

## GYC101HayesLibrary

This assignment is a little tricky for me. As I've mentioned before, I only see students for a short amount of time—usually just one class period. In that time, I need to cover the skills and resources students will need to meet the requirements of their assignment. Most of my sessions consist of a short lecture/database demo with plenty of time for students to get started on the research they need to do for an upcoming assignment. I often worry that rather than learning skills that can be applied whenever a research need comes up, students instead get mired in the details of their particular project.

I think the lesson below allows students to work through a process they can apply to research in classes or in real life. It also introduces them to library resources, keyword searching, and evaluation criteria—all important outcomes in an information literacy session. Sharing the information at the end of class allows for a comparison of resources and research approaches. It may be unrealistic to think that I could devote an entire class to this, but I've been able to start thinking about other ways issues of sustainability could be used to illustrate info lit concepts.

1. GYC 101
2. Tish Hayes, Library
3. Debunking Climate Change Myths
4. ACRL Info Lit Standards:
  - a. **Standard 1:** The information literate student determines the nature and extent of the information needed.
    - i. The information literate student defines and articulates the need for information.
      1. Identifies key concepts and terms that describe the information need
    - ii. The information literate student identifies a variety of types and formats of potential sources for information.
      1. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    - iii. The information literate student reevaluates the nature and extent of the information need.
      1. Describes criteria used to make information decisions and choices
  - b. **Standard 2:** The information literate student accesses needed information effectively and efficiently.
    - i. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
      1. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
    - ii. The information literate student constructs and implements effectively-designed search strategies.
      1. Identifies keywords, synonyms and related terms for the information needed
  - c. **Standard 3:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- i. The information literate student summarizes the main ideas to be extracted from the information gathered.
    1. Reads the text and selects main ideas
    2. Restates textual concepts in his/her own words and selects data accurately
  - ii. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
    1. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    2. Recognizes prejudice, deception, or manipulation
5. Students will identify keywords related to the topic of climate change and create search strategies for finding reliable information. Students will identify the relationship between climate change and weather, providing a response to Jon Stewart's joke.
  6. Students will evaluate their sources using defined criteria.
  7. Focuses on info lit skills that will be utilized in a wide-range of course assignments. Also asks students to expand the personal scope of experience with research.
  8. Assignment below
  9. Students will present findings in class

#### **In-Class Assignment**

1. Start by showing the Daily Show climate change hoax clip.
2. Short discussion about reactions to that clip and what information those reactions are based on
3. Brainstorm with students how further investigate the relationship between climate change and weather
  - Possible keywords or phrases we might use to search with
  - Discuss criteria to be used in the evaluation of the source
4. Break students into groups
5. Provide students with list of resources, including library databases, gov websites, and organizations
6. Each group must find at least two sources that discuss the connection between climate change and weather. For each source, the group must identify the source type (eg, news, journal article, gov doc, etc), where they found it (eg, which database, website, etc), what keywords they used, and 2-3 criteria used to determine their sources are reliable.
7. Each group will present their findings to the class.