LOVE THE SOURCE
YOU’RE WITH
Moving beyond popular vs. scholarly
Candice Benjes-Small and Alexandra Flores
SESSION PLAN

• Why the lesson was created
• Role play the lesson
• Theoretical underpinnings
• Best practices
• Question time
POPULAR VS SCHOLARLY

https://www.sccpre.cat/show/i7xbohbo_boxing-combat-sport-computer-boxing-cartoon-png/
The Source Deck

An analog resource for creating hands-on learning activities and sparking class discussions.

What is it?
The Source Deck is a set of two interlinked tools. The first is a physical deck of cards consisting of images of thematic information sources and their corresponding citations. The second is a slideshow presentation of the same information. All the sources, both academic and popular, current and historic, relate to a particular recent event that has been chosen to resonate with first-year students.

How is it used?
Beginning with a chosen learning outcome, we use the Source Deck to plan an activity that gives students time to demonstrate familiarity with the concept to be covered. These might include:

- Understanding the Publication Timeline
- Identifying parts of a citation
- Understanding source types

Where can I get one?
“I want students to know how to do research, so could you show them why some sources are better than others?”
<table>
<thead>
<tr>
<th>EASE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>EDITING</td>
</tr>
<tr>
<td>Discuss each type of information in your group, then arrange them in the order of how much research you think goes into each one.</td>
<td>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.</td>
</tr>
<tr>
<td>LENGTH</td>
<td></td>
</tr>
<tr>
<td>Discuss each type of information in your group, then arrange them in the order of how long or short you think each one is.</td>
<td></td>
</tr>
</tbody>
</table>
W&M VERSION

• You are a class of first-year students enrolled in SOC100

• In groups, you will be creating podcasts discussing a topic related to Social Justice in mainstream American culture
REST IN POWER, BEAUTIFUL

George Floyd couldn’t breathe. We can’t either.

We live in fear. Fear of walking outside. Wearing a hoodie. Going for a jog. Sleeping in our own home. Existing.

Every day, a new hashtag.

Every hour, a new injustice.

Every second, more pain.

We don’t deserve to live like this — and we continue to fight until white supremacy no longer permeates every corner of this country — until we can live full lives — freely.

Today, we remember George Floyd. And we remember every other Black life lost to police brutality, racial injustice, and white supremacy. Together, we fight for justice and #SayTheirNames. Please watch our next video and share on social. Keep the fight for justice alive.
#BLM #ICANTBREATHE
NAME THE SOURCE TYPE!
We are completely blocked in, protestors abandon the statue and manage to escape by returning to the plaza, however police form in a line in front of us ready to strike. We link arms in a line again and protect those behind us. Since I had goggles, I was at the front.
PROCESS

• How easy or hard do you think it is to create or publish?
• How long do you think it takes to create or publish?
• How much research goes into it?
• How is it edited before being published?
How the arrest of CNN’s Omar Jimenez during George Floyd protests united press rivals

CNN correspondent Omar Jimenez arrested by Minnesota state police on live TV. (CNN)

By STEPHEN BATTAGLIO | STAFF WRITER
MAY 29, 2020 | 2:22 PM

The arrest of CNN correspondent Omar Jimenez by Minnesota state police early Friday sparked a rare moment of solidarity among cable

https://lat.ms/3fQh6eS
PROCESS

• How easy or hard do you think it is to create or publish?
• How long do you think it takes to create or publish?
• How much research goes into it?
• How is it edited before being published?
BOOK
From #BlackLivesMatter to Black liberation / Keeanga-Yamahtta Taylor.
From hashtag Black Lives Matter to Black liberation
From Black Lives Matter to Black liberation
Taylor, Keeanga-Yamahtta author.

Available Online

VIEW ONLINE

Sign-in for more options

Full text available at: Ebsco eBook Collection
Public notes:
Single User Access Only

PROCESS

• How easy or hard do you think it is to create or publish?
• How long do you think it takes to create or publish?
• How much research goes into it?
• How is it edited before being published?
VARIATIONS

• Scholarly articles, book reviews, primary sources, images, dissertations, etc.
• Include URLs for full-text
• Stand alone or introduction to databases
• Used with first-year through 400-level classes
EQUITY, DIVERSITY, & INCLUSION

• Including voices that are often left out
• Values the lived experience
• Prompts students to consider who’s represented in their bibliographies
THEORETICAL UNDERPINNINGS
ACRL FRAMEWORK
INFORMATION CREATION AS A PROCESS

“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.”
AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

“Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.”
SCHOLARSHIP AS A CONVERSATION

“While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information... New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation.”
CRITICAL INFORMATION LITERACY
DEFINITION

• Student-centered
• Gives voice to the silenced
• Going deeper than the traditional ideas of information literacy that focus on mainstream sources and views
• Resists the “banking” model of education
BEST PRACTICES

• Decide if it fits the goals of the assignment
• Discuss it with the instructor ahead of time
• Tie it to the theme of the course
• Provide lots of structure
CHALLENGES

• Quiet classes
• Super-talkative classes
• Super-engaged professors
QUESTIONS?

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Our slides will be uploaded to the ASERL archives