Small Actions, Grassroots Efforts, and Community Building: Inspiring Fresh Perspectives on Teaching Information Literacy in Uncertain Times

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Slides: https://rdw.rowan.edu/lib_scholarship/35
Information Literacy Summit
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Land Acknowledgment

The land upon which Rowan University is situated is part of the traditional territory of the Lenni-Lenape, called “Lenapehoking.” The Lenape People lived in harmony with one another upon this territory for thousands of years. During the colonial era and early federal period, many were removed west and north, but some also remain among the continuing historical tribal communities of the region. We acknowledge the Lenni-Lenape as the original people of this land and their continuing relationship with their territory. In our acknowledgment of the continued presence of Lenape people in their homeland, we affirm the aspiration of the great Lenape Chief Tamanend, that there be harmony between the indigenous people of this land and the descendants of the immigrants to this land, “as long as the rivers and creeks flow, and the sun, moon, and stars shine.”

- Adapted from the Nanticoke Lenni-Lenape Tribal Nation
Self-Introductions and Initial Reflections

Please see the shared Google Doc and add to the following sections:

- Self-Introductions
- Initial Reflection: As we near the end of today’s summit, how are you thinking or feeling about teaching digital, media, and civic literacies?
Learning Outcomes

- Recognize and normalize experiences of frustration or overwhelm in the face of challenges with teaching digital, media, and civic literacies.
- Identify a challenge or goal for your instructional practice.
- Identify stumbling blocks to approaching that challenge or goal.
- Engage in community building and reflect on ways to further build community in and/or beyond your local context.
Teaching Information
Literacy Now
Challenges of Teaching IL in this Moment

- Prevalence of mis- and disinformation
- Systemic change needed
- Web structured to exacerbate the spread of misinformation (e.g., attention economy)
The Emotional Challenges of Teaching IL

- Overwhelm
- Perfectionism
- Potential sense of paralysis
- Librarian burnout

"Stress Reduction Kit" by programwitch is marked with CC BY-NC-SA 2.0.
“Burnout is a complex constellation of poor workplace practices and policies, antiquated institutional legacies, roles and personalities at higher risk, and system, societal issues that have been unchanged, plaguing us for too long.”

(Moss, 2021)
Burnout: Workplace Factors

- Chronic conditions: exhaustion, cynicism, and professional inefficiency (Maslach et al., 2001; Maslach and Leiter, 2008)

- 6 job factors driving burnout (Maslach et al., 2001. p. 414)
  - Workload
  - Control
  - Reward
  - Community
  - Fairness
  - Values
Burnout: Individual Factors

- Over-worry/“neuroticism” (Maylor, 2018; Morgan & de Bruin, 2010)
- Conscientiousness and perfectionism (Morgan & de Bruin, 2010)
- Introversion (Morgan & de Bruin, 2010; Layman & Guyden, 1997)
Community and Grassroots Efforts

"communication" by flavijus is marked with CC BY-NC-ND 2.0.
Reflection:
Identify a Challenge or Goal
Reflection: Identify a Challenge or Goal

Using Google doc take a few moments to think about and share the following:

• Identify a challenge or a goal for your instructional practice.

• Identify stumbling blocks to approaching that challenge or goal.

• Optional: If you already have thoughts on or responses to that challenge, feel free to share some of those now. (We’ll also return to this later.)
“Generative metaphors” allow for “problem setting,” “frame restructuring,” and story (Schön, 1979)

“Metaphors can function as tools by which a teacher gains distance from their own practice and act almost as an external observer looking upon and reflecting upon their own practice.” (Leavy et al. 2007, p. 1220)
Seed as Metaphor

"Seedlings Common chickweed" by --Tico-- is marked with CC BY-NC-ND 2.0.
Lateral Reading Overview
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
• “How to Find Better Information Online: Click Restraint”
  https://www.youtube.com/watch?v=gbPEiCGxVVY
  (total video 2:19)
Limitations of Lateral Reading: Not a Simple Fix

- Astroturfing
- Students need practice with critical LR
- Know what to look for and questions to ask
- Consensus view isn’t always correct

Acknowledging limitations can strengthen our engagement with media/digital/civic literacies, and help us approach teaching and learning as a collective, community-driven practice.
Our Projects at Rowan University Library

- Evaluating Online Sources: [A Toolkit](#)
- [Two online tutorials](#)
- Faculty Learning Community on [Digital Literacies](#)
- [LR workshops](#) offered to Rowan community
- New Jersey National History Day workshop for educators
- Other librarians adapting or reusing our content
- [SHEG pre-print](#) identifying our efforts
Cultivating Your Garden: Your Challenge or Goal
Reflection: Use the Seed Metaphor to Reflect on Your Challenge/Goal

Return to the challenge or goal that you identified. Identify a “seed” that you have planted or could plant to work toward your goal. You do not need to answer each of the questions below. They are simply intended to stimulate your thinking.

• What can you do to water or fertilize this seed?
• How might the soil for this seed be made more fertile, at the same time that you, the planter/gardener remain well rested?
• Do you need to find or add new soil?
• Where can your time be best spent to foster fertile conditions?
Final Reflections

Please think back to your Initial Reflection today. As we near the end of today’s summit, how are you thinking or feeling about teaching digital, media, and civic literacies?

Now, at the end of today’s workshop, do you have new thoughts or perspectives on teaching digital, media, and civic literacies?
Burnout Resources


Metaphor Resources


Lateral Reading Research


Lateral Reading Teaching Resources

Baer, Andrea and Daniel Kipnis. “Evaluating Online Sources: A Tool Kit.” 2019. [https://libguides.rowan.edu/EvaluatingOnlineSources](https://libguides.rowan.edu/EvaluatingOnlineSources)

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


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

https://webliteracy.pressbooks.com/

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

- Video 1: Introductory Video: https://www.youtube.com/watch?v=yBU2sDIUbps
- 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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