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### Unpacking Lateral Reading through Practice and Reflection: Metacognitive Strategies of Critical Source Evaluation

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# Unpacking Lateral Reading through Practice and Reflection: Metacognitive Strategies of Critical Source Evaluation

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Slides: [rdw.rowan.edu/lib\\_scholarship/30/](https://rdw.rowan.edu/lib_scholarship/30/)

Information Literacy Summit

April 30, 2021



## Session Overview



- Lateral reading for evaluating online sources
- Our lateral reading tutorial (background)
- The Decoding the Disciplines model
- Evaluation activity: Unpacking lateral reading as an evaluation process
- Reflection and discussion

## Learning Outcomes



- Become familiar with lateral reading as an approach to online source evaluation.
- Become familiar with the Decoding the Disciplines model for instruction planning.
- Identify the explicit and implicit thinking we apply to evaluating online sources in order to develop teaching strategies that address common student challenges.
- Develop teaching strategies in response to stumbling blocks with lateral reading.

# Lateral Reading Overview

## Poll: Your Knowledge & Experience with Lateral Reading



[www.mentimeter.com](https://www.mentimeter.com)

Code: Will be shared in chat box

**Best practice:** Use your cell phone to participate

## General Background



- Lateral Reading: Moving off a web page and learning more about a source from other online information
- Using the Internet as a web in order to investigate sources and their credibility
- “Online Verification Skills — Video 1: Introductory Video”  
[www.youtube.com/watch?v=yBU2sDlUbp8#t=0m59s](http://www.youtube.com/watch?v=yBU2sDlUbp8#t=0m59s)  
(total video 3:14)



## Research on students' web source evaluation habits (SHEG)

“Educating for Misunderstanding: How Approaches to Teaching Digital Literacy Make Students Susceptible to Scammers, Rogues, Bad Actors and Hate Mongers”

[\(cor.stanford.edu/research/educating-for-misunderstanding/\)](https://cor.stanford.edu/research/educating-for-misunderstanding/)

- Students applied many ineffective web evaluation strategies that reflected what students are often taught (e.g., prioritizing web domain, About page, links, aesthetics)
- Authors recommend LR, in contrast to evaluation checklists like CRAAP
- Point to new efforts being made to teach to LR



## SIFT (Mike Caulfield)



- **S**top. Pause.
- **I**nvestigate the source.
- **F**ind trusted coverage.
- **T**race back the original source.

Caulfield, “SIFT (The Four Moves)”  
[hapgood.us/2019/06/19/sift-the-four-moves/](https://hapgood.us/2019/06/19/sift-the-four-moves/)

# **Our Tutorial**



## Our lateral reading tutorial

- Interactive tutorial with modeling and opportunities for student practice and immediate feedback
- Early assessment results: increase in how often students use lateral reading and in accuracy of their evaluations, but still room for improvement
- Many students still using more formulaic approaches to LR and needing more guidance with critical LR

## Who we are



- Rowan University: 20,000 FTE, R2, three campuses, 2 medical schools



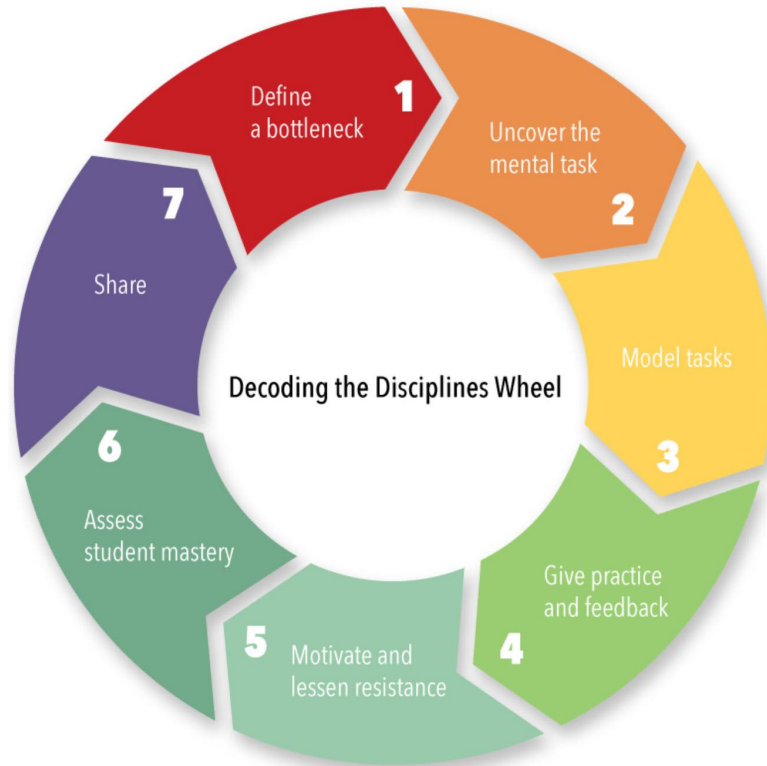
# **Goal for this Workshop**

## Getting Meta about Lateral Reading



- Presenters developing a second tutorial that focuses on “mental moves” and critical questions that can guide critical LR
- This workshop as an opportunity to explore how other librarians engage in LR and critical source analysis, in order to inform teaching
- Unpacking our “intuitive moves” as librarians when teaching LR
- Thinking more intentionally about implicit moves & metacognition involved to lateral reading

# Decoding the Disciplines: A Model for Identifying Learning Implicit Expert Knowledge and Student “Bottlenecks”



## Steps in the Decoding Process

1. Identify a bottleneck to learning.
2. Uncover the mental tasks needed to overcome the bottleneck.
3. Model these tasks.
4. Give students practice and feedback.
5. Motivate and lessen resistance.
6. Assess student mastery.
7. Share what has been learned through the Decoding process.

