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Information Has Value: A View from Three Institutions

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Information Has Value: A View from Three Institutions



[Hey You Got Peanut Butter in My Chocolate High Quality VHS rip 1981](#)

CC-BY 4.0 Dani Brecher Cook, Jessica Davila Greene, & Allegra Swift

@danibcook @jdavgree @allegraswift #CCLI2017

Information Literacy in the Framework

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

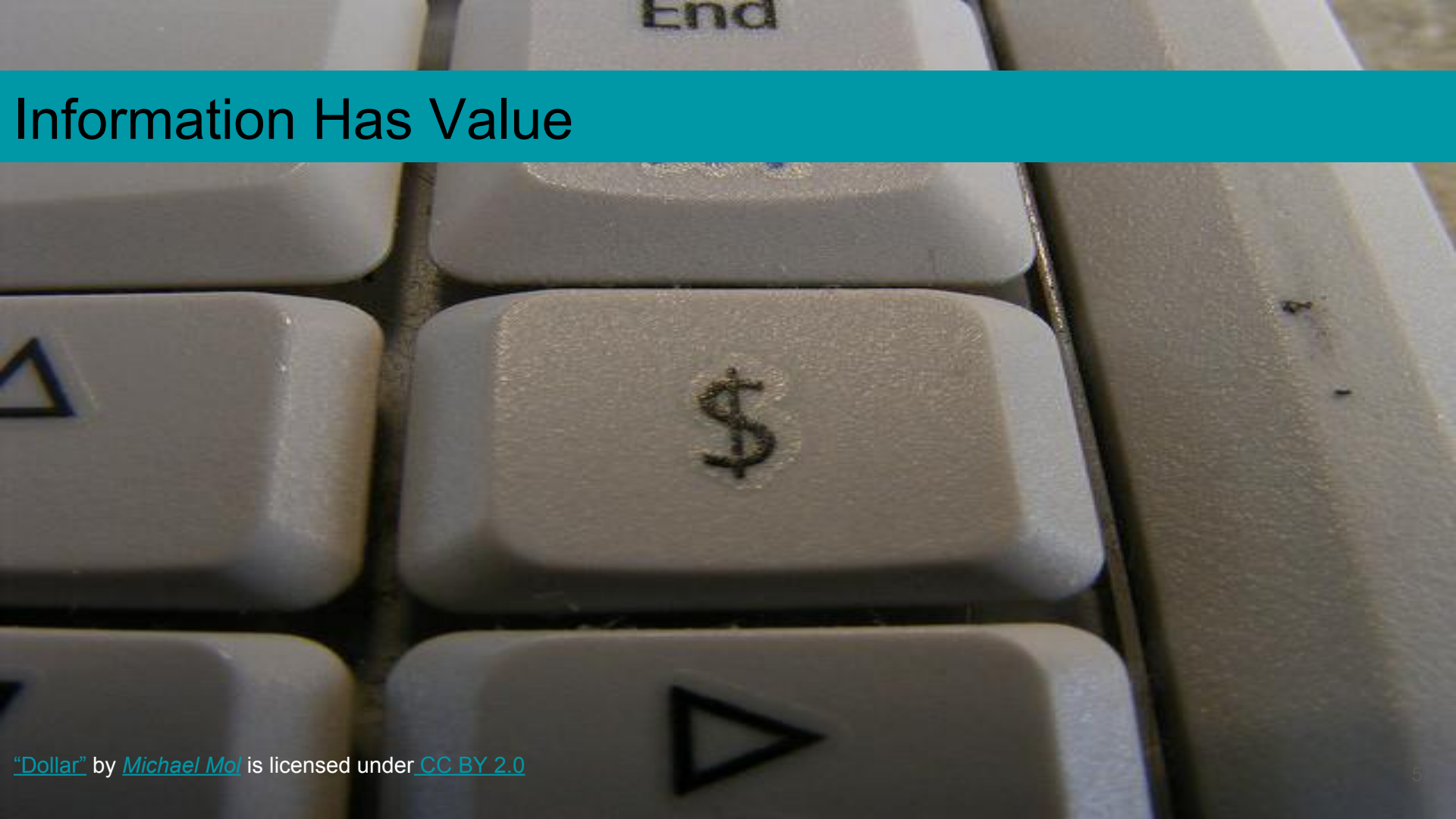
Does the ACRL Framework Change Anything?

```
387  
388  
389 } return 0;  
390 #ifdef VERBOSE_RBT_VERIFY  
391     if (left)  
392         printf("|%ld%c%c|-%s|%ld%c%c|", c, ((long)left << 1),  
393             if (right)  
394                 printf("|%ld%c%c|-%s|%ld%c%c|", c, ((long)left << 1),  
395 #endif  
396  
397     height_l = rbt_verify_n(left, compare);  
398     height_r = rbt_verify_n(right, compare);  
399  
400 // Verify BST property.  
401 if (((left != NULL) && (compare(left, right) < 0)) ||  
402     ((right != NULL) && (compare(right, left) < 0)))  
403 {  
404 #ifdef VERBOSE_RBT_VERIFY  
405     printf("BST property violated: %s < %s\n", left, right);  
406     return -1;  
407 #endif  
408 }  
409  
410 return 0;  
411 #endif  
412 }
```

Does the ACRL Framework Change **Anything**?

