

# Collaborating on Course Design, Part 2: Readiness



(Berdea, 2012)

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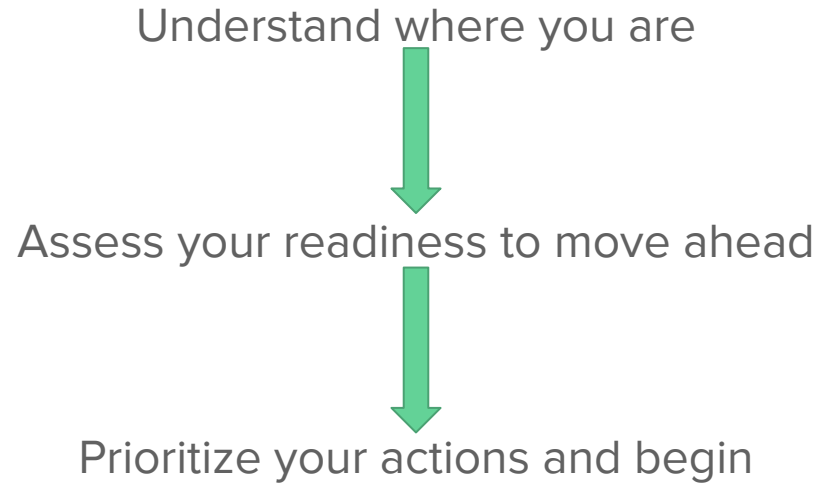
# Collaborating on Course Design Part 1 Recap:

Past session: <http://bit.ly/2td7vuw>



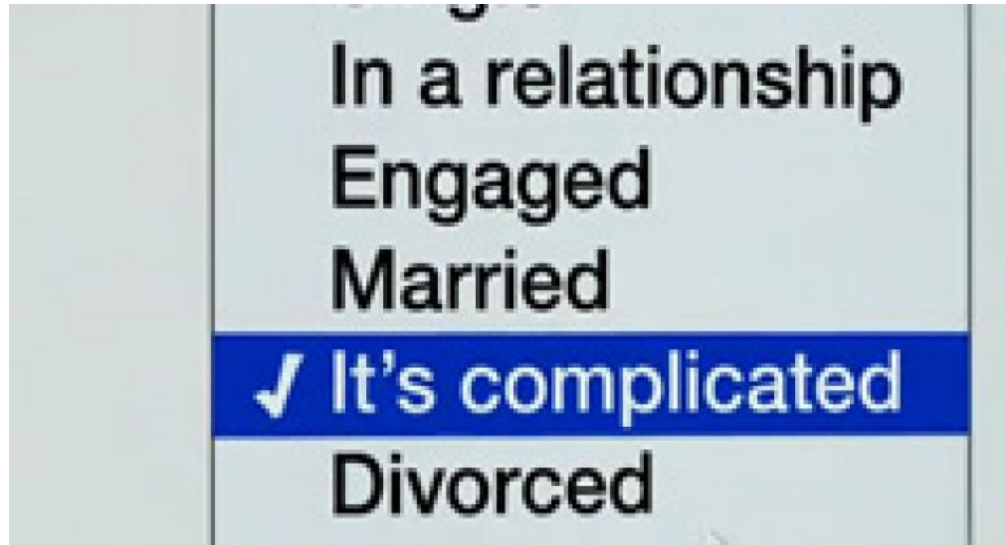
(Pixabay, 2016)

# How can you do it, too?



(Shumaker, 2013)

# Understand where you are



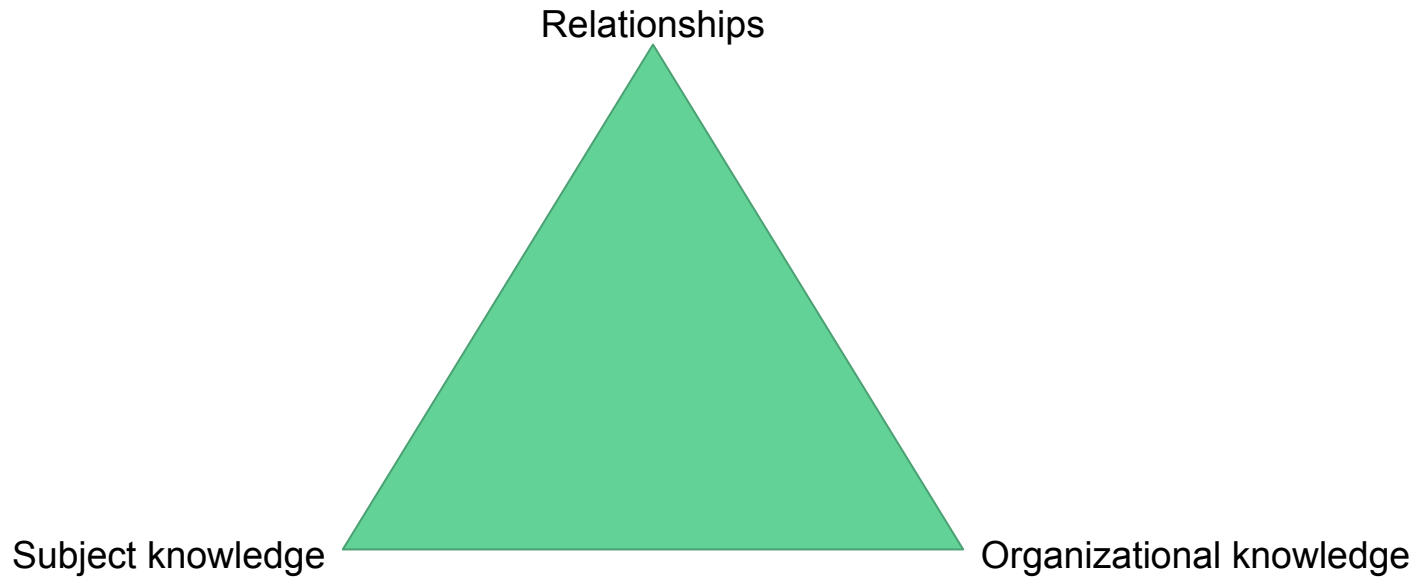
# Assess your readiness

Librarian

Organizational

(Shumaker, 2013)

