

# Cast Your Students as Scholars

Single Session with Authority Focus

Updated 6/6/19

Time: 50-75 min

Audience: Undergraduate college students, 100-200 level

Subject: English, Communication, Social Sciences, Other

Materials:

Required:

- Computers for research

Optional:

- Digital Artifact Submission Method (online discussion board, other)
- A Method for distributing or allowing students to choose topics
- Explanatory Documentation or Slides

## Information Literacy Concepts

- Defines Information Need (ACRL, SCOUNL 1&2, ANZIL 1)
- Finds Information (ACRL 2, SCOUNL 3&4, ANZIL 2&4, ANCIL 5)
- Evaluates (ACRL 3, SCOUNL 5, ANZIL 3, ANCIL 4)
- Authority is Constructed / Contextual (Frame 1)
- Searching as Strategic Exploration (Frame 6)

## Learning Objectives

- Students will be able to recognize common library database features and how those features affect their search results.
- Students will be able to identify the key terms from their research problem or topic.
- Students will “develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview.”
- Students will “question traditional notions of granting authority and recognize the value of diverse ideas and worldviews.”

### Artifact

Coordinate with instructor to ask students to bring an artifact with them to the library session to share. Prepare a few artifacts in advance, or plan to ask students who did not bring an artifact to partner with other students. If you have videos introducing students to the library website or resources, consider including them with preparatory materials.

At the beginning of the session, ask students to switch artifacts, facilitating as needed. Give students a few minutes to read their new artifact. Ask them what about this topic interests you? Explore narrowing topics. From that interest, what are the Key or important words?

### Searching

Guide students to appropriate web resources based on their new topics and what they want to know. Allow students to search. The time students have for this will depend on how much you have for the session. Ask students to look for a relevant article and to look for information on the author(s) of those articles. Does the article include information about who they are or their credentials? Can they find more information about the authors on the web? Are there other articles in the database authored by the same person?

Ask students to repeat this process on one of the citations from this article. What do they find?

### Authority

Discuss with students the different kind of authority their peer had writing their artifact and the authors of the articles they found. Ask students to consider how this authority contributes to source evaluation. Is authority the only thing to consider? What are the barriers to publications in different mediums? Talk to them about who has historically been missing from this conversation, and why.