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Information Has Value



Information Has Value

“Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.”

Information Has Value: Knowledge Practices

- give credit to the original ideas of others through proper attribution and citation;
- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;
- understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;
- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

A Tri-Institutional Tiered Approach

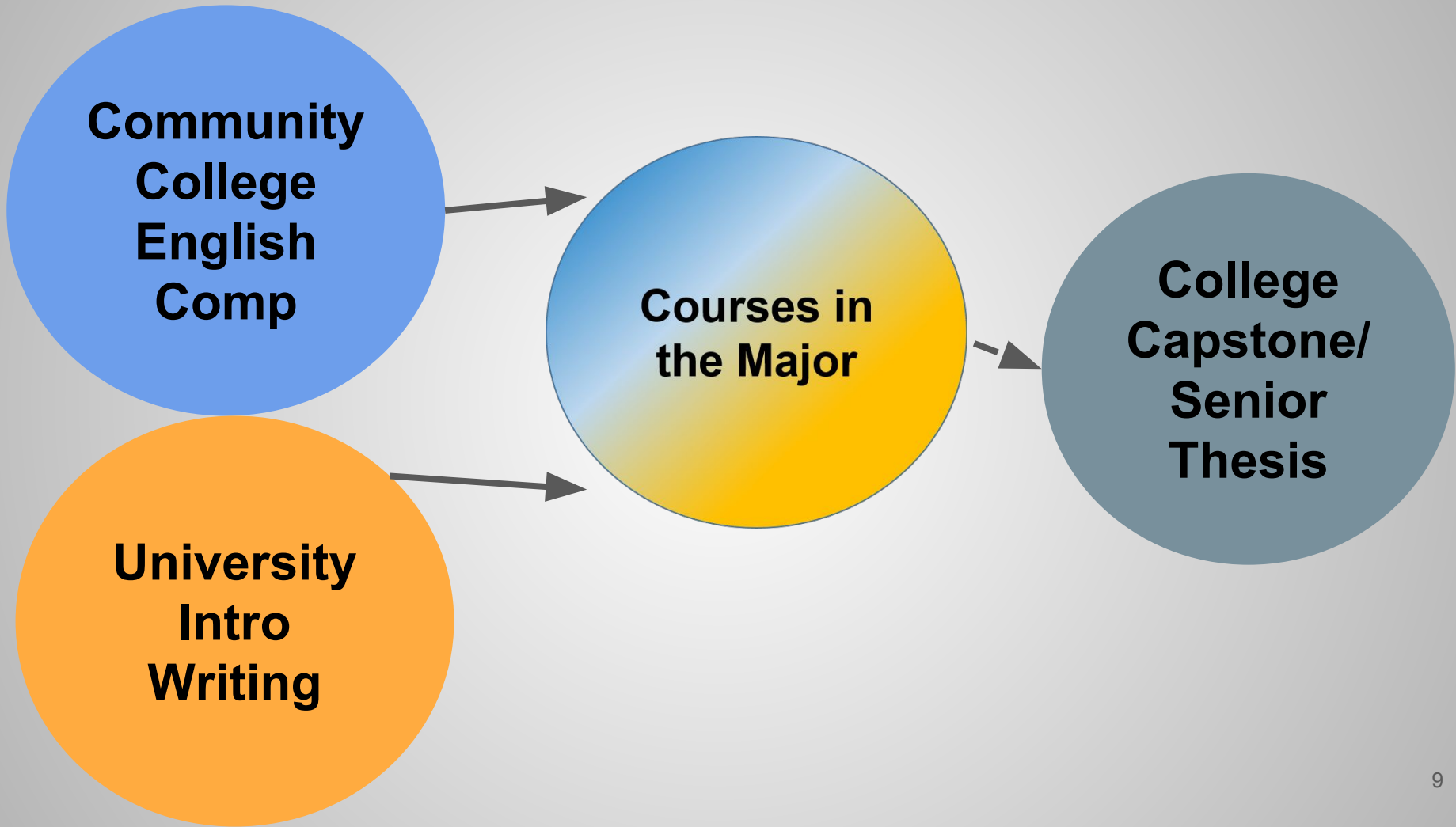


Chaffey
College

The
Claremont
Colleges

University
of Calif. at
Riverside

["Three women standing on shrouds on board a ship, 1920-1939"](#) Australian National Maritime Museum on The Commons



