Think Critically!
Evaluate that Information

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The data in this infographic comes from Project Information Literacy’s publications *Balancing Act: How College Students Manage Technology While in the Library during Crunch Time* and *Truth Be Told: How College Students Evaluate and Use Information in the Digital Age.*
*Critical Thinking*

* mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.

* self-directed, self-disciplined, self-monitored, and self-corrective thinking.

* entails effective communication and problem-solving abilities

Critical Thinking Community
**ELEMENTS OF THOUGHT:**
THINKING THINGS THROUGH

<table>
<thead>
<tr>
<th>Purpose</th>
<th>What am I trying to achieve or make happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question at Issue</td>
<td>What is the central question I am trying to think through?</td>
</tr>
<tr>
<td>Information</td>
<td>What facts, data, or evidence do I need to figure things out?</td>
</tr>
<tr>
<td>Concepts</td>
<td>What are the organizing ideas, theories, or principles that influence my thinking?</td>
</tr>
<tr>
<td>Assumptions</td>
<td>What am I taking for granted that forms the basis of my thinking?</td>
</tr>
<tr>
<td>Interpretation</td>
<td>What are the connections I am making, and conclusions or solutions I am coming to?</td>
</tr>
<tr>
<td>Implications</td>
<td>What are the consequences that follow from my line of thinking?</td>
</tr>
<tr>
<td>Points of View</td>
<td>What are the other relevant perspectives that I need to consider?</td>
</tr>
</tbody>
</table>
Meeting the Needs of New Library Users

* Bibliographic Paradigm [Certainty and Order]
  * Finding the answer
  * Information is a thing / Given out
  * Locating a thing

* Information Search Process 1993
* Constructive Process [Uncertainty and Confusion]
  * Inquiry Method [Users’ structuring information]
  * Guiding a process

Moving beyond “Driving the Database”

* Tool Sequence / Limited Transferability
  * How but not Why
  * Pathfinders
  * Database Tutorials

* Constructionist Process: 6 stages
  * Task Initiation
  * Topic Selection
  * Prefocus Exploration
  * Focus Formulation
  * Information Collection
  * Search Closure
*LINKING through Process*

*Idea / Discovery Tool / Resources*

Brain Usage 10%
Library Assignments

* Focusing the question
* Analyzing an article
* Career Information
* Mediated Opinion
* Current Information
*Focusing the Question*

*Idea / Library Discovery Tool / Resources*
Ten percent of brain myth - Wikipedia, the free encyclopedia
The 10% of brain myth is the widely perpetuated urban legend that most or all humans only make use of 3%, 10%, 27% or some other small percentage of their brain. Origin - Refutation - Perpetuation in pop culture - See also

Do People Only Use 10 Percent of Their Brains? - Scientific American
Feb 7, 2008 - Adding to that mystery is the contention that humans "only" employ 10 percent of their brain. If only regular folk could tap that other 90 percent, ...

News for 10% brain usage
All You Need To Know About the 10 Percent Brain Myth, in ...
Wired - 6 days ago
It's based on the immortal myth that we use only 10 percent of our brains. Johansson's character is implanted with drugs that allow her to ...

Do We Use Only 10% of Our Brain?
University of Washington
There is no scientific evidence to suggest that we use only 10% of our brains. Let's look at the possible origins of this "10% brain use" statement and the ...

What Percentage Of Our Brains Do We Actually Use ...
The Huffington Post
Feb 4, 2014 - It's commonly said that we humans use only about 10 percent of our brains, with some people attributing Einstein's brilliance to his ability to ...
Though an alluring idea, the "10 percent myth" is so wrong it is almost laughable, says neurologist Barry Gordon at Johns Hopkins School of Medicine in Baltimore. Although there's no definitive culprit to pin the blame on for starting this legend, the notion has been linked to the American psychologist and author William James, who argued in *The Energies of Men* that "We are making use of only a small part of our possible mental and physical resources." It's also been associated with Albert Einstein, who supposedly used it to explain his cosmic towering intellect.

The myth's durability, Gordon says, stems from people's conceptions about their own brains: they see their own shortcomings as evidence of the existence of untapped gray matter. This is a false assumption. What is correct, however, is that at certain moments in anyone's life, such as when we are simply at rest and thinking, we may be using only 10 percent of our brains.

