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### Click Restraint for Critical Online Source Evaluation

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# Click Restraint for Critical Online Source Evaluation

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Slides: [https://rdw.rowan.edu/lib\\_scholarship/34](https://rdw.rowan.edu/lib_scholarship/34)





## What is click restraint? Why talk about it in relation to DEI?

Click restraint:

- Critically reviewing a search results list before deciding what to click on
- A practice of fact checkers that helps to counteract the negative effects of unhelpful search results and algorithmic bias

## When you search online, ...



- how far down the search results list do you go?
- how do you decide what to click on?
- how do you decide what to trust?



## Factors that influence search results include:

- Your search history
- Where you are located when running search
- Which search engine you use
- What others have searched and clicked on
- What the search engine “knows” about you
- Companies or websites that game system through SEO

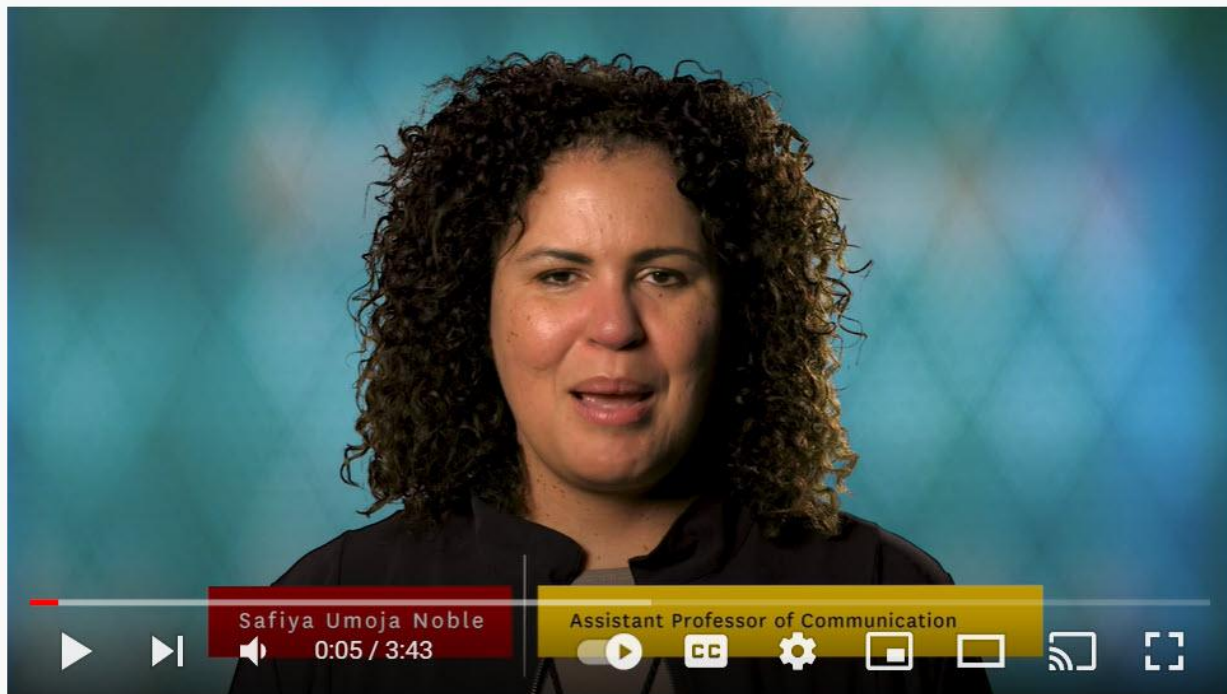
## Algorithms of Oppression



**Algorithmic bias:** “systematic and repeatable errors in a computer system that create unfair outcomes, such as privileging one arbitrary group of users over others” - [Wikipedia](#)

“Algorithmic bias” does not affect everyone equally.  
Algorithms are not neutral.

# Algorithms of Oppression: Safiya Umoja Noble



Algorithms of Oppression: Safiya Umoja Noble

## Forms of Algorithmic Bias



- Misrepresentation of historically marginalized groups
- Auto-suggest features that sometimes prompt users to seek inaccurate or discriminatory information
- “Personalized” search results and targeted ads (e.g., payday loan ads targeted at certain demographics)
- Online price discrimination

