

## Final Assignment

1. I'm adapting the assignment a little bit to fit an information literacy session, rather than an assignment within a particular unit in a course. I think I'll be able to incorporate parts of the models we've discussed into my teaching, but because almost all of the sessions I teach are in response to a particular course related research need, I'll have the best results working with faculty using these concepts in their classes. Right now I regularly work with Mike McGuire's COM 102 classes as they prepare to start their service learning projects and write their first research based paper on the related issue. I always struggle with these sessions, because there is so much students need to know to be successful with their research paper as well as to be prepared to work with the groups they've chosen for service learning. Thinking about both the Stanford design model's first step "empathize" as well as the first steps in the "Cycle of Liberation" have been helpful in reassessing how I spend my time in the classroom. We often focus on the resources--defining types of sources, what they are useful for, and then where and how to find them. I'd like to try to shift the tone of our sessions to focus on empathy for our research subjects.
2. In the info lit session, we will still cover the research process, where and how to find information and evaluate it, but our discussion will focus on the issue of authority--the importance of lived experience in relationship peer-reviewed research.
3. This info lit session relates to social justice both because the research is related to service learning projects which connect to social justice issues and the session itself is using the Stanford design model first step as a model.
4. I usually work with Mike's classes during the 5th week of the semester.
5. SSP203
6. Tish Hayes, Library
7. Info Lit for Service Learning
8. No course outcomes for the library
9. The info lit session outcomes are:
  - a. Students will be able to recognize a need for information
  - b. Students will be able to identify and use a variety of library and web resources to meet their information needs
  - c. Students will discuss and define different types of authority within the context of their research questions
10. Session outcomes a&c
11. The session is relevant practically because of the research required for their COM 102 annotated bibliography assignment, but it's also relevant as they go out to organizations for their service learning projects.
12.
  - a. Students will get in their service learning groups, and the session will start with brainstorming first what they already know about their service learning

organization and issue, and then what questions they still have (questions will go on post-its, one q/post-it)

- b. Groups will report back a brief summary of what they know, and some of the questions that came up.
  - c. Discussion about where to go for answers to questions--obviously google will come up, news sources, statistics, peer-reviewed research. We can talk about types of sources, and I can provide tips on how to find them via search strategies and databases.
  - d. Next discussion point--Authority and credibility: What about people's lived experience? Where do we find these stories? What if an individual's story contradicts "facts" we have from other sources?
  - e. Students will review their research questions from the beginning of class and sort them by how they'll find the related info (gov stats or news article or personal interview, etc)
  - f. Recap discussion--value of all this info to provide a full picture of the issue addressed by their service learning project
13. Best part of being a librarian is no grading!! Formative assessment happens throughout the class as students brainstorm and report back and we have discussions. I usually also check in with Mike after the annotated bib is due to see what kinds of sources students actually end up using.