Chaffey College Library



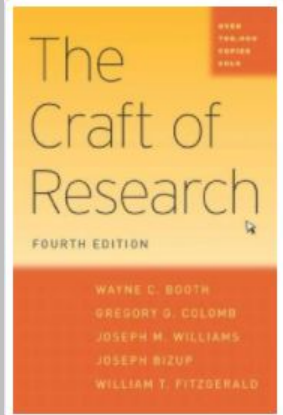
“Chaffey Library” from [The Living New Deal](#)

Chaffey College Library

Library's Student Learning Outcomes (SLO)

- Student develops research strategies and skills to fulfill information needs.
- Student demonstrates ability to access information resources, library technology services, and facilities to conduct research.
- Student demonstrates ability to critically evaluate information and its sources.
- Student applies and demonstrates ethical and responsible use of information and library resources.

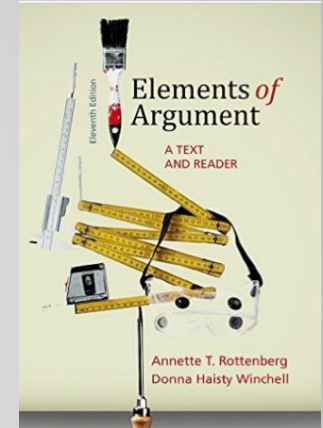
English Composition SLO



Demonstrate proficiency in evaluating, integrating, and documenting sources.

| Eng 1A | Eng 1B |
|---|---|
| Write essays that deliberately connect audience and purpose in a variety of genres. | Write essays that synthesize information to support analysis or argument. |
| Support a complex thesis statement with sophisticated evidence. | Support an argumentative thesis with persuasive evidence and reasoning. |
| Demonstrate proficiency in evaluating, integrating, and documenting sources. | Demonstrate mastery in evaluating, integrating, and documenting sources. |

Demonstrate mastery in evaluating, integrating, and documenting sources.



English Comp. SLO

Eng. 1A
Demonstrate proficiency in evaluating, integrating, and documenting sources.

Eng. 1B
Demonstrate mastery in evaluating, integrating, and documenting sources.

Library SLO

Student develops research strategies and skills to fulfill information needs.

Student applies and demonstrates ethical and responsible use of information and library resources.

Information Has Value

Recognize issues of access or lack of access to information sources.

Give credit to the original ideas of others through proper attribution and citation.

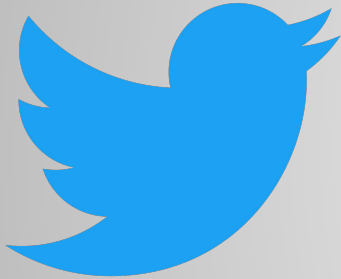
Understanding the assignment

Research and Argumentative Essay (Essay 3)

For this assignment, you will write a 6-8 page (about 1,500-3,000 words; 8+ paragraphs), thesis-driven essay on the research topic and question you proposed. Your task is to **research** and **establish a sound argument** regarding the topic you have selected.

Then, conduct **scholarly research** through the online Chaffey library databases and the physical library. You are required to provide *at least 5* scholarly sources (meaning academic sources—not just websites found through a simple Google or Bing search) to support your points, to use as evidence, or to emphasize counterarguments.

