

# **CRITdocs for One-Shots:**

**Using Google Docs in Library  
Instruction for Active Learning  
& Assessment**

# Oh Hey!



**I'm Elysha Ardelean**

*Learning Support Librarian*

MCMASTER UNIVERSITY LIBRARY

**Download these slides:**

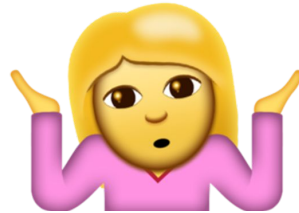
<https://goo.gl/SNk3vW>

elyshanatalia Got my dead ends all  
snipped off yesterday for my first day as  
McMaster's Learning Support Librarian!



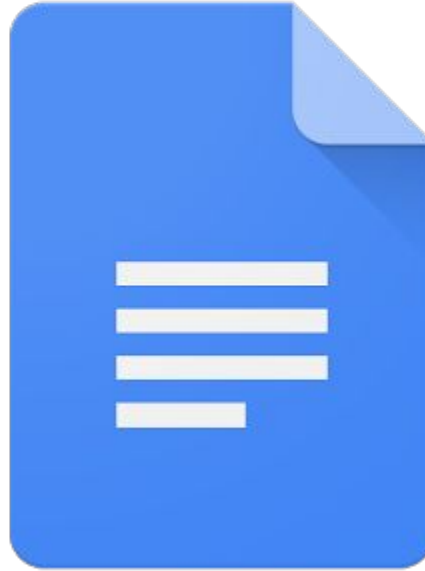
**1.**

**What's a  
CRITdoc?**



It's literally just a Google Doc with a fancy name.

Ensure that the shareable link leads to an **editable** version of the document.



I use a **URL shortener website** to share the link with them.

Google docs = free, familiar, flexible



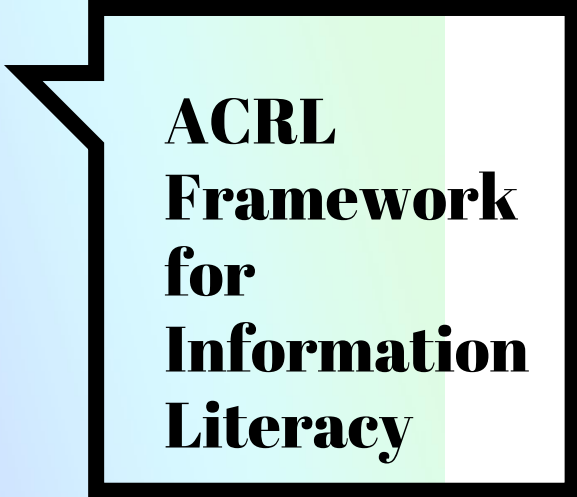
**2.**

# **What is Critical Information Literacy?**

Let's define this, briefly.

**“ [Critical information literacy is] a library instruction praxis that promotes critical engagement with information sources, considers students collaborators in knowledge production practices (and creator in their own right), recognizes the affective dimensions of research, and (in some cases) has liberatory aims.”**

**– Accardi, Drabinski, and Kumbier,  
*Critical Library Instruction* (2010)**

A graphic consisting of a black-outlined rectangle with a speech bubble tail pointing to the left. The rectangle is split vertically: the left half is light green and the right half is white. The text "ACRL Framework for Information Literacy" is written in a bold, black, serif font across the rectangle.

## ACRL Framework for Information Literacy

- The Framework lends itself to a Critical Information Literacy perspective for teaching
- **It's not a matter of getting students to repeat back to me what they've been taught- it's about having them generate their own content.**

# One Shots Are Hard.

How do you do active  
learning AND assessment in  
as little as 50 minutes?





# Lesson Planning

**Goal: Facilitate, don't lecture.**

## Collaborative Partnerships

Students are grouped together to complete the activities.

## Students Teach Everyone Else

Once the allotted time has passed each student group will report on what they did.

The librarian will have the student's CRITdoc on the projector screen so that the student can refer to it and everyone can follow along.

## Assessment

This happens in real time, but you'll now have a copy of the document to look at later on if you'd like.

# The Evolution of CRITdocs

I started with [this lesson](#) for an **1st year Arts & Science** course.

- 50 minutes
- Frame: [Searching as strategic exploration](#)
- Frame: [Research as inquiry](#)
  - The main focus was the research process from preliminary reading/web-searching all the way to database searching.

