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Small Breaks

Reimagining an IL Course through the Lens of Critical Digital Pedagogy

Hello & Outcomes

In this session…

- Key components of critical digital pedagogy
- Background
- Tools for interaction
- Assignments

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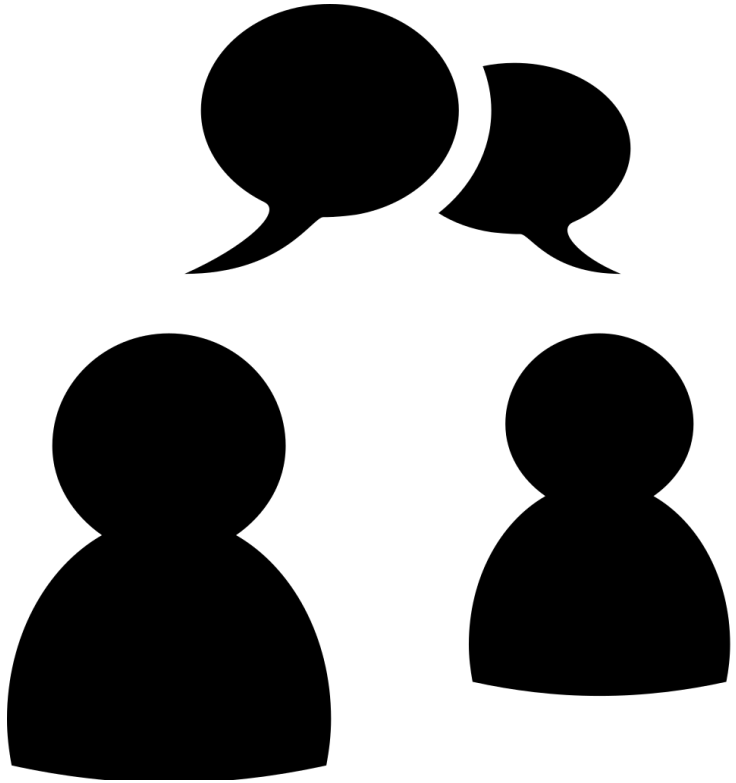
NKU
NORTHERN KENTUCKY UNIVERSITY

Share the best nugget of knowledge you have heard so far today

1. Respond in the order you are sitting
2. One person at a time
3. You may respond to only one person



Wikimedia image

Critical Digital Pedagogy

“It’s the pedagogue who looks for new ways to inspire active learning in a classroom…who encounters an LMS and decides to break it instead of simply reside within it.”

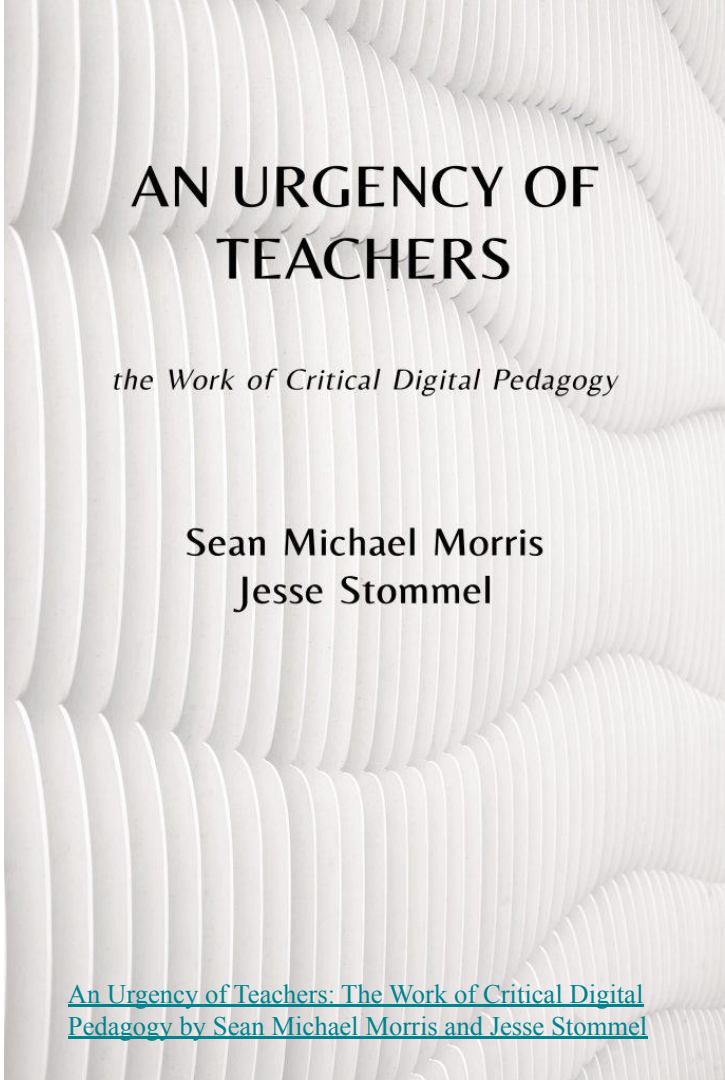
Critical & Digital Pedagogies

- *Critical* pedagogy aims for action and social justice
- Power structures (teacher-student)
- Dialogue & collaboration

