Creating community through information literacy instruction

What research on misinformation techniques can teach us about student learning experiences
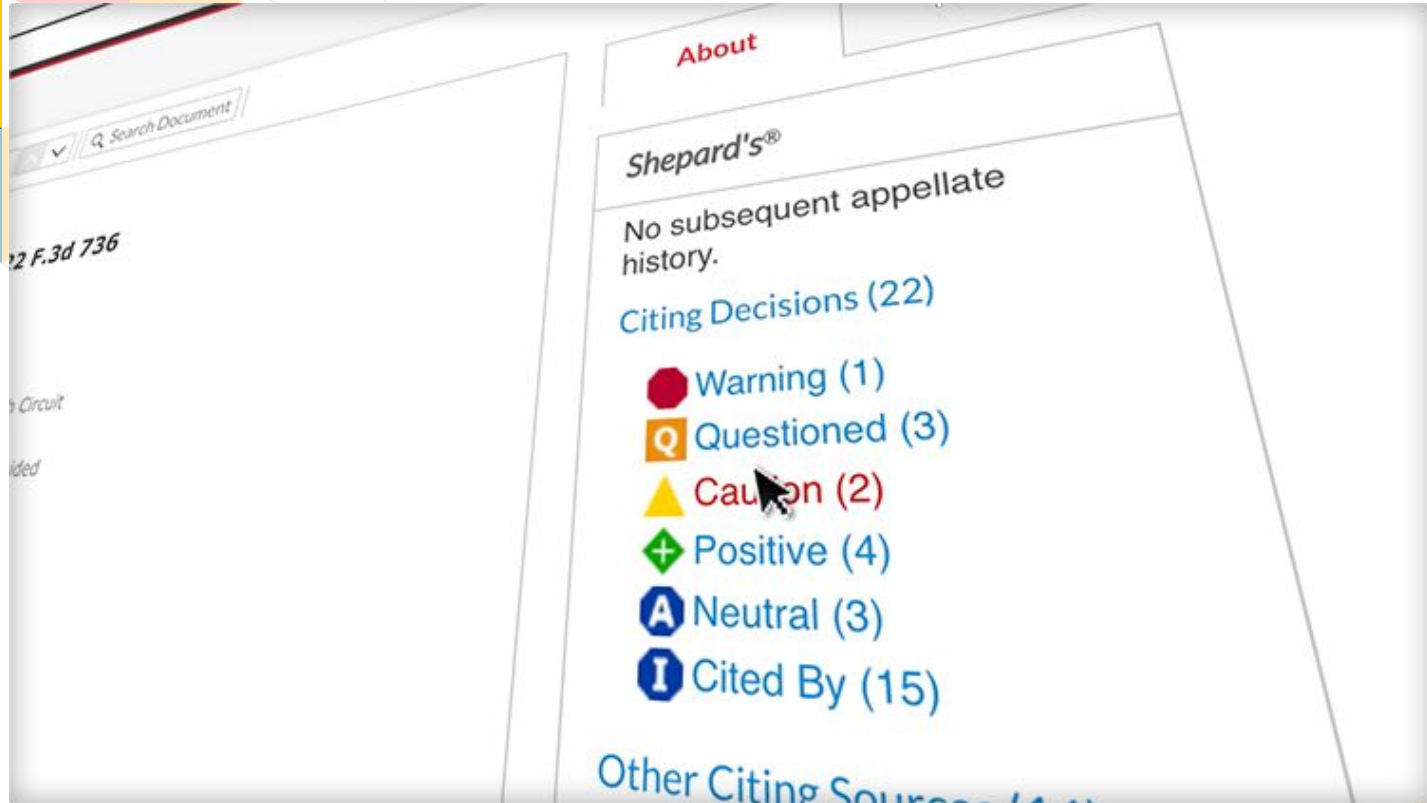
Hello!

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About

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Citing Decisions (22)

⬢ Warning (1)

Q Questioned (3)

▲ Caution (2)

✚ Positive (4)

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Other Citing Sources (1,)

University of Minnesota

R1 Research University is ranked 20th in research activity,

$1.04 billion in research and development expenditures in the fiscal year 2020

52,000 students

19 colleges, schools and academic units

Researching & Writing on Musical Topics

A Step-by-Step Approach plus 12 Research Tips

text- only version

Before You Start

Project Timelines

Break up research & writing projects such as term papers, class presentations, and graduate dissertations into manageable chunks. Establish interim timelines for each step by using one of the following online tools.

Assignment Calculator

Research Project Calculator

Dissertation Calculator

Continue with Steps 1-10...