# Librarian Readiness



# Relationships



Jaime Pollard-Smith, English Instructor



# Subject Knowledge

## Media Literacy, or How to Spot Fake News: What Is Fake News?

This guide provides information and tips on examining news critically, including how to spot fake news and how to fact check and evaluate sources.

What Is Fake News?

Sharing on Social Media

Evaluating Sources

Where to Get News

### What is Fake News?

Fake news are simply stories that are published that have no factual basis or evidence, usually to make money or cause harm to a person or group. Fake news stories often look similar to real news, so it is more important than ever to consume and share news critically and thoughtfully.

This guide provides you with the tools to evaluate the news you see and hear on social media, websites, newspapers, television, and radio. The ability to examine information critically and use it responsibly is commonly known as information literacy.

Navigate the guide by clicking on the tabs at the top of the page. Use the tools we suggest on each page when reading and sharing news and expressing your opinions, and you will be an informational guru!

### Examples of Fake News

Fake news stories can be comical, such as this satirical article below.

**CHILDREN BRAVELY TACKLE VEGETABLE SHORTAGE**

WRENFOE / UK NEWS / FEBRUARY 4, 2017

Fans of sugar and saturated fat have been "strangely upbeat" to learn that there is a national shortage of lettuce, broccoli and other 'rabbit food'. Children have been forced to opt for extra processed meat, two puddings and an insufferable air of smugness.

Having your five-a-day reduced to one has left a sizeable plate gap, which has been inevitably filled by melted-cheese. Explained one obese five year old: 'Naturally I was devastated but somehow I've managed to drown my sorrows in cola and mars bars. Its tough surviving on a reduced vegetable diet – what can I put my ketchup on now? Pass the gummy bears would you?'

Poor growing conditions in southern Europe have been blamed for the shortage, although eyewitnesses claim to have seen a portly Spanish toddler flooding fields. Major retailers have promised to maintain supply – despite children preferring to approach the problem with all the urgency of 'Brexit in treacle'.

Blandly good – vegetables are the food equivalent of Michael Bubl . Sadly the UK often lacks the right growing conditions, but fortunately with Donald Trump's planned State visit there should now be no shortage of manure.

Fake news is most often made for profit, but can also be used to cause harm. If you missed it, here's an article about the man from North Carolina who fired a gun into a pizza restaurant in Washington, D.C. based on a fake news story that Hillary Clinton was running a child sex ring from the store.



# Standards Matrix:

<b>CRITICAL THINKING</b>				
<b>CRITICAL CORE Competency Areas</b>	<b>The ability to interpret, analyze, synthesize, or evaluate information, issues and ideas and apply creative thought to formulate an opinion, solve a problem or reach a conclusion.</b>			
<b>Courses Affected</b>	<b>ECON 251/252, PSY 150, SOC 210, POL 120</b>			
<b>CRITICAL CORE Key Indicators</b>	1) Student selects and uses information appropriately to investigate a point of view or conclusion.			
<b>CRITICAL CORE Proficiencies</b>	Information is taken from sources with enough interpretation and/or evaluation to develop a comprehensive analysis	Information is taken from sources with enough interpretation and/or evaluation to develop a comprehensive analysis	Viewpoints of experts are questioned thoroughly	Viewpoints of experts are questioned thoroughly
<b>Keywords</b>	<b>Searching, Brainstorming</b>	<b>Analysis</b>	<b>Bias</b>	<b>Peer Reviewed</b>
<b>FRAMEWORK Headings</b>	Searching as Strategic Exploration	Research as Inquiry	Authority Is Constructed/Contextual	Scholarship is Conversation
<b>FRAMEWORK Overview</b>	Searching for information is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed.	Research as Inquiry Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.	Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.	Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.
<b>AACU Rubric - Broad</b>	Access the Needed Information	Determine the Extent of the Information Needed	Evaluate Information and its Sources Critically	
<b>AACU Rubric - Specific</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting an opinion	
<p>FRAMEWORK - Framework for Information Literacy for Higher Education, Adopted by the ACRL Board, January 11, 2016. Association of College &amp; Research Libraries (ACRL), a division of American Libraries Association (ALA).</p> <p><b>Definition of information Literacy:</b> Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. The Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions.</p> <p>The six concepts that anchor the frames are: Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation, Searching as Strategic Exploration</p> <p>AACU Rubric - Association of American Colleges &amp; Universities (AACU), 2010, 2013. - Adopted from the National Forum on Information Literacy</p>				

# Organizational Readiness

- An executive champion
- Strong working relationships with “middle managers”
- External library advocates
- Autonomy for the library to start something new and an organizational culture that is open to this type of involvement

# Prioritize action plan

- Lay the groundwork, Build partnerships
- Build relationships
- Create a jargon-free elevator speech
- Understand that the path is winding

(Shumaker, 2013)



(Levine, 2014)

# Part 3...

Come see the assignment in action...

Thanks!

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