- *Digital* pedagogy aims for thoughtful integration of technologies in a classroom

Background

- Educator Learning Community
  - Can reflective dialogue flourish online?
  - How can digital tech deconstruct role of teacher and student
  - How do we create intrinsically motivating spaces?
- LIN 414: Advanced IL
  - 7 weeks, three credits
  - Scaffolding from 100-level IL course
  - Critical information literacy



An Urgency of Teachers: The Work of Critical Digital Pedagogy by Sean Michael Morris and Jesse Stommel

CDP and LIN 414

Critical digital pedagogy….

- Is centered on community and collaboration
- Emphasis on dialogue
- Co-authoring the learning space
- Humans first, tools second
- Embraces problem-solving and student agency

Learning Outcomes

1. Reflect on the impact of key information literacy concepts in personal and professional contexts
2. Critique the value and limitations of open and commercial resources
3. Identify and effectively use open and commercial research resources for professional and personal research needs
4. Apply information literacy knowledge to a teaching or programming scenario
5. Evaluate diverse information sources by considering various types of bias, authority, and context of the source
6. Map the conversation and gaps surrounding a topic relevant to information literacy

CDP in Action

Small breaks

- **Dialogue/interaction**
- Make connections
- Students as authorities

Dialogue: Social Annotation

Perusall

- The ACRL Framework for Informational Literacy for Higher Education
- Paywall: The Business of Scholarship produced by Jason Schmitt
- Wikipedia: Gender Bias on Wikipedia

“And when each of us steps behind any podium, we are positioned to be listened to, when really we need to be listening.” -Morris

Information Has Value

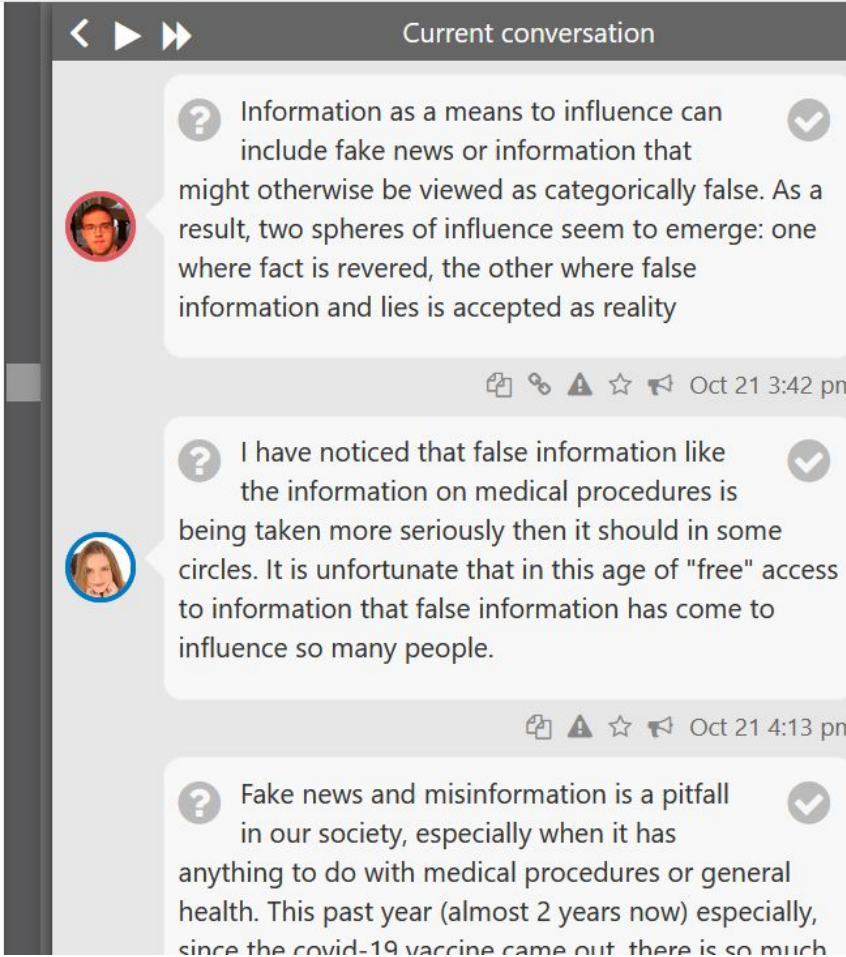
Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where "free" information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. 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. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.