All information is not created equal



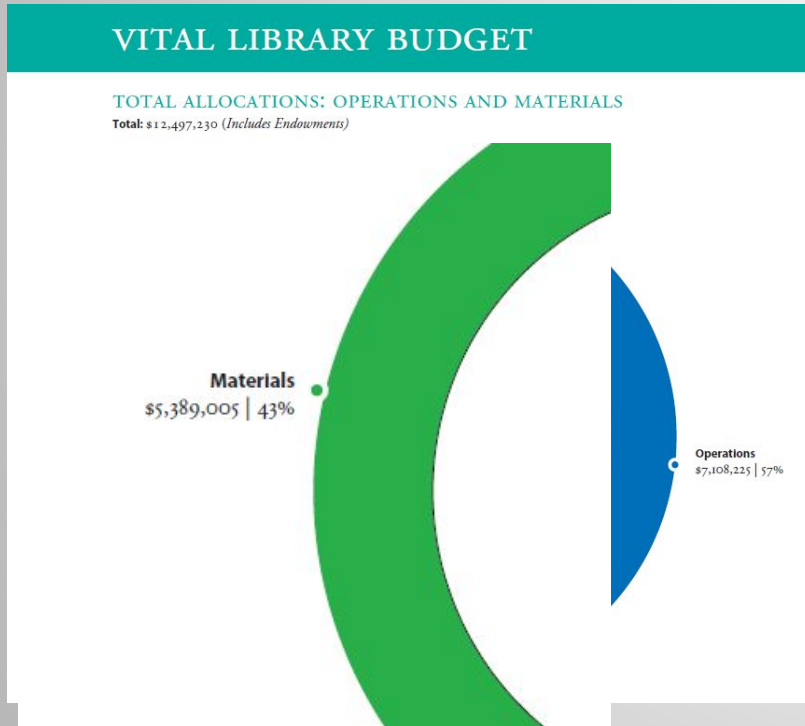
The New York Times



The screenshot shows the Wikipedia article for "Recidivism". The page includes a navigation bar with "Article" and "Talk" tabs, a search bar, and a user status indicator. The main content area features the title "Recidivism" and a summary paragraph: "This article is about recidivism in criminology and penology. For recidivism in medicine, see Recidivism (medicine). 'Repeat offender' redirects here. For other uses, see Repeat Offender." Below this is a call to action box: "The examples and perspective in this article may not represent a worldwide view of the subject. You may improve this article, discuss the issue on the talk page, or create a new article, as appropriate." The article text begins with a definition: "Recidivism (*riˈsɪdʒɪzəm*); from recide and iam, from Latin recidivus 'recurring', from re- 'back' and cado 'I fall') is the act of a person repeating an undesirable behavior after they had either experienced negative consequences of that behavior, or had been trained to extinguish that behavior. It is also used to refer to the percentage of former prisoners who are rearrested for a similar offense." A sidebar on the left lists various Wikipedia navigation options, and a sidebar on the right titled "Criminology and penology" contains a diagram of a prison and a list of related topics: Theory, Types of crime, and Penology.

Some libraries pay millions for information

Private Liberal Arts Colleges' Library



Discussion points:

- Why does information have monetary value?
- What value does information possess other than monetary?
- Let's put into perspective, how much do you spend on textbooks each semester?

Activity: Evaluating Wikipedia sources

References [\[edit\]](#)

- ¹ [^] "Community Policing" [🔗](#). *Bureau of Justice Statistics*. Retrieved 6 Mar 2015.
- ² [^] Ahlin, Eileen; Gibbs, Jennifer (2012). "The Chicken or the Egg" [🔗](#). *Police Practice and Research*. **13.6**: 513–524. Retrieved 5 Mar 2015.
- ³ [^] ^a ^b Bertus, Ferreira. The Use and Effectiveness of Community Policing in a Democracy . Prod. National Institute of Justice. Washington, D.C., 1996.
- ⁴ [^] Brown, L. and Wycoff, M.D., "Policing Houston: reducing fear and improving services," *Crime and Delinquency*, (Jun. 1987): 71-89
- ⁵ [^] Goldstein, H., *Problem Oriented Policing*, McGraw-Hill Publishing, New York, NY, 1990
- ⁶ [^] ^a ^b ^c Ankony, Robert C., "The Impact of Perceived Alienation on Police Officers' Sense of Mastery and Subsequent Motivation for Proactive Enforcement." *Policing: An International Journal of Police Strategies and Management*, vol. 22. no. 2 (1999): 120-32. [\[1\]](#)[🔗](#)
- ⁷ [^] ^a ^b Bobinsky, Robert, "Reflections on community-oriented policing," *FBI Law Enforcement Bulletin*, (Mar. 1994): 15-19
- ⁸ [^] Burden, O., "Community policing," *National Fraternal Order of Police Journal*, Fall/Winter (1992): 31-35
- ⁹ [^] Mastrofski, Stephen. and Robert Warden, "Law Enforcement in a time of community policing," *Criminology*, (Nov. 1995): 539-63
- ¹⁵ [^] Trajanowicz, Robert C; Bucqueroux, Bonnie (1999). *Community Policing: How to Get Started*[🔗](#). Amazon.com Anderson Publishing. Retrieved 15 Nov 2015.
- ¹⁶ [^] ^a ^b Cordner, G. W. (2010). Community Policing Elements and Effects. In R. G. Dunham, & G. P. Alpert, *Critical Issues in Policing* (pp. 432-449). Long Grove, IL: Waveland Pre: Inc.
- ¹⁷ [^] More, Harry W. *Special Topics in Policing*. Cincinnati, C Anderson Pub., 1992. Print.
- ¹⁸ [^] Wilson, Leon, "Family structure and dynamics in the Caribbean," Doctoral Dissertation, University of Michigan Ann Arbor(1989): 1-187.
- ¹⁹ [^] Taylor, R. and E. Fritsch, "Core challenges facing community policing: the emperor has no clothes," *Academy of Criminal Justice Sciences Today*, May/June (1998): 1-5.
- ²⁰ [^] Berg, Bruce, Marc Gertz, and Edmond True, "Police-community relations and alienation," *Police Chief*, (Nov. 1984): 20-23
- ²¹ [^] King, Barbara, "Cops and compliance-gaining: A study the organizational realities of two cities," Doctoral Dissertation, Wayne State University, Detroit, Michigan, (1995): 1-294
- ²² [^] Mottaz, Clifford, "Alienation among police officers," *Journal of Police Science and Administration*, (Mar. 1983):23-30

Discussion points:

- What is Wikipedia?
- Does the information found on this page meet my research need? Why or why not?
- Which sources in the list qualify as scholarly sources?

