

## Lesson Plan

### Abstract

As the liaison for the political science department, I worked with a faculty member on designing an information literacy component for his 300 level course: *The Internet, Technology, and Politics*. This course investigates the impact of the internet on political communication, campaigning, and organizing. Working together, we discussed the ACRL Framework, and decided that two frames would be especially useful for structuring my portion of the lesson with his students: *Authority Is Constructed and Contextual*, and *Research as Inquiry*. My class session began with an overview of how to use the library's resources for research purposes. I then presented the students with a "claim" that might reasonably show up in a social media feed dealing with the current political climate, like: "The Democratic use of superdelegates is undemocratic". At this point, the students were instructed to research that claim, taking notes on a form which prompted the students to record a few things about their search. Specifically, we were interested in whether they thought what they found was authoritative, and how it advanced the conversation. At the end of the session, we debriefed as a class, and discussed how we determine authority and how our research is driven through inquiry.

### Topic

Political Internet Literacy

### Learning Objectives

- Students will be able to find research articles about current events and politics.
- Students will understand that there are difference between articles written in general magazines, articles written in scholarly journals, and articles written for partisan political purposes
- Students will begin to understand that research is a process
- Students will begin to understand that authority is created and contextual

### Materials

- Computer lab
- Library handout

### Lesson Outline:

Provide instruction on finding and using library resources for research.

1. Finding (background) General Information (encyclopedias).

2. Finding exhaustive, in-depth, authoritative information (books).
- 3) Finding articles for mass consumption. This is useful for:
  - a) Understand what the general public currently knows about a topic
  - b) Needing something up to date
- 4) Finding scholarship. This is useful for:
  - a) Needing something authoritative
  - b) Needing exhaustive research
  - c) Needing information on a focused topic

Present one of the following claims:

1. If the race for the Republican nomination results in a contested convention, it would be undemocratic. (OR The Democrats use of superdelegates is undemocratic)
2. The United States should close the prison at Guantanamo Bay.
3. The Affordable Care Act (AKA Obamacare) has hurt the U.S. economy.
4. The deaths in Benghazi were a result of clear mistakes by the U.S. State Department.
5. The lives of immigrants in America have become tougher under the Obama administration.

### Assessment of Student Learning

After the session, there was a general discussion in the classroom to determine student understanding. Additionally, the librarian will discuss the class with the faculty member and will revise for the next quarter.

### Applicable Knowledge Practices and/or dispositions from the Framework for Information Literacy:

This lesson deals with two frames: *Authority Is Constructed and Contextual*, and *Research as Inquiry*.