts or perspectives on teaching digital, media, and civic literacies?

Burnout Resources

Layman, E. and J.A. Guyden. Reducing your risk of burnout. *Health Care Superv.* 1997 15, no. 3 (1997):57-69. PMID: 10165430.

Maslach, C., W.B. Schaufeli, and M.P. Leiter. Job Burnout. *Annual Review of Psychology* 52, no. 1 (2001): 397-422

Maslach, C. and M.P. Leiter. Early Predictors of Job Burnout and Engagement. *Applied Psychology* 93, no. 3 (2008): 498-512

Maylor, Sharon. "The Relationship Between Big Five Personality Traits and Burnout: A Study Among Correctional Personnel" (2018). Walden Dissertations and Doctoral Studies. 4935. https://scholarworks.waldenu.edu/dissertations/4935

Morgan, Brandon and Karina de Bruin. The Relationship between the Big Five Personality Traits and Burnout in South African University Students. *South African Journal of Psychology* (2010) https://doi.org/10.1177/008124631004000208

Moss, Jennifer. *The Burnout Epidemic: The Rise of Chronic Stress and How We Can Fix It* Boston, MA: Harvard Business Review Press, 2021.

Metaphor Resources

Schön, Donald A. "Generative Metaphor: A Perspective on Problem-Setting in Social Policy," in *Metaphor and Thought*, ed. Andrew Ortony (New York: Cambridge University Press, 1979): 137–63.

Leavy, Aisling M., Fiona A. McSorley, and Lisa A. Boté. "An Examination of What Metaphor Construction Reveals about the Evolution of Preservice Teachers' Beliefs about Teaching and Learning." *Teaching and Teacher Education 23*, no. 7 (2007): 1217–33.

Lateral Reading Research

Breakstone, Joel, Mark Smith, Sam Wineburg, Amie Rapaport, Jill Carle, Marshall Garland, and Anna Saavedra. "Students' Civic Online Reasoning: A National Portrait." Stanford History Education Group and Gibson Consulting, November 14, 2019. https://purl.stanford.edu/gf151tb4868

McGrew, Sarah, Joel Breakstone, Teresa Ortega, Mark Smith and Sam Wineburg. "Can Students Evaluate Online Sources?: *Learning from Assessments of Civic Online Reasoning. Theory and Research in Social Education* 46 (2018): 165–193. https://doi.org/10.1080/00933104.2017.1416320

McGrew, Sarah, Mark Smith, Joel Breakstone, Teresa Ortega, and Sam Wineburg. "Improving University Students' Web Savvy: An Intervention Study." *British Journal of Educational Psychology* 89, no. 3 (2019): 485–500

Wineburg, Sam, Joel Breakstone, Nadav Ziv, and Mark Smith. "Educating for Misunderstanding: How Approaches to Teaching Digital Literacy Make Students Susceptible to Scammers, Rogues, Bad Actors, and Hate Mongers" (Working Paper A-21322, Stanford History Education Group, Stanford University, Stanford, CA, 2020). https://purl.stanford.edu/mf412bt5333

Lateral Reading Teaching Resources

Baer, Andrea and Daniel Kipnis. "Evaluating Online Sources: A Tool Kit." 2019. https://libguides.rowan.edu/EvaluatingOnlineSources

Baer, Andrea and Daniel Kipnis. "Tutorial: Evaluating Online Sources through Lateral Reading." 2019. https://go.rowan.edu/evaluating

Fister, Barbara, Rachel Flynn and students in IDS 101, "Clickbait, Bias, and Propaganda in Information Networks. Pressbooks, 2019. https://mlpp.pressbooks.pub/informationnetworks/

Civic Online Reasoning (Stanford History Education Group) https://cor.stanford.edu/

More Teaching Resources (Mike Caulfield)

Caulfield, Michael "SIFT (The Four Moves)"
https://hapgood.us/2019/06/19/sift-the-four-moves/ 2019

Caulfield, Michael Arthur. *Web Literacy for Student Fact-Checkers*. Pressbooks, 2017.
https://webliteracy.pressbooks.com/

Mike Caulfield: Online Verification Skills Videos (produced by CIVIX Canada)

- Video 1: Introductory Video: https://www.youtube.com/watch?v=yBU2sDlUbp8
- Video 2: Investigate the Source: https://www.youtube.com/watch?v=hB6qjIxKltA
- Video 3: Find the Original Source: https://www.youtube.com/watch?v=tRZ-N3OvvUs
- Video 4: Look for Trusted Work: https://www.youtube.com/watch?v=wJG7kFmS0FE

Michael Caulfield's Check, Please Starter Course:
https://www.notion.so/Check-Please-Starter-Course-ae34d043575e42828dc2964437ea4eed

Thank You

Questions?

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