Step 1
Background or contextual information on a proposed research topic in music

Step 2
Online Reference Tools

Step 3
Specific Reference Sources

Step 4
Articles in Scholarly Journals

Step 5
Specialized Online Resources

Step 6
Check Theses on Topics Related to Yours

Step 7
Sources for Digital Scores & Performing Parts

Step 8
Internet Audio-streaming Services

Step 9
Internet Music Video-streaming Services

Step 10
Style & Writing Guides

?

Access to digital resources restricted to University of Minnesota students, faculty, and staff.

LIBRARIES
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" The classroom activities and performances mimicked familiar school-based experiences and were compliant with information literacy standards, but **I left the classroom deflated.** While the activities may have supported professional ideologies, **they did not support learners' connections with the complexities of knowledge creation**, nor did they foster learner and teacher collaboration."

Sinkinson, C. (2020). Teacher as Stranger: Unfinished Pathways with Critical Pedagogy. Communications in Information Literacy, 14 (1), 97-117. Retrieved from https://pdxscholar.library.pdx.edu/comminfolit/vol14/iss1/8

Say NO to clickbait.

Check for Bias

WIKIPEDIA
The Free Encyclopedia

Snopes.com
Rumor Has It

FACTCHECK.ORG

POLITIFACT
WINNER OF THE PULITZER PRIZE

Methods for evaluating information

CRAAP

Currency

Relevance

Authority

Accuracy

Purpose.

5Ws

Ask the 5W questions

Who, What, When, Where, Why) to help determine if a source is reliable, credible, and appropriate for your assignment.

Creating connections

Research on Misinformation
Information Literacy
Building community

1.
How misinformation spreads

"The **mere ability to broadcast information is not sufficient to create influence**. You also **need those to whom you are broadcasting to listen**. And here we see the value of creating and distributing content through groups defined by a subject of shared interest or agreement—be it the right to bear arms or the right to love kittens."

O'Connor, C., & Weatherall, J. O. (2019). What Is Truth? In *The Misinformation Age: How False Beliefs Spread* (pp. 19–45). Yale University Press. https://doi.org/10.2307/j.ctv8jp0hk.5

Research on misinformation suggests

- The spread/belief of misinformation may have more to do with group identity than individual rationality.

- We don't like to stick out in a group.

- Misinformation as a form of social bonding

O'Connor, C., & Weatherall, J. O. (2019). What Is Truth? In *The Misinformation Age: How False Beliefs Spread* (pp. 19–45). Yale University Press. https://doi.org/10.2307/j.ctv8jp0hk.5

Research on misinformation suggests

Factual information, but *also the various types of wrong information* (inaccurate and purposefully false information), *when accepted as valid*, **shape the way people understand and respond** to this public health crisis, as well as their assessment on how institutions are handling it.

Ferreira, G. (2021). Conspiracy Theories in Times of the Covid-19 Pandemic: Populism, Social Media and Misinformation. Comunicação E Sociedade (Braga.), 40, 129-148.

Research on misinformation suggests

Knowing that conspiratorial beliefs can be easily spread through social media, working on groups that are more likely to obtain information on social media is necessary for breaking this vicious circle of misinformation.

Ferreira, G. (2021). Conspiracy Theories in Times of the Covid-19 Pandemic: Populism, Social Media and Misinformation. Comunicação E Sociedade (Braga.), 40, 129-148.

Schwarz's five criteria that people use to decide whether information is true:

1. compatibility with other known information,

2. credibility of the source,

3. whether others believe it,

4. whether the information is internally consistent,

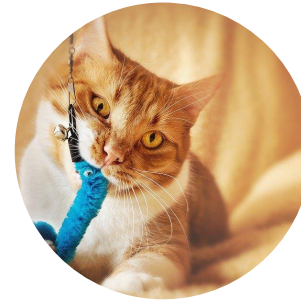5. whether there is supporting evidence

When students evaluate information, they

Judge the content by its appearance

Look for signs of authority on the page itself

Over-rely on instincts/experience

Pavlounis, D., Johnston, J., Brodsky, J., & Brooks, P. The Digital Media Literacy Gap: How to build widespread resilience to false and misleading information using evidence-based classroom tools. CIVIX Canada, November 2021

" *Before it can influence policy, **hard-won knowledge is filtered through a population that cannot evaluate it—and which is easily manipulated**.*

There is no sense in which the people's preferences and values are well-represented by this system, and no sense in which it is responsive to facts.

