Transforming First-Year Information Literacy:
Understanding Authority in a Sea of Information
Presenter Information

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Institutional Overview

The University of Kansas

Total Enrollment - 28,401
Undergraduates - 18,734
First-Time Freshmen - 4,233
FTE Students - 22,726

First-Year Experience at KU

First-Year Seminars
University 101
Learning Communities
Common Book
University 101: Orientation Seminar

- 2-credit hour, elective
- 52 sections in Fall 2016
- 19 or 25 students per section
- Information Literacy Learning Outcome
University 101 Learning Outcome

• (2012-2015) Students will develop information literacy skills, including identifying an information need, distinguishing between different kinds of information sources, composing search strategies, and retrieving useful and relevant information.

• (2016) Students will demonstrate information literacy skills by identifying the credibility and authority of various information sources; students will recognize libraries and librarians as valuable resources in this process.
Project Overview

- Shift from finding information to evaluating information
- Shift from one-shot to course integration
- Academic and non-academic contexts
- Authority is Constructed and Contextual
- Assessment
Information Literacy Unit

Library Anxiety Game & Library Event

Day 1 - Information Cycle

Day 2 - Authority is Constructed & Contextual Discussion

Day 3 - Authority Game

Exam
47% of first-year students surveyed report their primary source of help for coursework as being a friend or other student.

Library Anxiety Game and Library Event

Learning Outcome:

1) Students will experience library spaces and resources in order to recognize KU Libraries as a partner in their academic success.
Library Event at the Learning Studio
Day 1: Information Cycle

Outcomes:

1) Identify the attributes of a source
2) Identify the source type
3) Describe the value of the source
Day 2: Authority is Constructed and Contextual Discussion

Outcomes:

1) Consider meaning of authority by identifying examples in their own life
2) Recognize that level of authority needed is dependent on the information need
3) Select and evaluate sources based on specific information needs
4) Demonstrate awareness of information privilege
Day 2: Authority is Constructed and Contextual Discussion

Source evaluation:

a) Author
b) Audience
c) Purpose
d) Relevance
e) Date published
f) What would this be authoritative for
Day 3: Authority Game

Outcome:

Students will apply what they’ve learned about evaluating the authority of information sources in an active-learning game.
Day 3: Authority Game

1. How would you describe the author?
2. Who is the intended audience?
3. What is the intended purpose?
4. Is this relevant to the scenario?
5. When was it published/created?
6. What would this be authoritative for?

An article from *The Atlantic* "Can the Youth Vote Change Election Outcomes?", Emily Richmond, public editor for the National Education Writers Association. (2/1/16).
Implementation & Assessment

• Manual
• Instructor training and support
• Exam (574 students)
Let’s Play a Game!

Based on the scenario, organize the sources along the authority spectrum from “Most Authoritative” to “Least Authoritative”
Let’s Play a Game!

Scenario 1: Write a research paper about how young people decide who to vote for in the 2016 elections.
Let’s Play a Game!

Scenario 2: How do you decide who to vote for?
Next Steps

Analyze exam results

Review feedback from UNIV 101 instructors

Consult with FYE leadership

Update manual and materials
Questions?

http://hdl.handle.net/1808/23403