

**Two Information Literacy Threshold Concepts Walk Into a Bar:  
Using Satirical Sources to Promote Active Learning and Student Engagement**

Stephanie Alexander, California State University East Bay  
LOEX Conference – May 1, 2015

**“Science: What’s it up to?”** from *The Daily Show*  
Aired October 26, 2011 on Comedy Central

**Active Learning Strategies for Incorporating Videos**

<b>Pre-Clip</b>	<b>Post-Clip</b>
<ul style="list-style-type: none"><li>■ Define terms</li><li>■ Investigate speakers</li><li>■ Investigate issues</li><li>■ Find related sources</li></ul>	<ul style="list-style-type: none"><li>■ Research alternative viewpoints</li><li>■ Fact check segments</li><li>■ Critique applications (good / bad)</li><li>■ Compare texts</li></ul>

<b>Pre-Clip</b>	<b>Post-Clip</b>

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Ideas for activities around the video “**Science: What’s it up to?**” (*The Daily Show with Jon Stewart*, October 26, 2011)

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**Pre-Clip**

- Define “peer-review” and explain why it is important
- Research Noelle Nikpour – where has she published or appeared? What can you find out about potential biases of those sources?
- Research Dr. Martin Chalfie. What are his scientific qualifications? What did he win the Nobel Prize for?

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**Post-Clip**

- Brainstorming: What might be some alternative models for peer-review that would still ensure quality research?
- Problem-based: What are some methods that might increase public understanding of science?
- Problem-based: How can the results of scientific studies reach a larger portion of the general public?
- Critique: In a small group, discuss if the selection of speakers in the video was fair to both sides of the issue. Can you see bias in the selection of interviewees? If so, what could have been done differently to take a more neutral selection approach?