O'Connor, C., & Weatherall, J. O. (2019). What Is Truth? In *The Misinformation Age: How False Beliefs Spread* (pp. 19–45). Yale University Press. https://doi.org/10.2307/j.ctv8jp0hk.5

Misinformation Summary

Value in spreading information in groups and communities

Evidence matters less in groups that feeling of belonging

We over-rely on instincts and past experience.

2.

Connections to Information Literacy

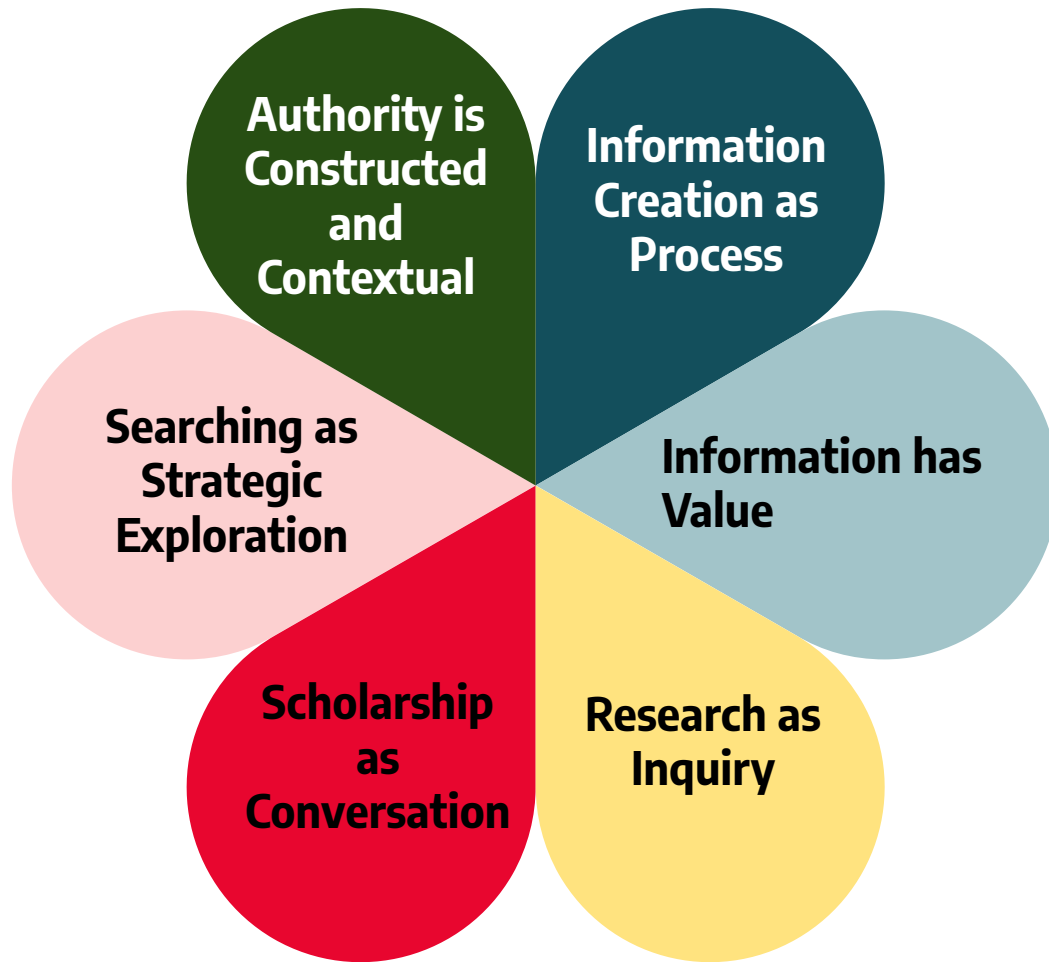*Information literacy is the **set of integrated abilities** encompassing*

- ◄ *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.*

-The Framework for Information Literacy in Higher Education

Framework for Information Literacy

◄ Based on a cluster of interconnected core concepts

◄ Emphasizes dynamism, flexibility, individual growth and **community learning**

◄ Draws on metaliteracy which demands engagement with behavioral, affective, cognitive, and metacognitive aspects of the information ecosystem

Authority is Constructed and Contextual

Information Creation as Process

Searching as Strategic Exploration

Information has Value

Scholarship as Conversation

Research as Inquiry

Credibility of the source

Authority is Constructed and Contextual

Information Creation as Process

Whether there is supporting evidence

Whether there is supporting evidence

Searching as Strategic Exploration

Information has Value

Compatibility with other known information

Scholarship as Conversation

Research as Inquiry

Whether others believe it

Whether the information internally consistent

3.