Image created by Erika Biga Lee. Image and text reused with permission from: Middendorf, J., & Shopkow, L. (2018). *Overcoming Student Learning Bottlenecks: Decode the Critical Thinking of Your Discipline*. Stylus: Sterling, VA.

## Evaluation Exercise



(15-20 minutes) *Below is an abbreviated version of this exercise. See your group's Google Doc for more details (Google Doc links on next slide).*

As you evaluate the [Heartland Institute website](#), consider these three questions.

1. What did you do to evaluate this site (e.g., steps, strategies, questions you asked)?
2. Where did you experience challenges or uncertainties? What did you do in response to these difficulties?
3. What challenges or “bottlenecks” might students encounter? What did you do that might help students address those challenges?



## Evaluation Exercise: Google Doc



[Link to Google Doc hands-on exercise] (last names A-C)

[Link to live Google Doc hands-on exercise] (last names D-F)

[Link to live Google Doc hands-on exercise] (last names G-I)

[Link to live Google Doc hands-on exercise] (last names J-L)

[Link to live Google Doc hands-on exercise] (last names M-N)

[Link to live Google Doc hands-on exercise] (last names O-R)

[Link to live Google Doc hands-on exercise] (last names S-U)

[Link to live Google Doc hands-on exercise] (last names V-Z)



## Exercise Reflections

- What intuitive moves/actions did you recognize that you were doing?
- Would students benefit from seeing certain moves/actions modeled or explained?
- After doing this exercise, is there anything new you would like to try or do in your teaching?

# **Observations from Our Tutorial**



## Student Bottlenecks

- Many students used “checklist” habits both before and after tutorial completion, though there was increased use of lateral reading strategies.
- Many students appear not to know what questions to ask in order to do deeper source evaluation. Others seems to intuitively ask critical questions once doing LR.

## Emerging Takeaways from Our Teaching Experience



- Need for additional scaffolding in response to student “bottlenecks”
- Need for unlearning and “healthy skepticism”
- Need for additional guidance with critical questions to ask when seeking trusted coverage
  - Developing second tutorial to address this
- Our tutorial: [go.rowan.edu/evaluating](https://go.rowan.edu/evaluating)

## Scaffolding



- Tapping into students' prior knowledge + introducing new concepts and practices
- Modeling lateral reading, ongoing opportunities for student practice and immediate feedback
- Modeling metacognition and inviting student metacognition and reflection
- Identifying student challenges and in response developing additional scaffolds



## Question for Further Thought

Please share your response on the Google Jamboard:

[Link to Google Jamboard]

- Have you developed any new thoughts on teaching online source evaluation during this workshop?

# Bibliography



Breakstone, Joel, Mark Smith, Sam Wineburg, Amie Rapaport, Jill Carle, Marshall Garland, and Anna Saavedra. "Students' Civic Online Reasoning: A National Portrait." Stanford History Education Group and Gibson Consulting, November 14, 2019.

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<https://purl.stanford.edu/mf412bt5333>



## Teaching Resources



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<https://libguides.rowan.edu/EvaluatingOnlineSources>

Baer, Andrea and Daniel Kipnis. “Tutorial: Evaluating Online Sources through Lateral Reading.” 2019 <https://go.rowan.edu/evaluating>

Fister, Barbara, Rachel Flynn and students in IDS 101, “Clickbait, Bias, and Propaganda in Information Networks. Pressbooks, 2019.

<https://mlpp.pressbooks.pub/informationnetworks/>

Civic Online Reasoning (Stanford History Education Group) <https://cor.stanford.edu/>

## More Teaching Resources (Mike Caulfield)



Caulfield, Michael “SIFT (The Four Moves)”

<https://hapgood.us/2019/06/19/sift-the-four-moves/> 2019

Caulfield, Michael Arthur. Web Literacy for Student Fact-Checkers. Pressbooks, 2017.

<https://webliteracy.pressbooks.com/>

Mike Caulfield: Online Verification Skills Videos (produced by CIVIX Canada)

- Video 1: Introductory Video: <https://www.youtube.com/watch?v=yBU2sDIUbp8>
- Video 2: Investigate the Source: <https://www.youtube.com/watch?v=hB6qjlxKltA>
- Video 3: Find the Original Source: <https://www.youtube.com/watch?v=tRZ-N3OvvUs>
- Video 4: Look for Trusted Work: <https://www.youtube.com/watch?v=wJG7kFmS0FE>

Michael Caulfield’s Check, Please Starter Course:

<https://www.notion.so/Check-Please-Starter-Course-ae34d043575e42828dc2964437ea4eed>



# Thank you

## Questions?

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