"It turns out though, that we use virtually every part of the brain, and that [most of] the brain is active almost all the time," Gordon adds. "Let's put it this way: the brain represents three percent of the body's weight and uses 20 percent of the body's energy."
Finding Links

- Wikipedia & Google provided good beginnings
- Myth
- Academics Study more granular
  - Psychology - how we use the brain
  - Neurology - how biological systems process reactions to the environment

Thesis sentence

- As we study the brain, we find that the entire brain is involved in even the most simple task. Let's take a closer look at what we know.
- Psychological studies
  - Key words Psychology study brain usage
Recommendation: We found one or more specialized collections that might help you.

- **ERIC** - Abstracts and indexes journal articles and research reports in education, 1966-present
- **Education Research Complete** - K12 to higher ed database indexing over 1500 journals, 700 full text

**Thermal spatio-temporal data for stress recognition**
by Sharma, Nandita; Dhall, Abhinav; Gedson, Tom; Goecke, Roland
Stress is a serious concern facing our world today, motivating the development of a better objective understanding through the use of non-intrusive means for... Engineering, Watching films, Stress classification, Signal, Image and Speech Processing, Support vector machines

**Robust, accurate and fast automatic segmentation of the spinal cord**
by De Leener, Benjamin; Kadoury, Samuel; Cohen-Adad, Julien
NeuroImage, ISSN 1053-8119, 04/2014

**Brain activity and prosocial behavior in a simulated life-threatening situation**
by Zanon, Marco; Novembre, Giovanni; Zangrando, Nicola; Chittaro, Luca; Silani, Giorgia
NeuroImage, ISSN 1053-8119, 04/2014
... still a puzzle for many social scientists, such a complexity seems to be the driving force that has favored the evolution of a larger and more complex brain (Byrne...
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* Assignment: Choose a myth from the following list and describe the search process as you identify a facet that academic sources can inform

* Starting Points
  * Linking Idea [key words] to search engine
    * Scan source of your idea
    * Try searching in multiple databases
Analyzing an article

* Who is the author? [Background, vita, where he/she works]
* What is the main point of the article? [Hint: check the abstract & conclusion]
* How did the author incorporate information into the article
* How is the article structured?
* Who’s work is included In the references?
* What other articles did this author publish?
References


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* Assignment: Analyze an article, the authority of the author and the credibility of the sources used in the article
  * Close reading of article
  * Biographical information
  * Relations between author and sources
Analysis of a Career

* Explore Careers
  * Pay
  * Outlook
  * Preparation
  * Environment
  * Similar Occupations

* Find Current postings for Jobs
  * Compare with Occupational Outlook Handbook
  * Print vs Database
What Librarians Do

Librarians help people find information and conduct research for personal and professional use. Their job duties may change based on the type of library they work in, such as public, school, and medical libraries.

Duties

Librarians typically do the following:

- Help library patrons conduct research and find the information they need
- Teach classes about information resources and help users evaluate search results and reference materials
- Organize library materials so they are easy to find, and maintain collections
- Plan programs for different audiences, such as storytelling for young children
- Develop and index databases of library materials
- Research new books and materials by reading book reviews, publishers’ announcements, and catalogs
- Choose new books, audio books, videos, and other materials for the library
- Research and buy new computers and other equipment as needed for the library
- Train and direct library technicians, assistants, other support staff, and volunteers
- Prepare library budgets

In small libraries, librarians are often responsible for many or all aspects of library operations. They may manage a staff of library assistants and technicians.

In larger libraries, librarians usually focus on one aspect of library work, including user services, technical services, or administrative services.

The following are examples of types of librarians:

**User services librarians** help patrons find the information they need. They listen to what patrons are looking for and help them conduct research using both print and digital resources.