Creating Community

"As a classroom community, **our capacity to generate excitement is deeply affected by our interest in one another**, in hearing one another's voices, in recognizing one another's presence."
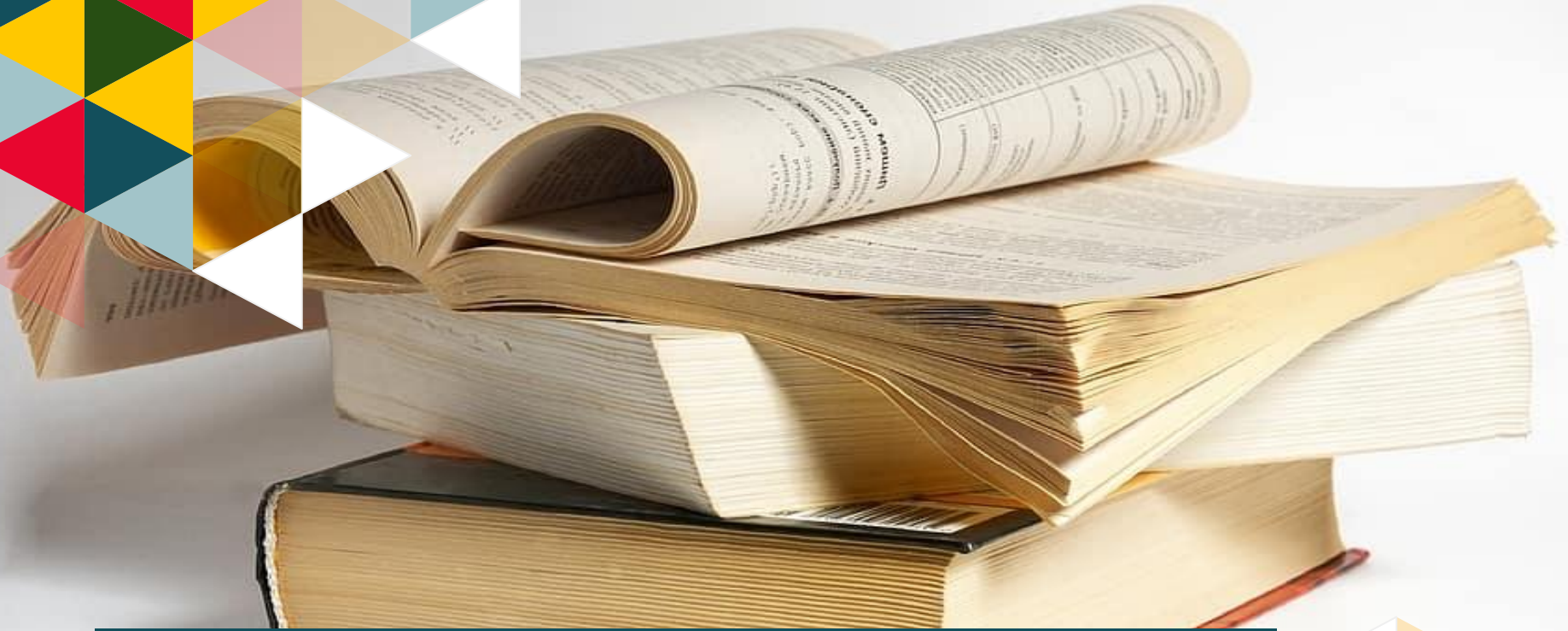
-bell hooks, Teaching to Transgress

Strategies for Creating Community

Center the student as an expert → **Student - led examples** → **Prioritize discussion**

Centering student expertise

Authority is Constructed and Contextual

◄ Experts understand that authority is a type of influence **recognized or exerted within a community**.

Who recognizes or exerts the influence?

Authority is Constructed and Contextual

◄ Experts view authority with an **attitude of informed skepticism** and **an openness to new perspectives, additional voices**, and changes in schools of thought.

What is "informed skepticism"?

Information has value

As creators and users of information, **experts understand their rights and responsibilities** when participating in a community of scholarship.

What does it mean to be a scholar?

Centering the student as an expert

What instincts and experiences do the students have with misinformation?

How do we spark their curiosity?

Student-led examples

Information has value

Experts understand that **value may be wielded by powerful interests** in ways that **marginalize certain voices**.

However, value may also be **leveraged** by individuals and organizations **to effect change** and for civic, economic, social, or personal gains.

