Teaching “INFORMATION CREATION AS A PROCESS” in an Era of WEB-SCALE DISCOVERY

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LEARNING OUTCOME

Participants will recognize the need to discuss the role of “process” in order to improve students’ ability to critically evaluate information.
OUTLINE

1. Past Models of Instruction
2. Changes in Discovery
3. The Role of the Framework
4. A Real Classroom Example!
5. Discussion
So... How Did We Get Here?
“I want students to know how to do research, so could you give them a tour of the library?”
LEARNING OUTCOME
Students navigate the building to locate appropriate sources.

ASSESSMENT
Are students able to find appropriate sources on the shelf?

Effective when:
Students are in a specific library.
Collection locations are static.
Print sources are enough to meet needs.
“I want students to know how to do research, so could you show them what good sources look like?”
LEARNING OUTCOME

Students identify sources based on visual cues and formatting.

ASSESSMENT

Can students distinguish one type of source from another?

Effective when:

- All sources follow set formatting rules.
- There is a limited number of source types.
- Every format can be explained.
“I want students to know how to do research, so could you show them the library databases?”

Library SEARCH

[Diagram of a library search interface]
**LEARNING OUTCOME**

Students manipulate a database to locate appropriate sources.

**ASSESSMENT**

Are students aware of database functions? Do they apply them?

**Effective when:**
- Database interfaces are static.
- Every database can be demonstrated.
- Library databases are the only tool used.
So... What Changed?
Library users have come to expect simpler interfaces with more results.
user expectations.

has been offered as a possible solution for meeting those expectations.

WEB-SCALE DISCOVERY
So what is “library instruction” in an era of web-scale discovery?
Now we can focus on just teaching the one interface... ...right?
As a valued EBSCO customer, we want to let you know about some exciting enhancements to the EBSCOhost and EBSCOadmin interfaces coming in July and August 2013.

As part of our continued efforts to constantly improve the EBSCO search experience, EBSCO is releasing several updates and enhancements, including:

- Improvements to the overall look of the Search, Search Results, and Detailed Record pages within EBSCOhost, providing a more visually appealing interface to end users.
- The feature previously labeled Alert/Save/Share is now labeled Share. All of the existing functionality of this feature remains the same. This change is one of several small updates that further optimizes our interface for language translation.
- Updating the look of EBSCOadmin to provide a more visually appealing and simplistic look and feel to our administrative interface.

In addition to the above enhancements, Visual Search will be discontinued in all EBSCO databases and interfaces. This change enables us to focus on additional enhancements and improvements to many of the popular features you rely on in our products.

We hope that you and your users enjoy the clean new design of EBSCOhost and we welcome your feedback.

Regards,

EBSCO Support
Visual Search will be discontinued in all EBSCO databases and interfaces.

Wait... what?
Uh oh.

Kevin Seeber
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Ebsco is 86'ing Visual Search. I learned this fact ~40 min before a class where, yes, I had planned on demo'ing visual search. New plan!

12:36 PM - 16 Jul 2013
Any instruction based on static interfaces, locations, products, or appearances is not sustainable.
Search tools, library or otherwise, keep getting simpler, while pulling in more and more types of information.

We’ve Entered A New Era
So, again, what is “library instruction” in an era of web-scale discovery?
Don’t talk about the interface.

Talk about the results.
We need to focus on critical evaluation.

Information Literacy is not about knowing “how.”

It’s about knowing “why.”
Which Brings Us to the Framework...
“What makes a book a book and a newspaper article a newspaper article has nothing to do with how one accesses it (print/digital), but with the process that went into creating it. Understanding this principle helps students navigate the information they find online and evaluate it according to the process underlying its creation, rather than by a set of memorized, constantly changing, inconsistent characteristics.”

“Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.”

Why This Concept Is So Helpful:

It does not rely on appearance or location.
It’s responsive to different information seeking contexts.
How Does This Work in Practice?
“Why don’t I talk with students about why some kinds of information might be better than others?”
The following is a decidedly “Low-Tech” Solution...
Break students into groups, then give each group a stack of cards. Each card lists a type of information.
Each group also has a card with an underlying process written on it.
Have groups discuss the process, then rank the different types of information.
Let the Students Explain.

You will learn so much from listening to them.
Some Ideas To Keep in Mind During the Discussion...
Focus on the Processes, not the formats.
Avoid Visual Cues.

Process is invisible.
Discuss processes objectively.

No one type of information is always the “best” source.
Ask How Processes Make Something Better or Worse.

Editing
Research
Time

These all have benefits and limitations
Use process to discuss how authority is constructed and contextualized.

How was this information made?

Does that make it more or less credible?
<table>
<thead>
<tr>
<th>Privilege</th>
<th>Who gets their books published?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an opportunity to discuss</td>
<td>Who gets to Tweet something?</td>
</tr>
<tr>
<td>What voices are we not hearing?</td>
<td>Why is one more valued than the other?</td>
</tr>
<tr>
<td>We not hearing?</td>
<td>What voices are we not hearing?</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
You do not need to talk about every kind of information.

You only need to articulate the role of process.
WHAT ABOUT DISCOVERY?
CONNECT SKILLS TO OTHER SEARCH AREAS.

Web-Scale Discovery

Search Engines

These have a lot in common (both good and bad).
Use the processes to explain the interface.

Facets like “peer reviewed” and “date published” make a lot more sense after talking about the role of editing and time.
Reflective essays tell us so much more than a bibliography.

NOT THEIR THINKING, THEIR SOURCES.

Reflective essays tell us so much more than a bibliography.
“What can you tell about how this information was made?”

“What about that process makes this information ‘good’?”
What Are We Assessing?

Can students identify an underlying process that created the information?

Can they qualify how that process contributes to the authority or relevance of the information?
Learning Outcome

Students reflect on formative processes when evaluating sources.

Assessment

Do students consider process, and does that reflection influence selection of information?

Effective when:

They search in multiple environments.
Formats take on a variety of shapes.
Students are capable of critical reflection.
In Time, This Critical Reflection Extends Beyond “Sources” to Examine the Processes Which Create and Distribute That Information.

OA Version of: archives.pdx.edu/ds/psu/14514
These Slides: kevinseeber.com/clams2015.pdf
The Cards Activity: kevinseeber.com/processcards.pdf