Librarians' job duties may change based on the type of library they work in, such as public, school and college libraries.
* Critical Thinking Components

* Constructionist Process: 6 stages
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* Assignment: Locate a career listed in OOH & compare job postings with analysis of OOH. [Compare communities of jobs in 2 different cities]
* Evaluating information
* Searching for jobs
  * Communities
  * Professional Associations
  * Institutions
*Mediating Opinions*

* Locate two opposing viewpoints, identify information used to support each position, identify common ideas, and search for information that brings these two sides together.
*Global Warming*

* What can US do to improve greenhouse gases
* CO2 levels
* Rising Temperatures
* Ice Melting
* Rising Oceans

* Sen Barrasso

* Wyoming’s Solution
  * Balance environment & economy
  * Increased regulation won’t help
    * Jobs
    * Unilateral regulations cannot solve global issues
* Central issues
* Economy & Jobs
* Search strategy
* Green Jobs
* Saving
*Constructionist Process: 6 stages
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* Carefully read two articles
* Compare information used to support each position
* Find common issues
* Use common issues in search for additional information that can be used to bridge the differences
Find an incident in the past six months, and locate academic publications that relate to the issues discussed in the newspaper article.
Read an article about building collapse in Bangladesh

**Key Terms**

* Bangladesh
* “garment factory”
* “American companies”
* Gap | “Children’s Place”

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Some Retailers Rethink Role In Bangladesh

Deadly Accidents Put Reputations at Risk

By STEVEN GREENHOUSE

Ever since a building with garment factories collapsed in Bangladesh last week, killing more than 400 people, Western apparel companies with ties to the country have scrambled to address public concerns about working conditions there.

Benetton repeatedly revised its accounts of goods produced at one of the factories, while officials at Gap, the Children’s Place and other retailers huddled to figure out how to improve conditions and some debated whether to remain in Bangladesh at all.

At least one big American company with Bangladeshi operations, however, had already decided to leave the country — pushed by the last devastating disaster, a fire just six months ago that killed 112 people.

The Walt Disney Company, considered the world’s largest licensor with sales of nearly $40 billion, in March ordered an end...
Putting the Pieces Together

Can I Intelligently Talk about my Topic

Background / Context
- General Article
- Encyclopedia

What experts say about my Topic
- Scholarly Articles
- Popular Articles
- Newspaper

Accurate Reliable

Highlights for my Topic
- Primary Documents
- Interviews
- Memoirs - Autobiographies

Personal Perspectives
**Structuring my topic**

* IDEA: American companies endanger cheap labor to boost profits

* Key word
  * Bangladesh
  * “American Companies”
  * Reaction

* Thesis:
  * American companies get away with exploiting offshore labor

**OR**

* American companies were unaware of poor conditions in offshore factories
*Describing your Search - Linking Terms*

**Bangladesh**

**Factory**

**Safety**

Useful Information:

Search Results: Your search for `bengladesh factory safety` returned 3,832 results.

- **Gap Enacts Bangladesh Factory Safety Plan**
  - Times of Oman, 05/16/2013
  - Enforcement of building safety measures, Foreign operations, Clothing stores
  - Newspaper Article: Full Text Online

- **Bangladesh factory safety deal applauded**
  - The World Today, 05/16/2013
  - Bangladesh's commitment to improving building safety... Retailers for their efforts...
  - Newspaper Article: Full Text Online

- **Australian retailers snub Bangladesh factory safety accord**
  - Simon Frazier
  - Enforcement of building safety measures... making factories safe for work...
  - Newspaper Article: Full Text Online

- **Clothing Makers Back Bangladesh Factory-Safety Pact**
  - Christina Passariello and Syed Zain Al-Mahmood
  - Manufacturing at factories that fail to meet safety standards... necessary repairs and renovations...
  - Newspaper Article: Full Text Online

- **Big brands reject Bangladesh factory safety plan**
  - Irish Examiner, 04/27/2013
  - Role of retailers in making working conditions safer...
  - Newspaper Article: Full Text Online
Central Search: Periodicals

Easily discover library content with Central Search

Advanced search options
American companies get away with exploiting offshore labor.
American companies unaware of poor conditions in offshore factories.

Select the material that best fits your thesis.
*Constructionist Process: 6 stages
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*Assignment: Find an article in a major newspaper and locate three academic discussions dealing with an aspect of the story.

*Linking Idea [key words] an academic publication
  * Scan source of your idea
  * Focus a thesis statement to narrow results & assure relevance to your point
Critical Thinking

* analyzing, assessing, and reconstructing it.
* self-directed, self-disciplined, self-monitored, and self-corrective thinking.
* entails effective communication and problem-solving abilities

Critical Thinking Community
Reflect on the process of
* Locating
* Analyzing
* Connecting sources
* Link ideas [key words] with discovery tools
* Dead ends are part of the process
* No information about an author
CREDITS

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THANKS