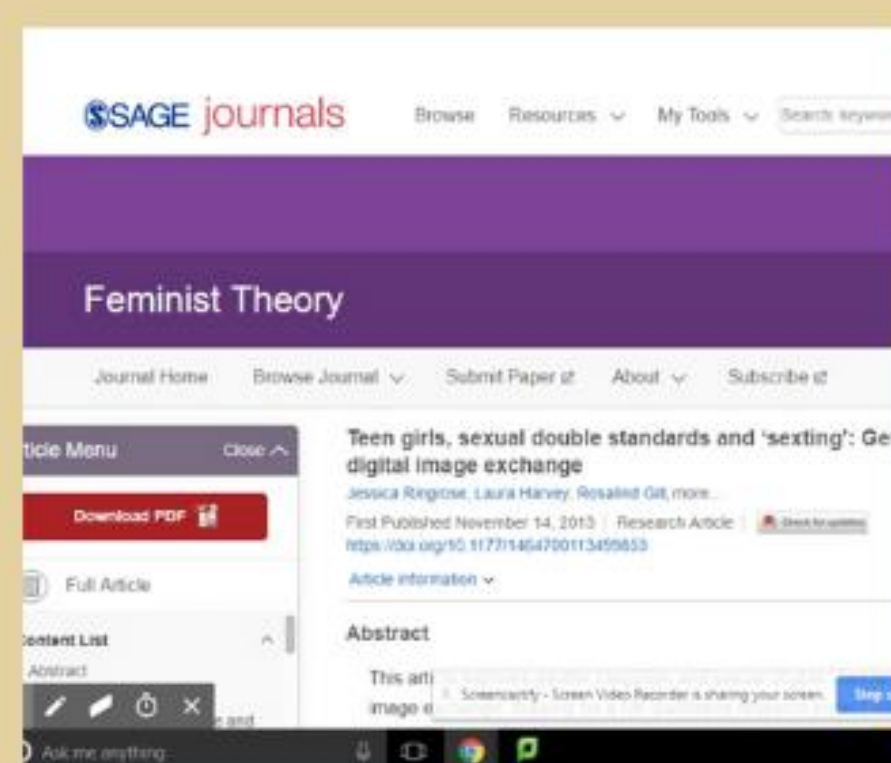


Digital Reflections on Evaluating Online Information

An activity to strengthen learners' ability to assess information for specific research or civic purposes and to reflect on the process

STUDENTS' TIMELINE: TEEN GIRLS, SEXUAL DOUBLE STANDARDS AND 'SEXTING'

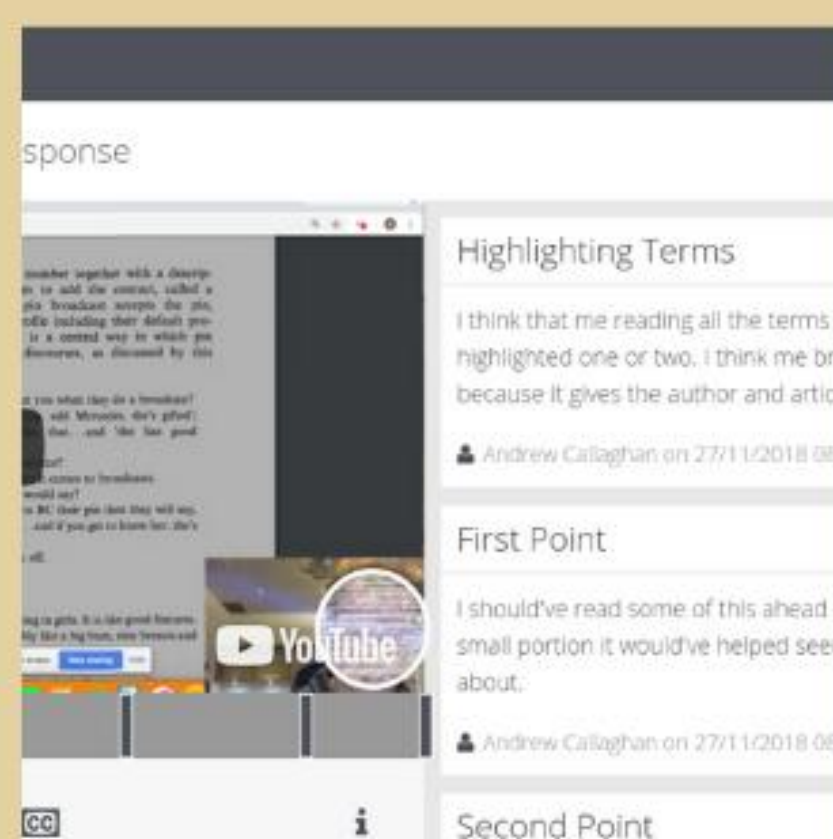
LIBRARIAN'S TIMELINE: THE STORY OF THE SCREENCAST



TEACHING HOW TO EVALUATE SOURCES

October 2018

Students were exposed to two library sessions focusing on evaluating information. The important aspect was to converge information literacy (ACRL Framework and Standards), news literacy (lateral reading), and reflective elements (confirmation bias).