KNOWLEDGE PRACTICES

Learners who are developing their information literate abilities

- give credit to the original ideas of others through proper attribution and



Comments

“Him talking about how he needs access to academic research but can't afford it **just illuminated** an important component of this for me-- the purpose of information…I have to question whether information has value if it cannot be used to complete a goal.”

“Not everyone sees eye-to-eye, especially when it comes to information. We exist as individuals within a community, whether we are conscious of it or not. **Information can definitely be perceived differently based on the format it is presented in and packaged.**”

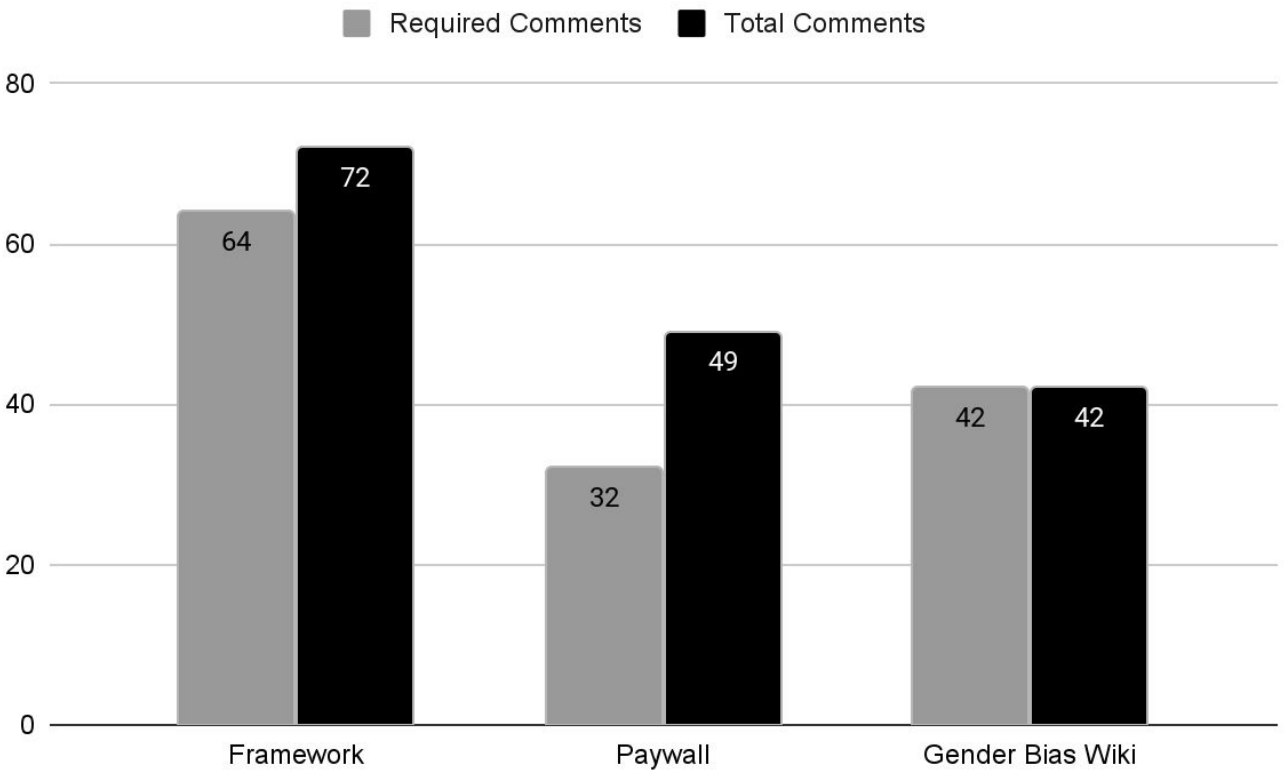
“If one feels harassed, unsupported, or cannot see others like them in leadership positions, one will be less likely to create and contribute content. **Diversity in knowledge creation will be inhibited.”**

Comments

“This idea that our own collegiate research is limited by what we have access to is incredibly timely for me. I am starting my **Honors Capstone** and one of the requirements early on was to read and research everything we could to determine the realm of our research project/question. Something that a lot of people struggled with in my class was finding data that they could access pertaining to topics they were interested in…”

