

# Intentionally Disruptive

Developing and Delivering a Critical  
Information Literacy Course



Library

# Course metamorphosis

---

Old course

Discussions with Associate Provost

Concurrent course

Collaboration with Undergraduate Research Office

Instruction Council - "What is RESEARCH?"

Collaboration with Honors College



# Critical librarianship

*"There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom,' the means by which men and women deal critically with reality and discover how to participate in the transformation of their world."*

Richard Shaull, drawing on Paulo Freire

- Critical pedagogy + information literacy
- “Information for good” shift in course focus
- New outcomes
  - Undergraduate Instruction & Outreach mission/vision
  - Course learning outcomes



Library

# Undergraduate Instruction & Outreach

---

## Vision

We will work toward creating information literate citizens that are discerning and ethical consumers and creators of information who value common humanity, demonstrate lifelong learning skills, and positively impact their world.



Library

# Outcomes weaved throughout course

---

- Articulate how access to and awareness of information has a demonstrable impact on social, economic, and political well-being.
- Connect research skills to practical, lifelong uses within personal, academic, and professional needs.



# Practical course applications

---

- Caulfield, fake news, & fact-checking
- Fake news creation
- Filter bubble bursting



# Practical course applications

---

- Wikipedia & gender
- Google, Pokemon Go, & race
- News related to AI, machine bias, & social media platforms
- Database searching, controlled vocabulary, & bias



"Sophia (robot).jpg" by Ritchie333,  
licensed under [CC BY-2.0](https://creativecommons.org/licenses/by/2.0/)



# Sample Student Work

---

[Fake News Story 1](#)

[Fake News Story 2](#)

[PSA 1](#)

[PSA 2](#)



Library



# Student feedback

---

“Generally, I am not a fan of controversial topics, because I don't like conflict. However, I feel like this class approaches social issues in a way that allows both sides to be represented. Also, these topics are discussed in a non-confrontational, open way, so I think it is good that we have these discussions/readings.”



# Student feedback

---

“The articles that were really controversial and actually got the class involved in the discussion were always my favorite ones.”



# Student feedback

---

“I wouldn't say that it has caused me to think differently, but it was helped me become more aware of the information landscape. I am more critical of news media, and I am also more confident in research.”



# Student feedback

---

“The topics are interesting on their own, but the skills learned in the class also make academic research easier for other courses. It would be a great class for underclassmen because they still have a lot of school, and therefore a lot of reasearch [sic], left to do.”



# Student feedback

---

*What resonated most with you so far?*

“The wikipedia article about discrimination with women. Because I had not realized that a site as well-known as wikipedia would be openly discriminatory based on its popularity and reputation.”



# Student feedback

---

*What resonated most with you so far?*

“I loved the fake news assignment. It was both creative and informational, and it was fun to see how clever I could be. I liked being on the production end of fake news, and not the receiving end for once.”



# Student feedback

---

*Has being in this class caused you to do or think differently?*

“Yes, It has made me think twice before choosing what to click on when it comes to google and facebook since they choose what you see based on the things you click on.”



# Student feedback

---

“I would recommend this class to people who aren't already familiar with fake news. Anyone who would ask "whats [sic] the big deal?" about fake news would benefit from this class.”

.....  
“I would not. This is because I assumed that the class would discuss more on how Trump and other world leaders (past and present) that are absolute in nature make the media seem untrue to society. It was called a class set in the Post-Truth era, but we only really discuss Wikipedia articles.”





# Questions?

---

- Matt Upson - [matthew.upson@okstate.edu](mailto:matthew.upson@okstate.edu)
- Holly Luetkenhaus - [holly.luetkenhaus@okstate.edu](mailto:holly.luetkenhaus@okstate.edu)  
- @hollyjaneite
- Cristina Colquhoun -  
[cristina.colquhoun@okstate.edu](mailto:cristina.colquhoun@okstate.edu) -  
@EdTecknowledgy