Google searches for “files” or information



Discussion points:

- What comes to mind when I use the word database?
- Is Google a database?
- Is Wikipedia a database?
- What does Google provide access to?
- What does Wikipedia provide access to?

Some “files” are locked up!

Chaffey College Library

My.Chaffey ID (example:
xy0123456):

My.Chaffey Password ([What's
this?](#)):

Login

Your ID is your first name initial and last name initial in lowercase plus your 7-digit Chaffey College ID number (e.g., Charlie Chaffey's ID would be cc0323232).

- Your initial password is your 6-digit birth date in the MMDDYY format (no spaces – 081459).
- You will be required to change your password and set up your security/password reset questions the FIRST time you log into the Portal.

Discussion points:

- What is information privilege?
- Do you have information privilege?
- Who has access to the information behind this login?

University of California, Riverside



UCR Mission Statement

The University of California, Riverside will transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge – thereby enriching the state's economic, social, cultural, and environmental future.

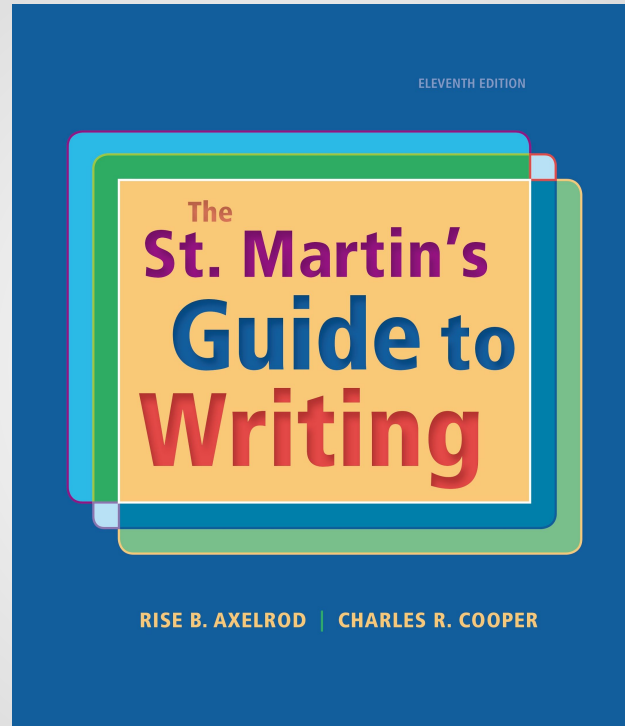
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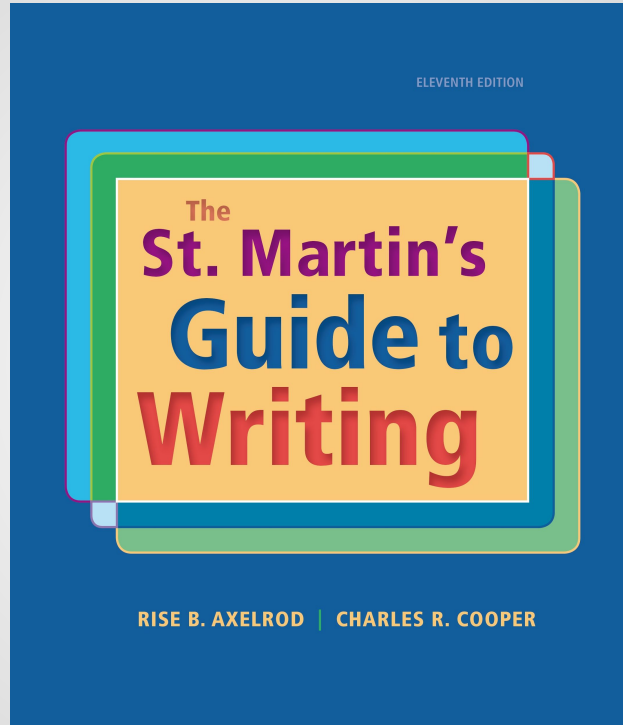
A large, solid orange circle is positioned on the left side of the slide. Inside the circle, the text "University Intro Writing" is centered and written in a bold, black, sans-serif font.