“I am taking **English 371**.This is a topic in that course.The textbook still maintains "he or she" as an acceptable alternative. My instructor supports the **updated approach of using "they" or "their" when gender is not known. This would lead one to favor "scientist" over "female scientist" or "male scientist"**

Engagement


Required Comments
Total Comments
80
60
40
20
0
64
72
32
49
42
42
Framework
Paywall
Gender Bias Wiki

Additional Interactions

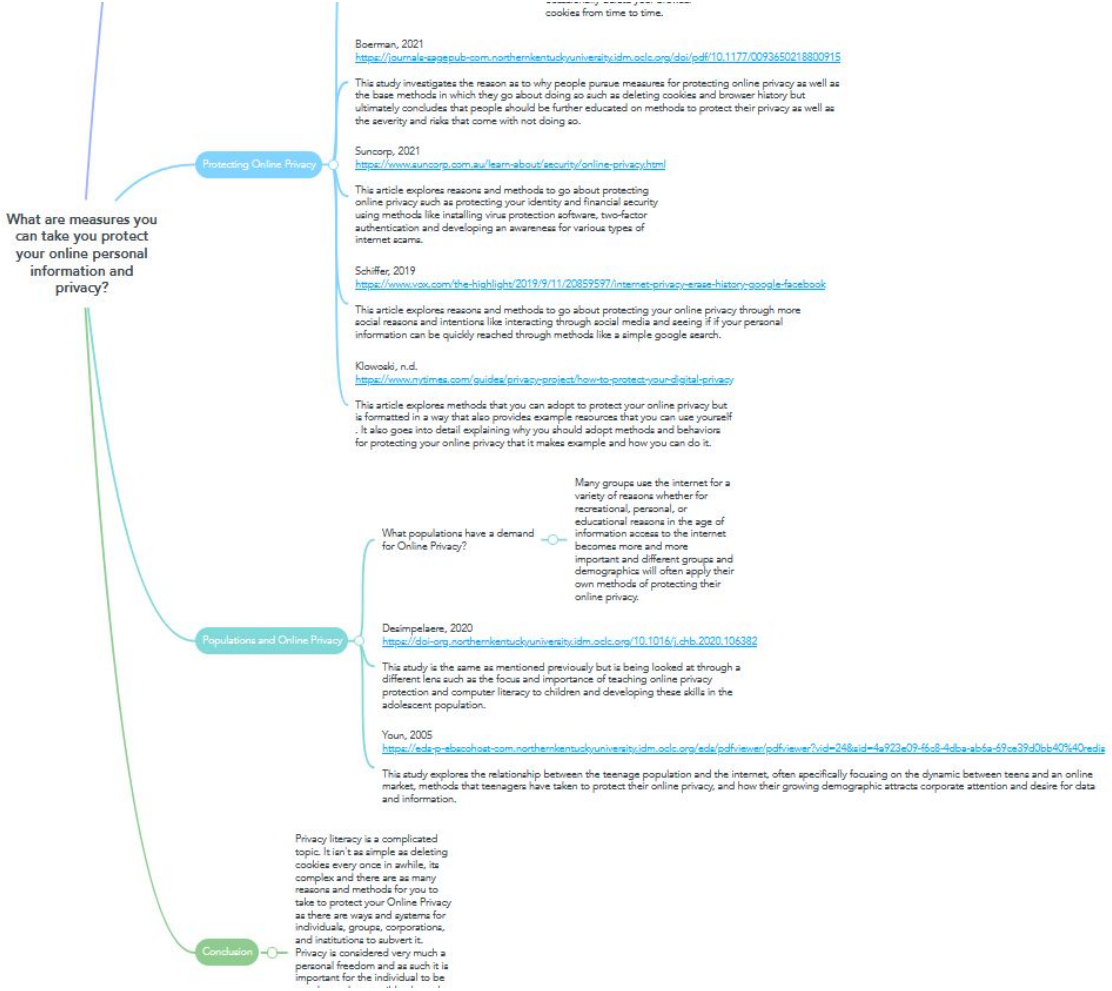
- Padlet for course introductions and topic sharing
- PollEverywhere embedded in modules