## Scholarship as Conversation

Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized **by several competing perspectives as part of an ongoing conversation** in which information users and creators come together and negotiate meaning.

Student led examples

Have students identify evidence of misinformation through channels they use every day (TikTok, other social media)

https://www.nytimes.com/2022/06/29/well/live/tiktok-misinformation.html
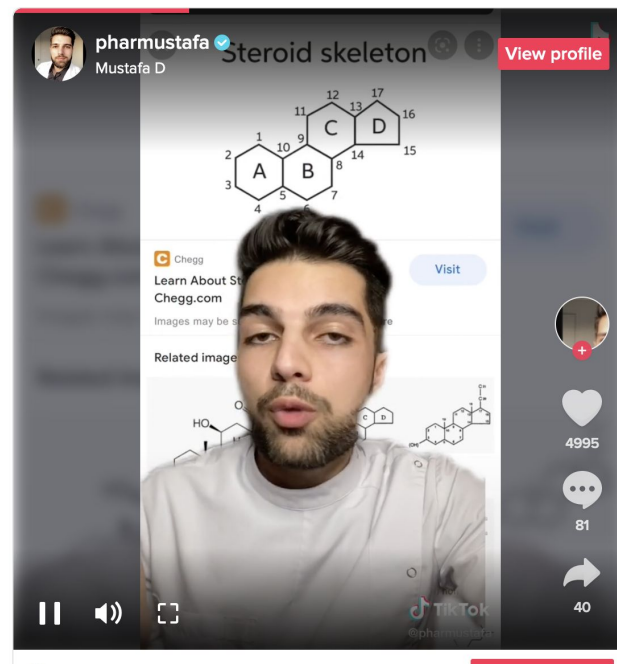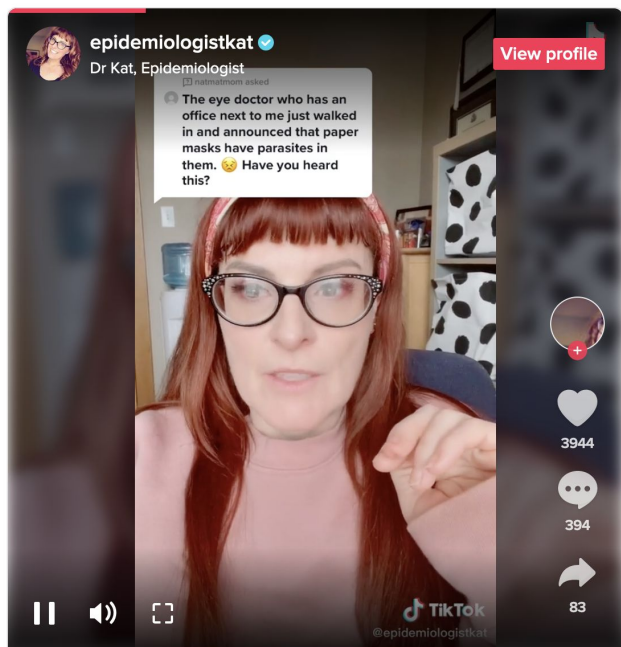
Prioritize Discussion

"To learn from people whose views differ from ours, **we need to be connected to them**, but we also need to trust them enough to believe what they share. In a polarized political environment, that sort of trust is hard to come by"

O'Connor, C., & Weatherall, J. O. (2019). What Is Truth? In *The Misinformation Age: How False Beliefs Spread* (pp. 19–45). Yale University Press. https://doi.org/10.2307/j.ctv8jp0hk.5

Misinformation strategies

◄ Value of creating and distributing content through groups.

◄ Evidence matters less in social groups

◄ Population is not prepared to easily evaluate information - over relying on instincts and experience

◄ We make a lot of assumptions about what other people think and do.

Prioritize discussion

Use the value of creating and disseminating information in groups.

Final Thoughts

"In order for students to **fully enter the culture of ideas and arguments related to information literacy**, we need to **provide means for them to become active participants in the debates and offer them opportunities for dialogues** about the creation and dissemination of scholarly knowledge"

Jacobs, H. L. (2010). Posing the Wikipedia "problem": Information literacy and the praxis of problem-posing in library instruction. In M. T. Accardi, E. Drabinski, & A. Kumbier (Eds.), Critical Library Instruction: Theories and Methods (pp. 179–197). Duluth, MN: Library Juice Press..

Authority is Constructed and Contextual

◄ Experts understand the need to **determine the validity** of the information created by different authorities and to **acknowledge biases that privilege some sources of authority over others**, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations.

43

Thank you!

Any questions?

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