POST-SCREENCASTS

December 2018

The final exercise for students was to pick up one of their weekly readings in class and to evaluate the reading by using and creating a screencast.

STUDENT PARTICIPATION

December 2018

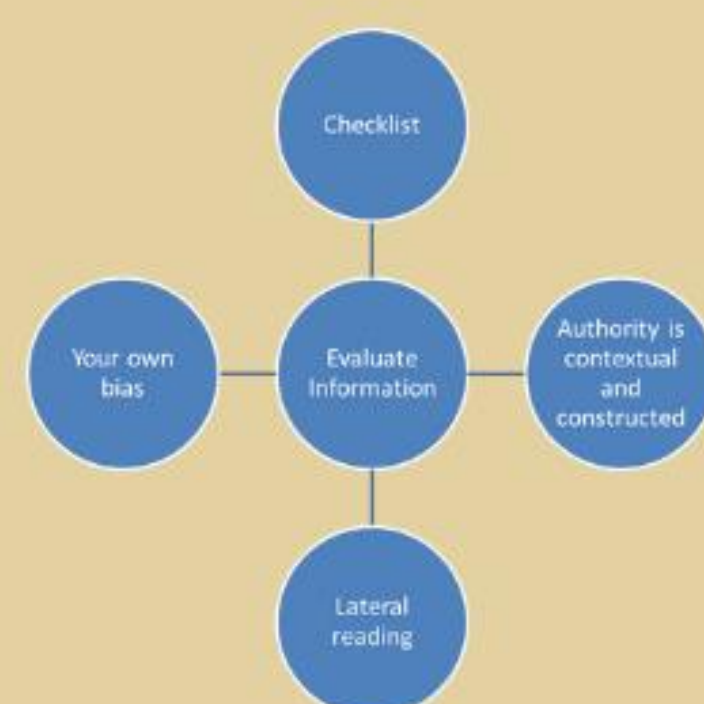
In total, 24 students did the pre-screencast, 18 handed digital reflections, and 9 students created post-screencasts. There might be various reasons why students did not do all assignments. One aspect to keep in mind is that these exercises were not graded and are part of a non-credit seminar.

The instruction took place in two First Year seminars in Fall 2018.

PRE-SCREENCAST

September 2018

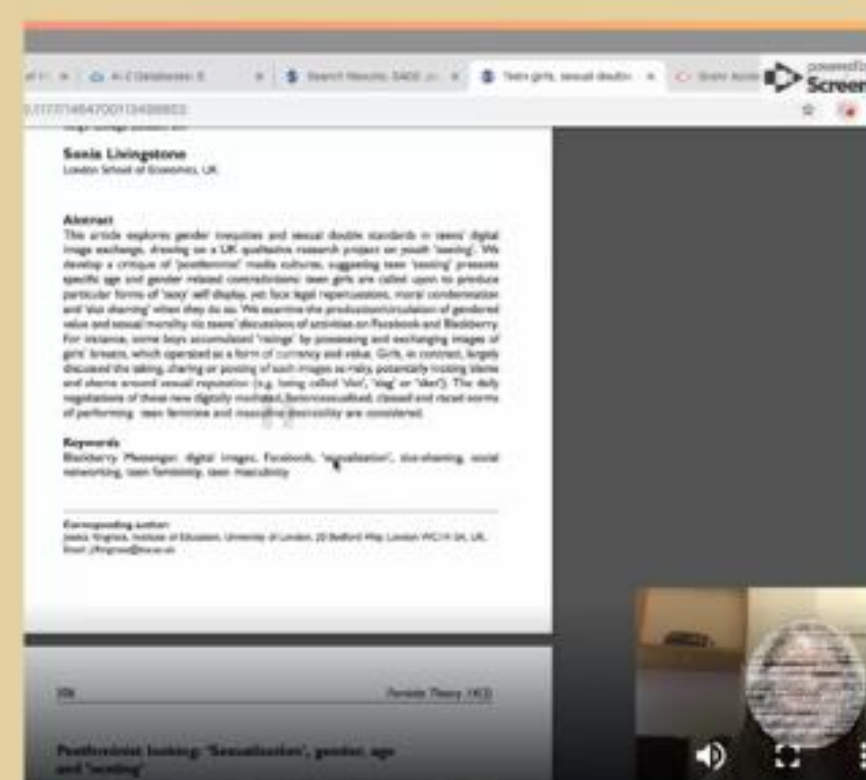
Students were asked to create their first screencasts. The idea was to have students evaluate one article without having been exposed to information literacy teaching. Besides, it was important to create a learning object that they would be able to revisit for reflection later in the semester.