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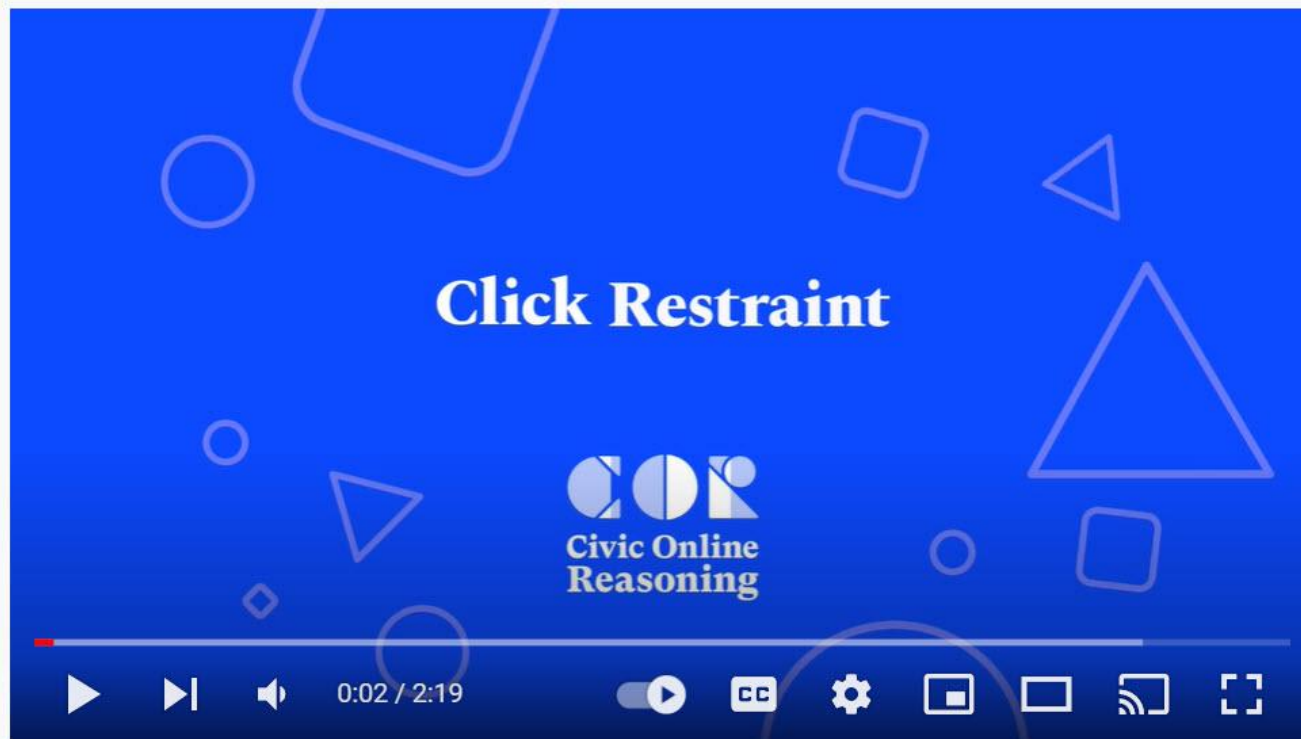
# Click Restraint

## Increasing algorithmic awareness with “click restraint”



- Being more critical about search results and why they appear in the order they do
- Being more strategic about what you choose to click on

# Click Restraint from Civic Online Reasoning



How to Find Better Information Online: Click Restraint

## Click Restraint and Lateral Reading



- **Lateral reading:** When evaluating a website credibility moving off the page to see what others have said about it.
- **A common challenge:** knowing what critical questions when looking at search results or at a source

# Our efforts here at Rowan



- [Evaluating Online Sources: A Toolkit](#)
- [Part 1: Evaluating Online Sources Through Lateral Reading: An Introduction](#)
- [Part 2: Lateral Reading with Critical Source Analysis](#)
- Library workshops

All have Creative Commons Licenses.

Please consider linking to our materials.

The screenshot shows the Rowan University Campbell Library website. The page title is "Evaluating Online Sources: A Toolkit" with the subtitle "Strategies for evaluating online sources." The page is organized into several sections:

- Evaluating Online Sources: Initial Moves**: A list of resources including "Evaluating Online Sources: Simple Strategies for Complex Thinking," "Click Restraint," "SIFT: Moves for Web Evaluation," "Four Moves of Fact Checkers," "One Habit: Checking Your Emotions," "Why Lateral Reading?," "Lateral Reading in Action," "Quick Tips," "Beyond 'Four Moves': Closer Reading," "Practice & Teaching Activities," "Tutorial: Evaluating Online Sources through Lateral Reading," "Quick Evaluation Exercises," and "More Teaching Resources."
- Evaluating Online Sources: Simple Strategies for Complex Thinking**: A main article section with an image of a starburst of colorful lines. The text discusses the Internet's role in sharing information and the importance of lateral reading. It includes a "Click Restraint" section and a "Click Restraint" section.
- Attribution**: A section at the bottom left stating "CC BY-NC-SA" and "This guide was created by Andrea..."

## What we have learned so far with our efforts



- Students need continued exposure and practice with these strategies
- Unlearning what they have been taught in the past
  - (e.g., Wikipedia is bad source, Evaluation Checklist)
  - Over-reliance on aesthetics as an indicator of credibility
- The need for this instruction is apparent across all disciplines

## Student Feedback



Will you be able to apply these skills? If so, how?

“I will be able to apply these skills when doing everyday research on small and large topics, especially the one of holding off on clicking on whatever option pops up first when you do a search. This practice will surely stay in the back of my mind while looking for sources.”

## Your reflections



- Are you teaching any of these practices in your courses?
  - (e.g., click restraint, algorithmic bias, lateral reading)
- Are there places in your teaching where you would like to further integrate these practices?





# Thank you

## Questions?

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