**University
Intro
Writing**

**University
Intro
Writing**



University Intro Writing



- Arguing a position
- Proposing a solution
- Justifying an evaluation
- Arguing for causes or effects

“Information Has Value”

A large orange circle is positioned on the left side of the slide. Inside the circle, the text "University Intro Writing" is written in a bold, black, sans-serif font, centered vertically and horizontally.

**University
Intro
Writing**

**University
Intro
Writing**

“Information Has Value”



Recognize issues of
access or lack of
access to information
sources

**University
Intro
Writing**

“Information Has Value”



What kind of
information do you find
in a Google search?
(What don't you find?)



Ethics and the Environment > Vol. 16, No. 2, Fall 2011 > Standing in Livestoc...



JOURNAL ARTICLE

Standing in Livestock's "Long Shadow": The Ethics of Eating Meat on a Small Planet

Brian Henning
Ethics and the Environment
Vol. 16, No. 2 (Fall 2011), pp. 63-93

Published by: [Indiana University Press](#)
DOI: 10.2979/ethicsenviro.16.2.63
Stable URL:
<http://www.jstor.org/stable/10.2979/ethicsenviro.16.2.63>
Page Count: 32

Topics: [Sustainable agriculture](#), [Livestock](#), [Ecological sustainability](#), [Livestock production](#), [Meats](#), [Environmental ethics](#), [Animals](#), [Humans](#), [Fresh water](#), [Livestock farms](#)

Were these topics helpful? | [See something inaccurate? Let us know!](#)



Health

- Down
- Add
- Cite
- Journal

[Home](#) » [Go vegan](#) » Health

There are many great and unexpected advantages to a vegan diet, with the chance of increased health being one of them.

Go vegan

[Take the Vegan Pledge](#)

[Definition of veganism](#)

[Why go vegan?](#)

[How to go vegan](#)

[Why is honey not vegan?](#)

[The dairy industry](#)

[The egg industry](#)

[Health](#)

SiOWfa15: Science in Our World: Certainty and Controversy

The course website and blog for the Fall 2015 instance of Penn State's SC200 course



benefits, which include a reduced risk of cancer, type 2 diabetes and heart disease. However, it's important to note that not all vegan diets aren't all the same: thanks to the prevalence of processed snacks and sweet treats!

Other in
Vegans
vegetables



Different Sources / Different Uses

1. What is this source?
2. Can you tell who wrote this source? If so, who is it?
3. Is this a type of source that you would use in a paper for your ENGL 001B class? Why or why not?
4. Can you imagine any scenarios where this source would be appropriate for your information need?

Different Sources / Different Uses

1. What is this source?

Why *are* you in the Library?

4. Can you imagine any scenarios where this source would be appropriate for your information need?

Connect from Off-Campus

Remote access to licensed materials is available to current UCR faculty, students, and staff.

Many resources provided online by the library are only available if you are connected to a campus network. Follow these directions to gain access.

Desktops and Laptops

There are three ways to access library resources from off-campus, all hosted by campus Computing & Communications. Follow directions at [VPN Access](#) to connect to AnyConnect VPN Client Software (recommended), Smart Tunnel, or WebVPN.

Mobile Devices

To access materials through your mobile device, download the Cisco AnyConnect mobile application, available through app stores for Apple, Android, and Kindle devices.

1. Open the app and "add VPN Connection..."
2. Enter server: vpn.ucr.edu
3. Turn ON to enter your UCRNetID and password
4. Open your browser to search library resources

For further help, check out our [trouble shooting guide](#).



**Courses in
the Major**

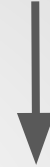
“Information Has Value”



**Courses in
the Major**



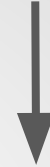
“Information Has Value”



Understand how and why
some individuals or groups of
individuals may be
undereperesented...within
systems that produce and
disseminate information




“Information Has Value”



Who is represented in
the academic
discourse? Who is not?

Imagine the
perfect primary
source for your
topic. What would
it be?

 **USERS MUST LOG IN**

 **FREE TO ACCESS**

 **TRIAL DATABASE**

CLEAR FILTER(S)

