PROCESS CARDS

The following was developed in response to the frame "Information Creation as a Process," which is included in ACRL's *Framework for Information Literacy for Higher Education*.

These pages are designed to be printed out and cut down to create decks of cards. Each deck should include one formative process, along with six different types of information. Decks are then distributed to small groups of students with instructions to discuss and arrange the six types of information by whatever the process card says. So, for example, "rank these cards by which format involves the least amount of research up to the one which involves the most."

Afterwards, each group should state their ranking to the full class and explain why they decided to order things the way that they did. Hopefully doing so will spark a discussion of how different processes contribute to the "value" of information in different contexts, and how there is no one "correct" order.

For more information about this activity, feel free to review:

Seeber, Kevin P. (2015). "Teaching 'Format as a Process' in an Era of Web-Scale Discovery."
    Reference Services Review, 43 (1), pp. 19-30.
    An open access preprint of this article available at http://archives.pdx.edu/ds/psu/14514

Seeber, Kevin. "Teaching 'Information Creation as a Process' in an Era of Web-Scale Discovery."
    Presentation at the College Librarians and Media Specialists of Washington State Spring
    Conference, Everett, WA, May 21-22, 2015.
    Slides available online at http://kevinseeber.com/clams2015.pdf

This activity was created by Kevin Seeber, Library Instruction Coordinator at Colorado State University-Pueblo, and is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

In the spirit of the *Framework*, librarians are strongly encouraged to rework this activity, add new formats and processes, and generally do whatever makes the most sense on their campus.

# EASE Discuss each type of information in your group, then arrange them in the order of how easy or hard you think it is to create or publish each one.	# TIME Discuss each type of information in your group, then arrange them in the order of how long you think it takes to create or publish each one.
# RESEARCH Discuss each type of information in your group, then arrange them in the order of how much research you think goes into each one.	# EDITING Discuss each type of information in your group, then arrange them in the order of how much you think each one is edited before it gets published.
# LENGTH Discuss each type of information in your group, then arrange them in the order of how long or short you think each one is.	

# Tweet A message limited to 140 characters and posted to Twitter without any kind of review.	# Blog Entry A personal account posted online without any kind of review.
# Wikipedia Article An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.	# News Article An article describing a recent event. Written by a journalist, reviewed by their editor, and posted online.
# Scholarly Article A research article on a specific topic, authored by an expert in their field of study, which has been peer-reviewed and published in an academic journal.	# Scholarly Book A comprehensive account of a subject. Written by an expert in their field of study and published by a university press.

# TWEET A message limited to 140 characters and posted to Twitter without any kind of review.	# BLOG ENTRY A personal account posted online without any kind of review.
# WIKIPEDIA ARTICLE An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.	# NEWS ARTICLE An article describing a recent event. Written by a journalist, reviewed by their editor, and posted online.
# SCHOLARLY ARTICLE A research article on a specific topic, authored by an expert in their field of study, which has been peer-reviewed and published in an academic journal.	# SCHOLARLY BOOK A comprehensive account of a subject. Written by an expert in their field of study and published by a university press.

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WIKIPEDIA ARTICLE An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.	**NEWS ARTICLE** An article describing a recent event. Written by a journalist, reviewed by their editor, and posted online.
SCHOLARLY ARTICLE A research article on a specific topic, authored by an expert in their field of study, which has been peer-reviewed and published in an academic journal.	**SCHOLARLY BOOK** A comprehensive account of a subject. Written by an expert in their field of study and published by a university press.

# Tweet A message limited to 140 characters and posted to Twitter without any kind of review.	# Blog Entry A personal account posted online without any kind of review.
# Wikipedia Article An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.	# News Article An article describing a recent event. Written by a journalist, reviewed by their editor, and posted online.
# Scholarly Article A research article on a specific topic, authored by an expert in their field of study, which has been peer-reviewed and published in an academic journal.	# Scholarly Book A comprehensive account of a subject. Written by an expert in their field of study and published by a university press.

TWEET	BLOG ENTRY
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WIKIPEDIA ARTICLE	NEWS ARTICLE
An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.	An article describing a recent event. Written by a journalist, reviewed by their editor, and posted online.
SCHOLARLY ARTICLE	SCHOLARLY BOOK
A research article on a specific topic, authored by an expert in their field of study, which has been peer-reviewed and published in an academic journal.	A comprehensive account of a subject. Written by an expert in their field of study and published by a university press.