

Teaching News Sources with Process Cards

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Course: College 101: Intro to College Skills (1st year college students)

Topic: Introduction to information sources using process cards in a College 101 library session

Objectives:

Students will be able to recognize differences between information sources, including types of news sources, in order to apply them in various scenarios.

Materials:

- Process cards: our version (Appendix A) or Kevin Seeber's original set <https://kevinseeber.com/processcards.pdf>
- News process cards (Appendix B)
- Assessment worksheet (Appendix C)

Activities:

Process Cards exercise:

- Ask students to work in pairs
- Hand out cards, asking students to: "Read each of the cards, and then put the cards in order of what would get published the fastest to what would take the longest, and think about your reasons why".
- Facilitate a conversation about the order in which students have placed the cards:
 - Move through each information type--what do we know about it and why it takes x amount of time to publish
 - Highlight the role of editing
 - Advantages/disadvantages of quick to publish information and longer to publish information

News Process cards exercise:

- Possible questions to ask students in transitioning to this exercise
 - "What is news?" (The information that keeps us informed about our world. Reputable sources are accurate, and have minimized bias.) What news sources do you follow or watch? Where do you get your news? (online, tv, online or print newspapers, NPR, podcasts)
- Students will continue to work in pairs sorting a new set of cards (Breaking News, News Report, and Investigative Reporting)
- Ask students to put the news cards in order of how soon it appears after an event, and think about:
 - What impact does the time-frame have on the credibility of the information?
 - How does this time-frame affect the perspective of the reporting?
- Facilitate a conversation about each of these types of news
 - Ask students for examples of each type

- Ask: What is useful about each of these different types of news?

Assessment:

- Transfer and apply assessment (Appendix B)
 - See Chapter 4 in *Classroom Assessment Techniques for Librarians* by Melissa Bowles-Terry and Cassandra Kvenild
 - See Chapter 4, “Facet 3: Application” in *Understanding By Design* by Grant Wiggins and Jay McTighe

ACRL Information Literacy Framework:

- Authority is Constructed and Contextual
 - recognize that authoritative content may be packaged formally or informally and may include sources of all media types
- Information Creation as a Process
 - articulate the capabilities and constraints of information developed through various creation processes
 - assess the fit between an information product’s creation process and a particular information need

References

- Bain, K. (2004). Chapter 5: How do they conduct class? *What the best college teachers do*. Cambridge: Harvard University Press.
- Bowles-Terry, M. & Kvenild, C. (2015). *Classroom assessment techniques for librarians*. Chicago: Association of College and Research Libraries.
- Seeber, K. (2015). Process cards. Retrieved from <https://kevinseeber.com/processcards.pdf>
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Assn. for Supervision & Curriculum Development

Appendix A

Scholarly Book

A comprehensive edited account of a subject. Written by an expert in their field of study and published by a university press.

Scholarly Article

A research article on a specific topic. Written by an expert in their field of study, which has been peer-reviewed and published in an academic journal.

Magazine Article

An edited article describing trending or entertainment topics. Written by journalists or professional writers.

News Article

An edited article describing a recent event. Written by journalists.

Wikipedia Article

An online encyclopedia entry presenting basic information on a subject. Written and edited by dozens of anonymous authors.

Blog Post

An individual perspective posted online without external editing.

Social Media Post

A short message or image posted online without external editing.

Appendix B

<p>Breaking News</p> <p>Covering news events as they happen</p>	<p>Breaking News</p> <p>Covering news events as they happen</p>
<p>News Report</p> <p>Disseminating facts the public needs to know</p>	<p>News Report</p> <p>Disseminating facts the public needs to know</p>
<p>Investigative Reporting</p> <p>Disclosing data, documents, and testimony</p>	<p>Investigative Reporting</p> <p>Disclosing data, documents, and testimony</p>

Appendix C

Give an example of **why you might use each of these 3 types of information** for college classes, personal use, and in the workplace.

Breaking news:

College classes

Personal use

Workplace

A magazine article:

College classes

Personal use

Workplace

A scholarly article:

College classes

Personal use

Workplace