**SMC Masters Degree: Scholarly Research & Information Literacy Learning Outcomes**

**The student**

**SRIL 1 -- *understands when information or research is needed***

**SRIL 2 -- *acquires and critically evaluates data, information, and research appropriate for the field***

**SRIL 3 -- *makes appropriate and ethical use of data, information, and research in projects, papers or performances.***

**Learning Objectives (include** [**SMC**](https://docs.google.com/a/stmarys-ca.edu/document/d/1MlJDsY4-UUeR-4v3fhnpweXlqlWo4Xgw82l8yGqASUg/edit) **institutional learning outcomes, ACRL** [**Standards**](http://www.ala.org/acrl/standards/informationliteracycompetency)**,** [**Framework**](http://www.ala.org/acrl/standards/ilframework)**, or others)**

* Students understand that Google is the dominate search engine.
* Students understand that most internet searchers believe the information they find is trustworthy, accurate, unbiased, credible
* Students understand that search engine algorithms are based on criteria for increasing advertising and marketing and not criteria to provide the best information available to answer their search query **SRIL 1**
* Students understand that there are influences (social, political, economic, …) that shape social justice issues in information retrieval **SRIL 1**
* Students can articulate a personal or professional practice that they could develop to become more critical consumers of information specifically as it relates to internet search results **SRIL 1 SRIL 2**
* Students can articulate one action they might take to make the issue of social justice in information more apparent to others

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| **Time****(mins )** | **Instructor Activities** | **Learner Activities/Engagement** | **Resources Used** |
| 5 minutes | Prepare students for Pre-session activity | Give background of Info Lit development; read Seeking Social Justice in Information: Preparation | Handout |
| 46 minutes | At home activity | Watch, Noble, S. U. (2015, December 14). “Just Google It”: Algorithms of Oppression [Video file]. Retrieved from<https://www.youtube.co/watch?v=omko_7CqVTA> (46 minutes) | [Video](https://www.youtube.com/watch?v=omko_7CqVTA)  |
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| Note | This module follows a library instruction module on using the internet for research (evaluation; …) |  |  |
| 5 minutes | Play Noble lecture 15:36 - 18:30 | Watch <https://www.youtube.com/watch?v=omko_7CqVTA> Google is preferred search engine PEW 15:36>60 % of searchers think the information they find is trustworthy PEW 17:00Ad based algorithm not information based algorithm 18:22 | Video clips |
| 2 Minutes | Ask what are the key points to the 3 minute clip (reinforce key concepts) | 1. Google is preferred search engine PEW 15:36
2. >60 % of searchers think the information they find is trustworthy PEW 17:00
3. Google uses an Ad based algorithm not information algorithm to produce results 18:22
 | Write on the whiteboard |
| 5 minutes | Pair students for a Google Image search on a population | Do a google image search on a population.What does this tell us about how our society represents/mis-represents that population? | AssignmentSuggested termsPovertySmart kidsSuccessful peopleTeacher SuperintendentSenior citizenCEO |
| 5 minutes | Share back - redo image search | Students talk about representation |  |
| 5 minutes | Pair share - action to take personally or professionally | Discuss how you could develop a more intentional practice of reflecting on your own ability to question the underlying influences of information you receive specifically as it relates to your internet search results.  |  |
|  | Quick Share back - Homework |  |  |
| 5 - 10 minutes | At home Assessment | Seeking Social Justice in Information Assessment |  |