The following docs were used in the session:

[Catalogue Searching](#), [Evaluating Resources](#), [Finding Articles](#), [Peer Review](#), [Searching Databases](#)

# LIBRARY RESEARCH SKILLS

## FINDING ARTICLES



### Finding Journal Articles

Identify two ways in which you can access the full text of the article in the following citation:

Singleton, Royce A., and Amy R. Wolfson. "Alcohol consumption, sleep, and academic performance among college students." *Journal of Studies on Alcohol and Drugs* 70, no. 3 (2009): 355-363.

- 1.
- 2.

Now,

1. Look up the journal article's title on a database to find the full text of the article
2. Visit the journal website and use the specific issue number to access the complete article

### Searching

1. Use the information provided in the citation to find the full text of the article.  
Which method did you use?
2. Using the "Get It" page, go to the *Publisher's Website* and find the page on which the full text of the article is hosted as a PDF link. Can you locate the date was the article published online?
3. Is this article peer-reviewed? yes / no
  - a. How do you know if it's peer reviewed or not? Please write down the steps taken below:
4. Designate someone from your group to share your results with the class.

Write your first names here:



## The Evolution of CRITdocs

My [favourite lesson](#) thus far using CRITdocs was for a **1st year Globalization** course. I instructed 3 separate tutorial groups.

- 50 minutes
- Frame: [Authority is constructed & contextual](#)

# Research Skills

## **NEW MEDIA**



*hello!*

I'm Elysha Ardelean

I'm the *Learning Support Librarian* here at McMaster.

To get a copy of these slides go to <http://tinyurl.com/godfwx9>

## Agenda

- Library Resources
- Web Resources
- “Authority”
- Citation Resources
- Questions

# 1. Library Resources

[library.mcmaster.ca](https://library.mcmaster.ca)



## Databases

- ▣ Use Boolean Operators to search using keywords
- ▣ Break your topic into keywords and then brainstorm synonyms for those main concept words
  - e.g. **woman**/gender/female/girl/lady
- ▣ Use at least **3 different databases** when searching
- ▣ Not getting relevant results? Go back to your research topic and review the words you've chosen to search with. Sometimes it's *the words we're using that are hindering our research*, not that we're in the wrong database.

## 2. Web Resources

Search Engines, Twitter, Blogs, etc.



*Newspapers*

Should you use them as a resource?



*Tweets*

Should you use them as a resource?





*Blog Posts*

Should you use them as a resource?

## Web Resources; Searching

### *Search Engines\**

- ▣ Google
  - Use Boolean operators like “ “, AND/OR, - for NOT
  - Search within a specific website:
  - e.g. [site:library.mcmaster.ca alumni](#)
  - e.g. [site:buzzfeed.com “Hamilton Ontario”](#)
  -
- ▣ [Bing](#)
- ▣ [Wolfram/Alpha](#)
- ▣ [DuckDuckGo](#)
  - Privacy-protecting search engine
- ▣ [ixquick](#)
  - Based out of Netherlands
  - Claims to be world’s most private search engine
  - [Easy advanced search](#)

### *Academic Indexes*

- ▣ [Google Scholar](#)
  - link to articles [available through McMaster](#)
- ▣ [Microsoft Academic Search](#)
  - Limit searches to specific field
  - Clutters information
  - Top trends available
  - Visualizes connections/networks between scholars

\*Use [RADAR](#) to evaluate your resources

# Group Activity

In your group look at the Tweet, News Article, and one of the blog posts on the topic of *Black Lives Matter*.

Download the slides: <http://tinyurl.com/godfwx9>

Group 1, Group 2, Group 3


**Be prepared to share your discussion/results with the class.**

Click [here](#) to open the article below

## Rowdy Crowd Confronts LA Mayor In Town-Hall Meeting

They chanted: “Black lives matter,” as Garcetti was being escorted out to his car by Los Angeles police officers.

The protesters surrounded the mayor’s car, prevented him from getting into it and repeatedly shouted: “Fire Chief Beck!” At least one man jumped on top of Garcetti’s car while others were pounding on it.

The mayor remained calmed but said he was “disappointed that our conversation was cut short when there is so much work for us to do together to make our neighborhoods stronger and safer. I believe in our [city](#)  and my commitment to our shared concerns continues, stronger than ever,” he said in a statement.

Read this article. From a critical perspective what is useful, or not useful, about this resource that is describing this *Black Lives Matter* protest?



Click [here](#) to open this tweet thread



**Mikki Kendall**

@Karnythia



 Follow

Crossing the grocery store parking lot. Cops stopped to ask me what I was doing there. I was holding grocery bags. [#Alivewhileblack](#)

RETWEETS

1,780

LIKES

1,181



6:48 AM - 4 Dec 2014



Is citing a tweet ever appropriate?

