High Enough, but Not Too Steep: Collaborating to Design Effective Bridges for Developing Information Literacy

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Agenda

● The Problem
● The Course
● Our Collaboration
● The Assignment
● Analysis of Student Journals
● Student Voices
● Application to Practice
The Problem
The Course
Our Collaboration
Our Collaboration

● Shared interests in digital information literacy

● Connecting diverse/disciplinary ways of knowing

● Natural allies
The Assignment
The Internet Censorship Assignment
Assignment Goals

- Think critically about the complex global information society
- Examine cultural, political, & economic environments of new media & digital technologies
- Address contemporary legal, political, & cultural controversies
- Develop capacities as information literate learners who can discover, organize, analyze, create & share information
- Contribute your voice on these issues through new digital media
Challenge: Information Dump
An animated gif was used during the presentation under fair use conditions. The gif was removed from the presentation in order to share the slides publicly. Please see http://gifrific.com/cat-jump-off-of-car-fail/.
A Metacognitive Mindset

“Seeing oneself as capable of making the crossing to a better understanding can be empowering and even exhilarating. . . . The ability to manage transitional states might be, then, a transferrable learning experience, one that involves increasing self-knowledge and confidence.”

-Barbara Fister (2015)
Assignment Design (Fall 2014)


Document & Organize

Uncover & Reflect

Distill, Synthesize, & Share with Peers
Photo Journal


“The journal is your individual representation of the process as you experience and construct it. . . . Think of this as 'the making of' your project, uncovering the questions and thinking behind your project, and documenting the 'what, why, where, and how' of the research you are producing.”
articulate process, activate reflection
Analysis of Student Journals
Methodology

- Qualitative content analysis of student research journals
  - 170 individual posts generated by 17 students
- Dedoose: cloud-based platform for mixed methods research
Coding


Top level categories:

- Content
- Reflection on process
- Identity
- Images
- Great quote
Robust vs. Limited

An animated gif was used during the presentation under fair use conditions. The gif was removed from the presentation in order to share the slides publicly. Please see http://themetapicture.com/dont-work-harder-work-smarter/.
Student Voices

1. Students’ Engagement as Reflected in Project Pacing
Typically when I study, do research, or write papers, I end up waiting until the last minute. This isn’t really a voluntary practice, I just can’t find the motivation to prioritize long term assignments until the deadline begins closing in.
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Notes: Post 1 due by 10/23; Posts 2-9 due 10/24-11/13 with goal of 2-3 times/week; Post 10 due by 11/20.
Pacing

The components of the project, the Google Doc, photo journal, and presentation, seemed to work well together to organize our thoughts and pace the research so we did not save it until the last minute. Even though it was a busy week for me, the way the project was set up was very helpful in facilitating the assignment.

This overall experience has taught me a lot about research and organization. It has also given me valuable experience preparing and speaking in front of a class. This project was due during a particularly busy week for me. I had three large assignments due that week, this included, but I learned to cope with that, take things one step at a time, and I am proud of what we were able to accomplish.
2. Students’ Attention to Process and Content
However, when the Federal service for supervision in telecommunications, information technologies and mass communications in Russia went to Facebook and Twitter, they complied with the bans the government gave them. If they didn’t comply the whole site would have been banned from Russia. This source makes me ask was this law only created to protect minors on the internet? Are there other motives with this new law? Will they ban other content that may be appropriate but not agreeable with the Russian’s views? I want to look into what other sites or content this law has been used to ban. This source definitely gave me insight into more issues of censorship occurring in Russia.
Process

By compiling all of my research in one place (the Google doc) I was inspired to work on the research process every day. I’m not sure why the Google doc provoked me to work on the research process each day, but color coding my sources and breaking things down into categorizes inspired me to do my work (as corny as that sounds). I think part of the reason for this was because the research process felt less daunting when I worked on it a little bit at a time. By creating categories for myself, and working from the questions posed in our rubric for the project, I was more able to deconstruct the process. Rather than spending 4 hours researching in the library every week, I spent 30-40 minutes researching every day.... Overall, this process has been really enlightening for me. I even found out that research can be fun if you go about it the right way. Usually I allow research processes to stress me out, and this is the first time I didn’t, and because of that, I actually enjoyed researching.
I’m at the point in my research where I have enough information to satisfy the requirements for this project. I now have to figure out which information is relevant and which is not, what information should go into the presentation? Do we pick information that just covers the surface of all of our research or do we choose to be more specific and go into depth on one topic? I find all the information important and interesting, so how do I pick? I’m going to look at the most re-occurring themes and terms. Organize the content by those subjects and use that in the presentation. My reasoning behind this, is if this the more popular content among different sources than this must be what is more important.
Student Voices

3. Students’ Identity and Agency as Digital Learners
I have also included a screenshot of all the tabs I have open on my computer. This is somewhat out of character for me, which is why I thought it would be important to document. Usually, I can’t have more than 4 tabs open at a time or I start to feel disorganized which sometimes makes me anxious. On this particular evening I have so many tabs open they don’t even all show up on the bar itself. These tabs picture the sources I am pulling from while creating my Google doc. The Google doc. is seriously helping me so much—it’s a great organization tool and it’s helping me understand my information in a really efficient way.
Agency and Identity

It was also an interesting experience presenting on a topic that no one else in the class had knowledge on besides us, so it made us seem like the experts of the subject matter.

Researching North Korea’s internet connectivity policies was especially helpful to me in analyzing how our own policies in the USA might parallel. This may help me recognize the consequences of certain laws passed, and ultimately will make me a more informed citizen and voter.
bridging future gaps
Application to Practice
Revised Assignment (2015)


- Increased transparency
- Prompts
- Pacing
### Revised Assignment (2015)

<table>
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<tr>
<th>Content (commenting directly on sources)</th>
<th>Process (commenting on your research steps, struggles, goals)</th>
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<tbody>
<tr>
<td>Describe the source.</td>
<td>What led you to this source(s)? How did you get started?</td>
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<tr>
<td>Why does this source matter?</td>
<td>What questions does the source raise for you about your research process?</td>
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<tr>
<td>What questions does the source raise for you about the subject matter?</td>
<td>Where does this source lead you next?</td>
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<tr>
<td>How does the source contribute to other knowledge or connect to other information?</td>
<td>How is the environment of your research impacting your work? How are you using digital tools to promote your development as a researcher?</td>
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<td>What voices or perspectives does the source include? exclude?</td>
<td>Take stock of your progress to date. How does it look to you, from a bird’s eye view?</td>
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extending the reach

1. San Francisco Approach

2. Yerba Buena Island

KEY PLANS
Discussion Questions

● How might you integrate or adapt elements of this assignment and/or our findings for your purposes?

● Where are you building bridges for digital literacy on your campus?

● How do we shape spaces and experiences for students to develop and practice digital literacy?
References


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