

Information Literacy Simulations for Active Learning

Faith Rusk, faith.rusk@udc.edu
Daphna Atias, daphna.atias@udc.edu

Agenda

- How we got here
- Our example
- Rationale
- How to adapt and implement in your context

Tweet Response Simulation

In this activity, you will practice responding to a presidential tweet. **You will be required to find, evaluate, and effectively use information to make a case from a particular perspective.** Unlike a research paper, which aspires to be neutral or unbiased, this activity asks you to respond to a tweet from a particular perspective. The four perspectives we will take are:

- 1. White House Press Secretary**
- 2. Advocacy organization**
- 3. Right-leaning news organization**
- 4. Left-leaning news organization**

You are seeking to justify, explain, argue for/against, analyze, and discuss the implications of the tweet from the perspective of your organization.

Tweet Response Simulation Goals

- Gain experience **finding and critically evaluating** information
 - Use that information to support or counter a specific tweet and/or policy announcement
- Thinking critically about how information is created
 - Authority is Constructed and Contextual
- Genre: thinking critically about how information is presented

Sample tweet



Donald J. Trump ✓

@realDonaldTrump

Follow



Just like the NFL, whose ratings have gone WAY DOWN, Nike is getting absolutely killed with anger and boycotts. I wonder if they had any idea that it would be this way? As far as the NFL is concerned, I just find it hard to watch, and always will, until they stand for the FLAG!

9:39 AM - 5 Sep 2018

26,097 Retweets 117,006 Likes



47K



26K



117K



Tweet Response Simulation Timeline

- Introduce Assignment + Research Demo (if needed)
- Class Simulation: 1-4 weeks later
 - Presentations – random order
 - Questions from other groups
 - Class Discussion
 - Who won the news cycle?
 - What tool/technique did another group use that you found to be effective?
 - How is information created and disseminated?
 - How did this exercise effect your relationship to information?
 - Written product?

Information Literacy

- Research minus the research paper
 - Can be low stakes (unlike most research papers)
 - Research for non academic contexts
 - Lifelong learning
 - Multi-pronged research approach (to be prepared for counter arguments)
- Can force students to research an opposing perspective (which can be a different kind of challenge)

Active Learning

- Allow more collaboration
- Gets away from point-and-click presentations → more fun for you!
 - some students are more willing to participate when playing a role
- Presentation: students don't just have to *do* research, they have to *apply* it in different ways
- Academic integrity
 - more plagiarism-proof
 - gives us a proactive way to fight plagiarism--not just about punishment
 - More fun for students! This reduces triggers like stress and procrastination

Simulation Template

- For guidance on creating your own simulation
- Can be done in collaboration with faculty

Simulation Template

Note: this template is best completed in collaboration with the instructional faculty.

Simulation Goals

What *content* do you want students to focus on?

What *skills* do you want students to practice?

What *format(s) or approach(es)* will students use (i.e., what are they simulating?)

- What *materials* will I provide to support their understanding of the chosen format? How will I *teach or introduce* the format?

Examples: debate, press conference, news broadcast, meeting, pitch, award nomination, policy briefing, compliance hearing, congressional testimony, PR cleanup, court hearing, museum exhibition/tour guide, etc.

Source Use

What *type(s)* of sources do you want students to use?

How many sources do you want them to use?

How do you want them to *cite/credit* their sources?

E.g. Attribution, references page. Consider what is appropriate to the format and what is necessary for assessment

Execution

Will the simulation take place in a *single session* or across *multiple sessions*?

What *in-class work* will be required? What *out-of-class or advance work* will be required?

Assessment

How will the simulation be *evaluated or assessed*?

Simulation Template

Award
nomination +
Chemistry
class

*Pick a chemical
element or molecule
and explain its merits
and impact on the
world*

News
Broadcast +
History

*Prepare a news
broadcast for a
significant event in
history*

Pitch +
Sociology
class

*Propose a tool
(physical or digital) to
address an issue of
social inequality*

Debate +
Engineering
class

*Debate whether to
move manufacturing
for a particular
product into the US
from a foreign country,
or vice versa*

Museum Exhibition + Business class

Design a museum exhibit 200 years in the future analyzing how people used the internet in 2019

Design a museum exhibit 500 years in the future, discussing a product or business and its impact on society

Court Hearing + Anthropology class

Hold a court hearing about colonial exportation of artifacts

Congressional Hearing + Math class

Hold a congressional hearing about whether algorithms are biased

Town Meeting + Environmental Science and/or Urban Studies

There is a proposal for a new [superstore, public housing project, dam, etc] in your community. It could be beneficial, but there are also concerns about the different impacts on the community. At the town meeting, members of the town will discuss their different concerns.

Press Conference + Political Science

As an advocacy organization, hold a press conference responding to a policy announcement or launching an initiative

Tour Guide + Architecture and/or History and/or Environmental Science

Design a tour showing how climate change will affect prominent landmarks

Resources & Contact Information

Simulation Template & Examples, Slides, & Tweet Simulation Assignment Description are all available at:

<https://bit.ly/2XgOoLW>

Contact us:

faith.rusk@udc.edu

daphna.atias@udc.edu