

Infographic Pie Judging in a Science FYS

Sarah Oelker, Science Librarian, Mount Holyoke College, soelker@mtholyoke.edu; Katherine Aidala, Associate Professor of Physics, Mount Holyoke College, kaidala@mtholyoke.edu

NUTRITION INFORMATION

This exercise is intended for a First-Year Seminar (FYS) on media coverage of science and/or issues such as race or gender in STEM. The assessment questions, however, are general enough to be used across many FYS library sessions; sharing is caring!

NUMBERS SERVED

10–20

COOKING TIME

40 minutes

DIETARY GUIDELINES

Critique an infographic in small groups and find related scholarship, with pre- and post-class qualitative assessment.

ACRL FRAMEWORKS ADDRESSED

- Authority Is Constructed and Contextual
- Information Creation as a Process

MAIN INGREDIENTS

- Computer lab, laptop cart, or students equipped with their own laptops
- Internet access
- Online survey tool or learning management system for administering the pre- and post-assessments

- An infographic suitable for the exercise, which gives leads to scholarly studies. We used <http://benschmidt.org/profGender> for this exercise. Familiarize yourself with the leads to scholarly studies before doing the exercise.
- Worksheet or slides with the discussion prompts (optional)

MAIN COOKING TECHNIQUE

Pre-assessment, hands-on exercise, small group work, post-assessment

PREPARATION

Before the session, ask students to find a brief article on a scientific finding, and turn in their article along with a single-page reading response. Provide a library guide with a listing of media sources on science (newspapers, blogs, podcasts, etc.). After this assignment is due, but *before* students meet with the librarian, ask the following pre-assessment questions as an assignment or survey:

1. What's been easy to find so far?
2. What have you had trouble finding?
3. What questions do you have for the librarian about finding appropriate resources for this class?

COOKING METHOD

1. Begin class by showing an anonymous summary of student responses, and discuss them.
2. Have students form groups of two or three. Introduce students to an infographic. Ask students to investigate this web page and graphic together (but no other sources), and discuss these questions:
 - » What is this infographic saying?
 - » How strong of a case does it make?
 - » After 3–5 minutes, ask groups to share their answers.
3. Ask students to search the web for more information, using links on the infographic page or by any other search method desired. Ask them to consider these questions:
 - » Where did the data come from?
 - » How was this made, and do you agree with their choices?
 - » Who made this? What is their training? Are they associated with any interest groups?
 - » After 3–5 minutes, ask groups to share what they found.
4. Next, choose a study that is related to the infographic and, as a group, navigate to the full text of the article. Have the groups discuss it, asking the questions:

- » Is it related?
 - » Is it scholarly?
 - » Is it peer reviewed?
 - » How can you tell?
 - » After 3–5 minutes, ask groups to share their findings.
5. A few days after the library session, have students answer these questions in an assignment or survey:
- » What did you learn that was new to you in our session in the library?
 - » What did we cover in the library session that you already knew? You don't have to give an exhaustive list, just a few examples of the first few things that come to mind.
 - » What questions about finding information have arisen for you since our library session?
- Scientific studies are dense. Do you have to read them in order? Would reading out of order help your comprehension? Invite the course instructor to talk about the order in which they read studies.

ALLERGY WARNINGS

- If possible, give participation or homework credit for the pre- and post-assessments.
- Make clear that the points are for responding, not for specific responses.
- Make clear that anonymous student responses to the pre-assessment will be shown in class.

CHEF'S NOTE

Consider discussing these questions after completing this recipe:

- Scientific studies have complex language. Where can you look up unfamiliar words?