Assignment: Making Connections

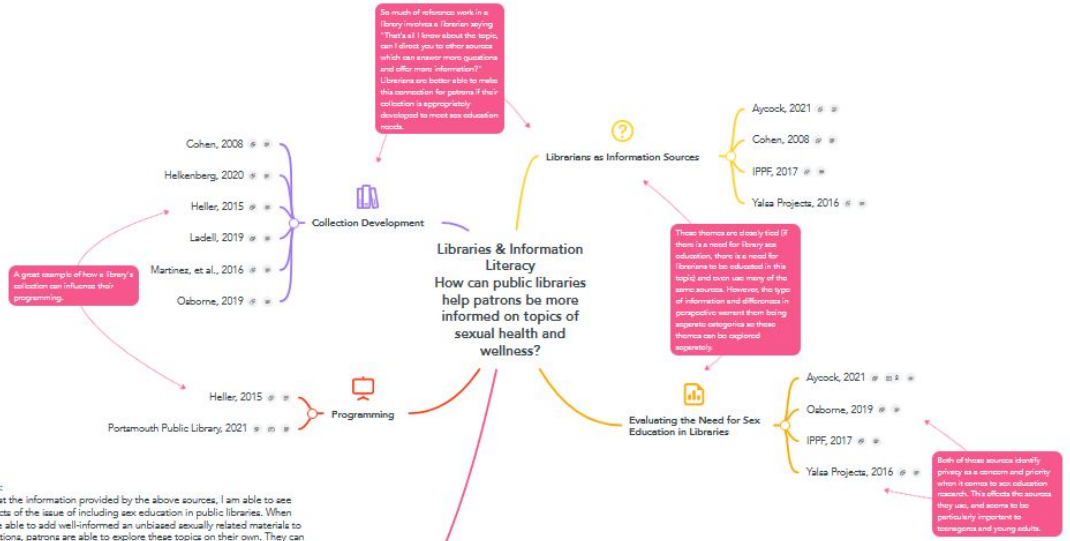
Visual Literature Review

- Aiming for students to make more meaningful connections between sources - and their inquiry
- Mindmeister
- Some guidelines provided, but students presented the maps in a way that made sense to them

Student Example 1



Student Example 2



Conclusion:
In looking at the information provided by the above sources, I am able to see many aspects of the issue of including sex education in public libraries. When libraries are able to add well-informed an unbiased sexually related materials to their collections, patrons are able to explore these topics on their own. They can find information and fact check it against other sources. This is not limited to nonfiction materials. I did not have the space in this literature review to include the multiple interviews and editorials I found from people, especially women, explaining that fiction and literature were a major part of their personal sex education. Even in fiction, though, it is important to avoid misinformation. This can be achieved by librarians selecting only the most accurate and unbiased materials. Information literacy of all types, including proper sex education, is inhibited by the proliferation of misinformation which is so easily passed around in the digital age. When a library identifies certain sources as superior and better informed, they can help stop this spread among their patrons. Collections also serve to support library staff who are acting as information sources for patrons with questions about sexual health and wellness, along with its related issues (abuse, reproductive health, etc.). The sources reviewed in the above mind map indicate that there is a trend of children, teens, and adults coming to librarians with their questions about sex. In those instances, they have identified librarians as a trusted information source within their community. Librarians can best serve those patrons when they themselves are well-informed on the subject and familiar with the materials in their collection that can supplement their own knowledge. While collection development concerning sex education has been extensively studied and modified in libraries across the nation, programs on sex education at public libraries are few and far between. In terms of sex education programming, libraries face barriers such as legality, pushback from communities and parents, and even the librarians' own uncomfortable attitudes toward discussing sex. Overall, sex education should be treated like so many other forms of information literacy— when there is a need identified for it, librarians should take that opportunity to try to meet that need through

Assignments & Audience

- Using tools that take students outside the LMS
- Using tools that also mimic work in the world
- Shifting the audience for assignments

“The best online courses - the best courses of all types - ask students to do work in the world.” - Stommel

Student Authorities - 2 Examples

— — —

*Y**ou have been asked to give a presentation at your public library for a specific audience.** The audience can be local teachers, health professionals, or business owners (you pick). These individuals are not affiliated with a university so they can't connect to an academic library and you should assume they are not familiar with the term "open access." **You will develop a slide deck to explain open access and highlight five resources you would recommend for your group and why. In addition make sure to consider the information privilege** of your audience and consider how that might impact their information needs.*

***The purpose of this assignment is to show off your searching hacks and expertise by creating an infographic.** No matter your future profession, you will be using online search tools for all types of needs. And, if you end up working in a library or within the broader information industry, you might find yourself teaching others how to use search tools to their advantage. T**he main point of your infographic should be to teach your audience how to search a particular tool or groups of tools.** You will select one tool (or a group of related tools) to showcase. This assignment will also give you experience creating an infographic, which is a great way to practice condensing a lot of information into a readable and digestible format.*

Considerations

“We need to recognize that the best learning happens not inside courses, but between them” - Stommel

- Requirements for posting
- Too much unfamiliarity
- Reflection
- Assignments and audience - work in the world
- Participant Pedagogy

Q&A

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