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Let's Go Deeper! Creating Threshold Learning Opportunities with the IL Framework

Amanda Starkel

Sally Neal

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Let's go Deeper!

Creating Threshold Learning Opportunities with the New IL Framework

Amanda Starkel & Sally Neal



Session #1: Searching as Strategic Exploration

In the spring of 2017, we devised two instructional sessions for a Media Literacy class in the College of Communication. There were 22 students and it was a 200-level course.

Different Search Engines

Compare and contrast the same searches across multiple search engine sites. Search terms include *driving directions*, *streaming music*, and *political news*. Search sites include Google, Bing, and Duckduckgo.com.

Google Image Search

Type the following prompts into Google Image search: *American child*, *African child*, *European child*, *nurse*, *CEO*, *teacher*, *professor*, *beautiful person*, *courageous person*, *disabled person*, *millennial*, *retiree*. How do the results reinforce any stereotypes or reveal any bias?

Different Search Locations

Compare and contrast the same searches from different locations. Use *isearchfrom.com* to simulate searches from San Francisco, Germany, and Saudi Arabia. Search terms include *pizza*, *crime rates*, and *U.S. 2016 Presidential election*.

Autocomplete

Type the following prompts into the search so they bring up the autocomplete results: *How can my mom*, *how can the media*, *how can my doctor*, *abortion is*, *climate change is*, *homosexuality is*, *democrats*, *republicans*, *libertarians*, *why do black people*, *why do white people*, *why do Asians*. Do the suggestions reinforce any stereotypes or reveal any bias?

Session #2: Authority is Constructed & Contextual

Homework Assignment

Evaluating Authority & Personal Interpretation

Read two short opinion pieces about the same topic from CQ Researcher. Reflect and then answer the following questions:

- Why were the authors chosen to write the opinions?
- What are the author's privileges or biases?
- Who benefits from each opinion and who might be harmed by it?
- What is left out of the opinions that may be important to the issue?
- What was your emotional reaction to the opinions and what did you learn about yourself from the reaction?
- How does your personal experience (hobbies, high school, family, values, socio-economic class, etc) impact your interpretation of the opinions?

Class Session #2

Problem-Based Learning Activity

Split the class into small groups of three.

Each group is assigned a problem and a role/purpose:

- Is social media increasing ADHD? You are a journalist writing a NYT article.
- Should marijuana be legalized at the federal level? You are a sociology professor writing a scholarly article.

From the provided sourcebank, choose two sources to use. Sources included:

- eBook
- PsycINFO article
- Psychology Today article
- Government website
- Newspaper article

Then search for and select another source to use. Again, explain why the source was selected.

Excerpts From Homework Assignments (responding to college tuition debate essays)

"That's the thing. My experiences and my situation makes me entitled to a completely different opinion than most students."

"Since my family is middle class and liberal, it's not surprising that I agree with the idea of free college."

"The important things that are left out include the students view, and how those paying for it (being parents or the students) would be affected."

"The pro opinion gave me more of an emotional reaction than the con one. This is probably because I am a college student who feels for her fellow students that have to give everything they have to pay for college."