DIGITAL REFLECTIONS

November 2018

After the two instruction sessions, students were asked to come back to their pre-screencasts and to reflect on their evaluations in the light of the teaching material. Students were given a hand out which they could follow in order to structure their reflections. Students were encouraged to use any mode of expression to record their reflections (i.e audio, video, or in written).



FOR HAND OUTS OR FURTHER INFORMATION

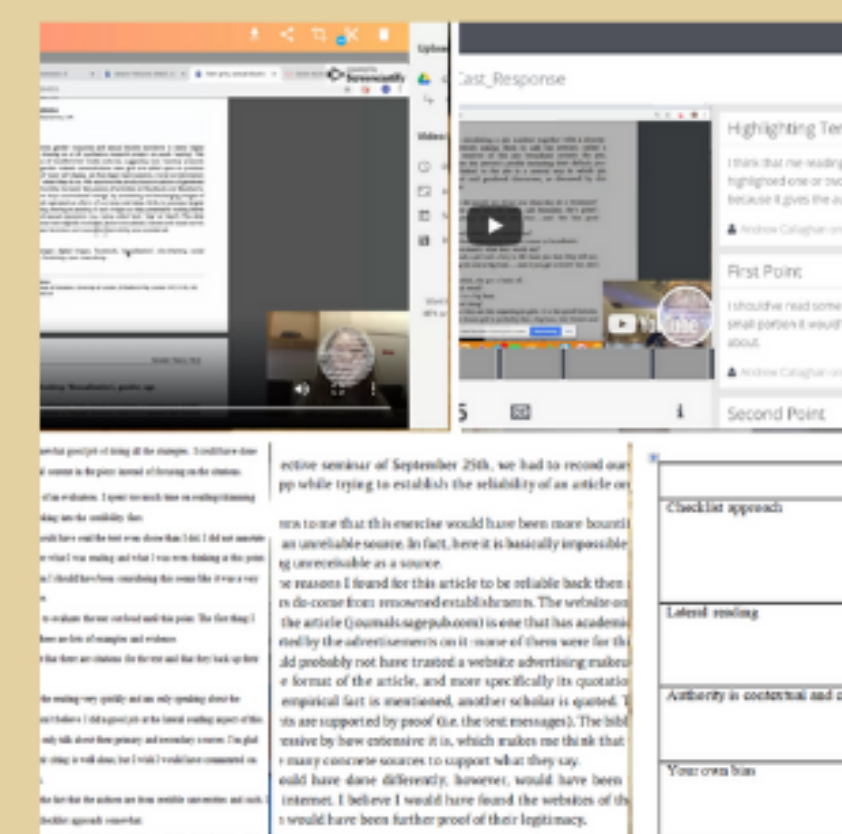
Michael Stoepel
mstoepel@aup.edu
American University of Paris



SUMMER INSTITUTE IN DIGITAL LITERACY

July 2018

This six-day institute focuses on how literacy is changing as a result of emerging media and technologies. We'll consider the implications of this cultural and technological shift for teaching and learning. Join us in exploring innovative approaches now being used by K-12 educators, librarians, and college and university faculty. You will learn how to conduct project-based inquiry using a variety of digital texts, tools and technologies, which will help create challenging and engaging learning opportunities for you and your students (Renee Hobbs and Julie Cairo).



ASSESSMENT OF LEARNING

January 2019

PreScreencast

- * Lots of reading and trying to understand the text
- * Checklist approach

Digital Reflections

- * Lateral reading and checklist used
 - * Authority is constructed and contextual not mentioned
 - * Bias mentioned
- #### PostScreencast
- * Students used different techniques
 - * Students applied new language
 - * Less reading

STUDENT COMMENTS

March 2019

I asked students if they remembered the screencasting experience:
"Yes, it was awkward to see myself during the digital reflections."
"The lateral reading, you mean?"

GUIDING IDEA

JULY - AUGUST 2018

The guiding idea is to break through the silos of our own disciplines and to showcase how common themes, concepts, digital tools, and learning techniques can apply to multiple literacies, widening the pathway toward further interdisciplinary collaboration. The CIE calls for an openness of literacies in order to improve teaching and student learning.

- * Information literacy
- * News literacy
- * Psychology
- * Digital literacy



ASSESSMENT OF TEACHING

January 2019

After analysing the pre-screencasts, the digital reflections, and the post-screencast, I plan to modify my teaching in Spring 2019:

Teaching should **start early in the semester**.

Pre-Screencast: underline the fact the exercise is not about reading the document given but to focus on markers of quality and evaluation techniques

At end of **2nd session:** include the digital reflection assignment in class and encourage the rubric use in order to improve reflections

3rd session: give feedback on the reflection paper and assign the post-screencast before the next library session in order to be able to give feedback

For the **post-screencast**, let them choose the document to evaluate

4th session: re-include questions on confirmation bias and selective attention