## BLACK LIVES MATTER: GOING DEEPER

While you might not agree with everything that the #BLM movement has said or done (movements are messy!), they are asking for something that Scripture points to: human dignity, because people are created in God's image; the sanctity of all life; and governments which protect all life equally.

Increasingly, Christian leaders from across the denominational and cultural spectrum, overseas and domestically, see that racial injustice and tensions are significant global issues that God wants the church to engage with. And none too soon; globally, Christians around the world are confused by how silent the evangelical world has been on this issue. Other cultures wonder whether the gospel is good news when largely Christianized countries like the U.S. and Canada continue to struggle with this issue.

If you want to further explore the issues Michelle raised, we encourage you to check out the following resources from a variety of today's thought leaders, both Christian and secular.

- Thabiti Anyabwile's *Pure Church blog* at The Gospel Coalition

A former Muslim, now a pastor at Anacostia River Church in Washington, DC, Thabiti recently appeared at *The Atlantic's* Race + Justice in America Conference alongside Ta-Nehisi Coates to discuss hope in the time of mass incarceration.

- *One New Man: The Cross and Racial Reconciliation in Pauline Theology* by Jarvis

blacklivesmatter.tumblr.com

Click [here](#) for link



Click [here](#) for full post

# Ph Paperless History

Teaching History in a Digital Age

[BLOG](#) [ABOUT](#) [ARCHIVE](#)

## TEACHING WORLD HISTORY IN THE AGE OF BLACK LIVES MATTER

January 31, 2016

I remember listening to [Nina Simone's "Mississippi Goddam"](#) on the night of 24 November 2014 when the grand jury chose not to indict Ferguson police officer Darren Wilson in the killing of Michael Brown. Her frustration and outrage at the murder of [Medgar Evers](#) resonated with me. It shocked me that Wilson was not indicted, and we needed to express our outrage at the injustice of the grand jury verdict. Yet, the teacher in me also wondered how I could address this issue in the classroom.

This past summer I read [Ta-Nehisi Coates' \*Between the World and Me\*](#). Coates' story resonated with me given that I'm only a year older than him. I recalled many of the same cultural experiences. At the same time, I'm a middle-class, white male, and I didn't share many of Coates' emotions and reactions. I completely agreed with his views about race and racism in the United States, but I was unbelievably frustrated with his views about nonviolence as expressed in the book and in [an article about the role of nonviolence in the Baltimore protests to the killing of Freddie Gray](#).

 Search



**Bram Hubbell**

Sardar Market at  
sunset #jodhpur  
#rajasthan #india  
#sabbaticallife  
#sardarmarket  
#sunset #\_soi...  
<https://t.co/xMie1X9iOu>  
6 hours ago



**Bram Hubbell**

When the NYT

Open Sans 12 B I U A

# NEW MEDIA IN RESEARCH

putyourlibrarysite.here

This assignment is based on the activity outlined on Slide 11 of this [Slide Deck](#).

Your group has been assigned a tweet, news article, and this blog post- all on the topic of Black Lives Matter.

Names: |

Here are the steps to follow:

1. As a group review [the criteria for evaluating resources](#).
2. Assign one or more people to look at the [tweet](#).
  - o Discuss whether, or not, this Tweet might be appropriate to cite in a scholarly paper. Ask yourself:
    - Would it ever be appropriate to cite tweet? Tweets do not come across as scholarly resources.
    - When, if ever, would it be appropriate to cite a tweet?
    - Any other considerations you'd like to share with the class about what the value (or lack of value) a tweet might have in a scholarly/academic discussion?
  - o Jot down any notes here:
3. Assign one or more people to look at the [newspaper article](#).
  - o Discuss whether, or not, newspaper articles are appropriate to cite in a scholarly paper. Ask yourself:

1

1 2 3 4 5 6 7

scholarly paper. Ask yourself:

To view this doc:  
<https://goo.gl/2fUJJ9>

- Should newspaper articles ever be cited in scholarly papers?
- Are there ever any exceptions?
- Is there anything particular about this article that makes you think it may/may not be, an appropriate resource to cite in a paper?
- o Jot down any notes here:

4. Assign one or more people to look at this [blog post](#).
  - o Discuss whether, or not, blog posts should ever be cited in a scholarly assignment. Ask yourself:
    - Should blog posts ever be used in a scholarly paper?
    - Are there exceptions?
    - Is there anything particular about this blog post that makes you think it may/may not be an appropriate resource to cite in a paper?
  - o Jot down any notes here:
5. Discuss your findings with your group members briefly.
6. When called upon share your conclusions with the class.