SUBJECT

- Any - ▾


ATTRIBUTES

- Full Text
- Selected Full Text
- Abstract Only
- Primary Source

FORMAT

- Audio
- Datasets
- Ebooks
- Images
- Journal Articles

Databases

Search for a Database 

A-Z MOST POPULAR



19th Century British Newspapers

Digitized newspapers from the British Library



African American Historical Serials Collection

African American periodicals published by religious organizations



African American Newspapers

Historical African-American newspaper archive



Allied Propaganda In World War II

Complete files of the British Political Warfare Executive, 1941-1946



Amateur Newspapers From The American Antiquarian Society

Amateur newspapers published 1826-1900



America's Historical Newspapers

Early American Newspapers, 1690-1900



American Antiquarian Society Historical Periodicals Collection

Collection of American periodicals published 1684-1912



American Art-Union, 1839-1851

Documents and courses on the rise of art libraries

HIST 197: African-American History (McPherson): Primary Sources

Overview

Primary Sources

Secondary Sources

Introduction to Zotero

Primary Sources in UCR Special Collections & University Archives

Using [Scotty](#), you can browse for items in Special Collections that have been classified as relating to African Americans. [Browse the list of subject headings here](#). It's important to keep in mind, though, that not all black history and primary sources are clearly identified in this way, so you may need to employ a variety of creative search strategies to find primary sources relevant to your topic.

You can also use the [Online Archive of California](#) to discover UCR collections through finding aids. Try terms like [black](#) and [African](#) (But watch out for collections on Africa. We don't necessarily want to search "African American" because of, for example, "African Student Programs," a club/service for African American students here at UCR, which doesn't show up with "African American" as a search term.)

Digital Primary Sources through UCR Library

- [African American Historical Serials Collection](#)

African-American periodicals published by religious organizations from the 1820s to 1920s. Some include images, and it's possible to browse by publication, so could look by religious denomination, geography, etc.

- [African American newspapers](#)

The Christian Recorder (1861–1902), The Colored American (1837–1841), Frederick Douglass' Paper (1851–1855; 1859–1863), Freedom's Journal (1827–1829), The National Era (1847–1860), The North Star (1847–1851), Provincial Freeman (1854–1857), Weekly Advocate (1837–1837), The Freedmen's Record, The Negro Business League Herald. Also includes digitized access to Twelve Years a Slave and some early South Carolina newspapers (prior to 1780).

- [Oxford African American Studies Center via Oxford University Press](#)

Really good for secondary sources and reference works, but also includes 700+ primary sources, primarily speeches, letters, and court cases.

[African American Poetry, 1750-1900 via Chadwyck Healey](#)

Primary Sources Beyond the UCR Library

Twitter is a primary source. So-called "Black Twitter" is a significant site of exchange. Searching hashtags and tweets, or looking to prominent figures could be very fruitful for contemporary topics. See: This [recent Atlantic article](#) or the work of Meredith Clark, Kimberly Ellis, Mark Anthony Neal, Deen Freelon, or Andre Brock.

- [The African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History & Culture](#)
- [The African American Odyssey: A Quest for Full Citizenship \(Library of Congress\)](#)
- [Black History in Harper's Weekly \(1857-1874\)](#)
- [Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938 \(Library of Congress\)](#)
- [Daniel A. P. Murray Pamphlet Collection \(Library of Congress\)](#)

"...a panoramic and eclectic review of African-American history and culture, spanning almost one hundred years from the early nineteenth through the early twentieth centuries, with the bulk of the material published between 1875 and 1900. Among the authors represented are Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, Benjamin W. Arnett, Alexander Crummel, and Emanuel Love."
- [The Freedman's Bureau Online](#)
- [HBCU Library Alliance Digital Collection](#)
- [National Archives Black History Collections](#)
- [National Museum of African American History & Culture](#)
- [Schomburg Center for Research in Black Culture, Art, and Artifacts](#)
- [The Trans-Atlantic Slave Trade Database](#)
- [Voices of Civil Rights \(Library of Congress\)](#)

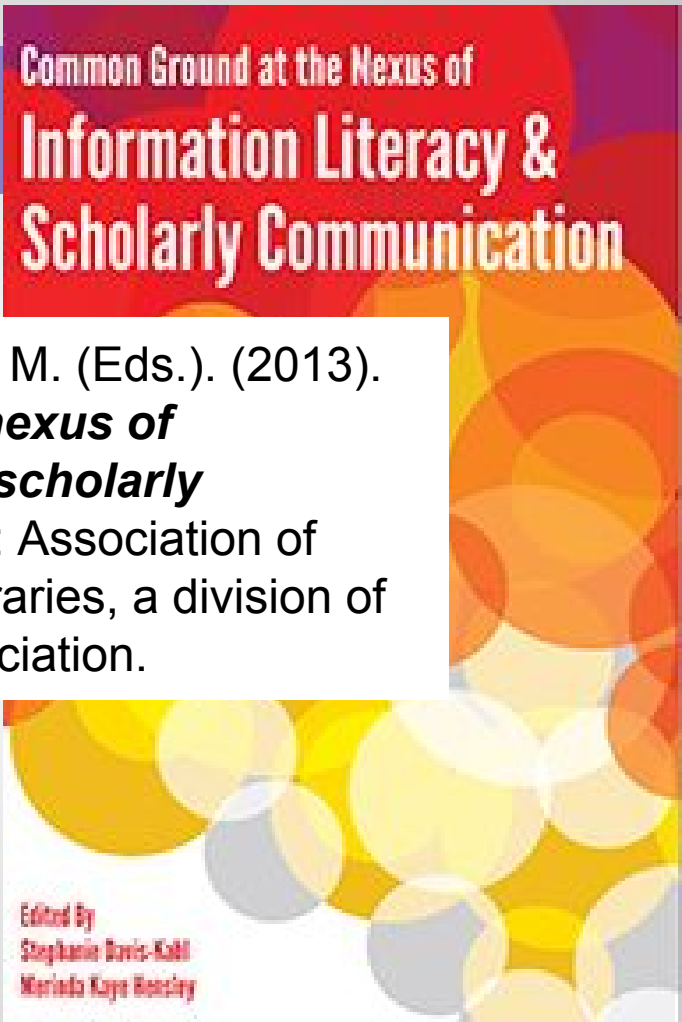
California-based collections:

