In the short amount of time we have with students, we may not have the opportunity to introduce \textbf{critical thinking skills} and more \textbf{advanced search strategies}.
Scaling Quality Instruction

Online Tutorials

Flipped Classroom
Business in a Global Society
BUSINESS IN A GLOBAL SOCIETY

2 x 150

35 online
INFOSEARCH ASSIGNMENT

- Company information from LexisNexis
- Financial ratios from Business Insights
- Articles from Business Source Premier
- Industry reports from IBISWorld
- Demographic and economic data from American FactFinder
- Income statements from the company's website
- Brainstorm possible supply chain partners
- Custom comparison reports from Mergent Online
6. Now that your assigned MSA has been selected, you can access data tables for that area. To do this, select the Topics tab from the left side of the page.

7. First you need to retrieve a data set for Educational Attainment
   a. Within the topics tab select People, then Education, and Educational Attainment. This will add educational attainment to Your Selections.
   b. Close the topics window by clicking the Close button
   c. In the search results, find the document Selected Social Characteristics in the United States within the data set 20XX ACS 1-Year Estimates
   d. Find the Educational Attainment section of the data set. Copy this information into an Excel spreadsheet in order to create a pie chart. Watch the video tutorial on this page to learn how to create pie charts in Excel. Remember to not include "less than 9th grade" or "9th to 12th grade".
This still is not very helpful
Benefits of Interactive Tutorials

- Save time in class to cover business concepts
- Available anywhere and anytime
- Students receive a consistent level of instruction
RESEARCH DIARIES
The Library and First Year Writing Program

able appreciate argument arrange articles assignment available beginning beneficial better bit books catalog class consider databases different difficult discussed documented early enjoyed essay etc excellent experience extremely feel felt floors focused fully gave helpful important information instruction instructor job later librarian library lot material mention narrow needed nice opportunity organized orientation overall overview paper perfect pleasure point presentation project provides quality questions quick realize really received research resources rushed schedule searches seemed semester session several shoes short specific started students sure thanks things thinking timing took tools topic tour understood visit week wish work
EVALUATING INFORMATION

- Traditional Criteria
  - Currency, timeliness
  - Relevance, scope, coverage
  - Authority, bias, purpose

- New Criteria
  - Support/relevance: If it supports my argument...
  - Access point: If I found it via the library...
  - Rule: Never use Wikipedia or a .com...
  - Occurrence: If I found it in more than one place...
  - Other: Ask a peer, look at the bibliography...
Spring 2010: Project Information Literacy: 
*How College Students Evaluate and Use Information in the Digital Age*

Fall 2010: ENGL 111 students’ Library pre-writing: *Describe the process you use for evaluating the information you find*

Spring 2011: Citation Project

Spring 2011: ENGL 111 students’ use of sources in their final papers

The trouble with self-reporting

Occurrence bias

Students are not engaging with sources
Read One Tweet Over the Line from the New York Times Room for Debate blog.

Choose one of the responses to the post One Tweet Over the Line and evaluate it according to the general guidelines provided in the Evaluating Sources page on the ENGL 111 Library Research Guide.

You do not need to address every question posed in the Evaluating Sources worksheet. Rather, concentrate on evaluating based on Authority and Bias.

In your RD entry, include:

- The name of the author whose response you are evaluating.
- Comments on the authority and bias/accountability of the information they provide. Depending on the comment on the scope, timeliness, quality of information.
- A brief statement on whether or not (and why) the author is an appropriate source in an academic paper.

Citizen Journalism

- The Geeks Who Leak Time.
- Press Freedom. CQ Researcher.
- Muckraking Goes Global. American Journalism Review
- Trial by Twitter. New Yorker
<table>
<thead>
<tr>
<th>Research Diaries: Citizen Journalism</th>
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<tbody>
<tr>
<td>RD 1: Your Research Process</td>
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<tr>
<td>RD 2: Finding a magazine article</td>
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<td>RD 3: Evaluating Information, part 1</td>
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<td>RD 4: Personal Interest Essay</td>
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<td>RD 5: Exploring Topics</td>
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<td>RD 6: Finding Articles</td>
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<td>RD 7: After Visiting the Library</td>
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<td>RD 8: Evaluating Information, part 2</td>
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<td>RD 9: Citing Your Sources</td>
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<td>RD 10: Your Research Process</td>
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### Some Findings

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<tr>
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<td>Citations to general news or web</td>
<td>63%</td>
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<tr>
<td>3.4</td>
<td>Variety of sources</td>
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Questions?
nmsu.libguides.com/loex2015