Interrogating Sources with First Year Students

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Background

Fall 2016: New Passport component of FYS included an “Information Literacy” page

FYS faculty urged to bring classes to the Library (45 classes visited)

Used our activity with 7 of those classes

Do you work with FYS/FYE classes at your institution?

(If not, do you plan to?)
Learning objectives

1. Students will describe the qualities/features of different formats and categorize these resources by type in order to examine the idea that information is valued differently in different contexts
   a. Authority is Constructed and Contextual: Knowledge Practice 4
   b. Information Creation as a Process: Knowledge Practice 1

2. Students will investigate an author’s background and profession in order to define different types of authority
   a. Authority is Constructed and Contextual: Knowledge Practices 1 and 2
Our activity

1. Divide in pairs or small groups

2. Half class gets source #1, other half gets source #2

3. Each pair evaluates assigned source via questions on Google Form

4. Discuss results (projecting Google Forms summary) with larger group

5. Repeat the process with sources #3 and #4

Harper FYS Information Literacy Investigation

This is not a test; it's just a way for you to keep track of your responses and share them with your classmates. We'll project results onto the screen and discuss what you've found.

**click on the following source and explore it**

Source 1
Quick link: [http://tinyurl.com/1z4kdf77](http://tinyurl.com/1z4kdf77)

**What are the parts of the citation?**

answer the questions below

What is the title of the article?
Your answer

Who is the author?
Your answer

What is the title of the publication
Your answer

Was this source found in a database?

☐ Yes

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**click on the following source and explore it**

Quick link: [http://tinyurl.com/1lz9vshh](http://tinyurl.com/1lz9vshh) (you will have to log in using your Harper network credentials)

**What are the parts of the citation?**

answer the questions below

What is the title of the article?
Your answer

Who is the author?
Your answer

What is the title of the publication
Your answer
What does the source look like? (check all that apply)

- Contains photos: 3 (33.3%)
- Contains ads: 0 (0%)
- Appears to be easy to read: 3 (33.3%)
- Appears to be very long and involved: 4 (66.7%)
- Seems very technical: 1 (16.7%)
- Contains graphs: 3 (33.3%)
- The article is long: 3 (50%)
- The article is readable: 3 (50%)

Who do you think this article was written for? Who would be most interested in reading it?

- College students: 50%
- People who work in colleges (staff and or faculty): 16.7%
- People who study college students and their behavior (scholars, researchers): 33.3%
- The general public: 0%
- Parents of college students: 0%

Explain your choice above

- Its meant to be for the public because you want both college students and soon to be students to see it.
- Its a specific topic of college students vs the internet.
- Showing the affects is the main idea the author is trying to prove.
- It is explaining how the internet can negatively affect students.
- Survey for college students about use of technology.
Over half of first year students identified a newspaper article correctly, though nearly 25% identified as a scholarly article.

In general, students overwhelmingly identify article title, publication title, and author correctly. This may seem minor, but it’s the beginning of being able to correctly read a citation.
Identifying source types is difficult for FY students

It’s important for students to be able to identify source types and have an understanding of their unique qualities. While we may not expect first year students to have the ability to do this very well, this demonstrates the need for more exposure to vocabulary and source variety.
Who do you think this article was written for? Explain your choice.

*The general public*
I picked the general public because it applies to everybody above. This information is meant to be seen by a large group of people.

*College students*
He’s a college professor so it seems that it was made for college students and for them.

*People who work in colleges (staff and or faculty)*
For Counselors to have more knowledge on incoming freshman.

*College students*
It is more about college students so they would want to know the research that was done
Comments and changes

Subject matter of articles
Trade Journals
Discovery over guidance
Larger-scale buy-in by librarian colleagues
Scaling up for upper-level or grad students

Identifying discipline of various articles on similar subject (Authority Is Constructed and Contextual)

Identifying methodology (Research as Inquiry)

Examine chronological works by same author for changes and development (Information Creation as a Process)

Examining and analyzing access to various content (Information Has Value)
Thank you

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