Why did some of
you find something
close to your
dream source, and
others didn't?

The Claremont Colleges



Common Ground



Common Ground at the Nexus of Information Literacy & Scholarly Communication

Davis-Kahl, S., & Hensley, M. (Eds.). (2013). ***Common ground at the nexus of information literacy and scholarly communication***. Chicago: Association of College and Research Libraries, a division of the American Library Association.

Edited By
Stephanie Davis-Kahl
Merinda Kaye Hensley

Information Has Value

Knowledge Practices

Learners who are developing their information literate abilities:

- give credit to the original ideas of others through proper attribution and citation;
- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;
- understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;
- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

Senior Theses & Capstones

Knowledge Practices

Learners who are developing their information literate abilities:

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- articulate the purpose and distinguishing characteristics of **copyright, fair use, open access, and the public domain;**
- **make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.**

commodification of personal information.

Expectations for Graduating Seniors



Most Popular Papers*

- [PDF](#) How Men And Women Differ: Gender Differences in Communication Styles and Leadership Styles
Karima Merchant
- [PDF](#) Why Don't I Look Like Her? The Impact of Social Media on Female Body Image
Kendyl M. Klein
- [PDF](#) The Evolution of the Music Industry in the Post-Internet Era
Ashraf El Gamal
- [PDF](#) Damsels and Heroines: The Conundrum of the Post-Feminist Disney Princess
Cassandra Stover
- [PDF](#) Ethics and Leadership: How Personal Ethics Produce Effective Leaders
Jessica Waggoner
- [PDF](#) The Role of Islamic Banking in Economic Growth
Katherine Johnson
- [PDF](#) Corporate Social Responsibility and Financial Performance: Does it Pay to Invest?
Harmony J. Palmer

The Role of Islamic Banking in Economic Growth

Katherine Johnson, *Claremont McKenna College*

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Access

Q: Briefly describe your thesis topic to your partner

Q: Who would benefit from reading this thesis?

Q: If this thesis was restricted or behind a paywall, who wouldn't have access? Who would lose out?

Q: Should this thesis be restricted for any reason?

Privacy & Copyright

“...the mutually supportive framework of The Claremont Colleges, is to educate its students for thoughtful and productive lives and responsible leadership...”

<https://www.cmc.edu/about/mi-ssion-and-motto>

Consider!

Copyright:

Do you hold the copyrights to all the content in your work?

Faculty research:

Is your work the result of faculty ongoing research?

Privacy:

Should anything in your work be private?

CLAREMONT COLLEGES
LIBRARY • **VITAL**

Questions?

Copyright, fair use, & permissions

libguides.libraries.claremont.edu/copyright-resources/

Online identity, reputation, & Digital Citizenship

libguides.libraries.claremont.edu/OnlineIdentity/

Theses, dissertations, & student works

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FMI: Allegra Swift

Scholarly Communication & Publishing
allegra_swift@cuc.claremont.edu

Research guides

libguides.libraries.claremont.edu/

Questions?



Practice!

- Think about your user population.
- What is important to them in *that moment* in their academic career?
- How do we teach that?

1. Reflect on your current role in your institution. Do you primarily work with community college students, lower-level undergraduates, seniors, some other group?

2. Of the knowledge practices on the previous page, which seems the MOST relevant to students in your population of interest, given the course?

3. How will you know if students have gained understanding of this knowledge practice? (i.e., let's write a learning outcome!)

Students will be able to...

Now, we'll work backward to design a quick activity for students to "practice" this outcome.

How can students demonstrate to you that they've achieved this learning outcome?

Can you imagine an activity that will lead to this desired demonstration, where students actively engage with the question at hand?

What do you need to do up front to prepare for this activity?