# 3. Authority is Constructed & Contextual

from the *The ACRL Framework For Information  
Literacy for Higher Education*

A light gray oval containing a dark gray quotation mark icon.

*Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations.*

## Alternative New Media

- ▣ Alternative literature: “publications not part of the dominant culture and not sharing the perspectives and beliefs of that culture” (Johnson 2009)\*
- ▣ New media: hybrid, networked, ubiquitous, and interactive communication systems (Lievrouw 2011)\*\*
- ▣ Alternative new media: media that use emerging communication technologies like social media to express viewpoints not found within a dominant culture

\*Fundamentals of Collection Development and Management, ALA Editions

\*\*Alternative and Activist New Media, Polity Press



## Traditional Media

### Top-Down

e.g. A TV station takes a viewpoint, sends it up through the hierarchy of editors and producers, and then broadcasts it out to a wide audience.

## New Media

### Point-to-Point

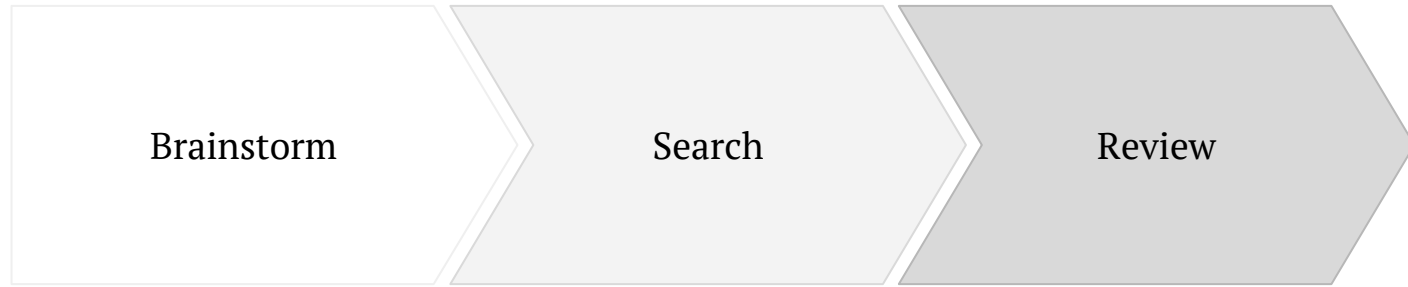
e.g. A blog post is published by the creator themselves and sent horizontally to their peers and other readers.



# *New Media*

Use tweets/blog posts/alternative resources to fill in the gaps. Give voice to those whose presence or words aren't privileged in academic/scholarship.

## Search Strategy



## Citing in APA

### *Style Guides*

- [APA Style Guide](#)
- [Purdue OWL](#)
- [APA Style Blog](#)

### *Citation Management Software*

Citation management software helps you organize the items that you find when searching in databases, and automates the process of creating your bibliography when you're writing.

### ➤ *CMS Resources*

- [Click here](#) to explore your options (includes step-by-step guides) on the McMaster Library Website
- Short [video introduction](#) to Zotero
- Longer [video tutorial](#) on installing Zotero
  - You don't have to use Zotero, there are lots of options!

# Research Help

Request a consultation [here](#)

## Ask

[Chat](#) with a librarian

## Review

[How Library Stuff Works](#) video & infographics



*thanks!*

# Any questions?

You can contact me [Elysha] here:  
[ardelee@mcmaster.ca](mailto:ardelee@mcmaster.ca)

## Credits

Special thanks to all the people who made and released these awesome resources for free:

- ▣ Presentation template by SlidesCarnival
- ▣ Photographs by Unsplash





## **Prioritize. Plan.**

### **What is expected?**

You **prioritize** based on what is expected of you by the instructor, and you fit it into your own mandate for teaching.

If I'm expected to teach database use I can ask myself how that fits into a Critical IL perspective and let that be my jumping off point.

### **What is possible?**

There is not a lot of time. Think small, but expect more from students.

What *is* possible is this: **Plan** your lesson around CRITdocs. Choose one frame to focus on and dig into it.



## The Future

- **M**ake templates for activities based around different frames for different subject areas that can be altered for specific courses
- **A**lways focus the CRITdocs on a **relevant current event** (e.g. [Women's March](#))
- **A**lter future versions by referring to completed docs and editing based on responses

# Questions?

You can also e-mail me questions, or tell me if you use (or create) your own version of CRITdocs!

**ELYSHA ARDELEAN**  
ardelee@mcmaster.ca

...that being said, I won't be  
responding to your e-mail until  
**2018** because →





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