Evaluating Information

Kate Carter
Jennifer Holland
Travis Jones
Susan Steele
Research & Instruction Librarians

PSYC 1100
First-Year Seminar

how do i find out

my blood type
if i have a warrant in texas
if someone is in jail
where i vote
if i am registered to vote
if someone is in jail in texas
FCT Intellectual Standards

Clarity
Accuracy
Precision
Relevance
Depth
Breadth
Logic
Significance
Fairness
Sufficiency/Completeness
FCT Intellectual Traits

Humility
Courage
Empathy
Autonomy
Integrity
Perseverance
Confidence in reason
Fairmindedness

Perseverance

Alanzon. https://commons.wikimedia.org/wiki/File:Sapling_on_a_stub.jpg; accessed 12-5-2018
Fairmindedness
FCT Intellectual Standards

Clarity

Accuracy

Precision

Relevance

Depth

Breadth

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Sufficiency/Completeness
FCT Intellectual Standards

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Purpose
FCT Intellectual Standards

Clarity
Accuracy
Precision
Relevance
Depth
Breadth
Logic
Significance
Fairness
Sufficiency/Completeness

Authority
FCT Intellectual Standards

Clarity
Accuracy
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Logic
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Fairness
Sufficiency/Completeness

Process
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Purpose
information
You want to find out how course evaluations are handled at UHCL. Which information source would you choose?

A. An article about course evaluations from The Signal (UHCL student newspaper)
B. A document from Scantron Corp. about course evaluation software
From print to digital: Online course evaluations becoming new standard

HSH begins their switch to online evaluations

By Hope Janise — On Nov 19, 2018

The University of Houston-Clear Lake (UHCL) has been slowly transitioning from print to digital course evaluations across all colleges. This semester, the College of Human Sciences and Humanities (HSH), will be the final school to begin implementing digital course evaluations for face-to-face classes.

Though the transition will not be mandatory until the spring 2019 semester, HSH faculty are presently being encouraged to use online course evaluations.

“We will not fully be electronic until spring semester,” said Deborah Griffin, director of operations in HSH and lecturer of writing. “The switch to electronic end-of-course evaluations isn’t new. In the College of Human Sciences and Humanities, we’ve held onto the paper and pencil traditional survey longer than any of the other colleges. The other three colleges — College of Business, College of Education, and College of Science and Engineering — all use electronically-delivered surveys and have for many years.

Although students in the College of Business’ face-to-face and hybrid classes take the evaluations on paper, after, those evaluations are submitted they are scanned and stored digitally.
Choosing Course Evaluation Software: Top 10 Things to Consider...

If the course evaluation system is too cumbersome, you will not use it and your organization will lose its investment. Ultimately, you

Choosing Course Evaluation Software:
Top 10 Things to Consider

More and more organizations are using evaluations and surveys to find out what their employees, students, faculty, and alumni think and want. Evaluations and surveys can provide them with accurate, measurable data that they can't get any other way. Not only are surveys an excellent way to keep abreast of needs, problems and the current state of affairs, but the results are essential when making plans for the future. What should you look for when choosing a course evaluation solution?

1 Ease of Use

You're probably looking to make your job easier and aren't interested in difficult, complex software applications. If the course evaluation system is too cumbersome, you will not use it and your organization will lose its investment. Ultimately, you want software that can grow with your evaluation and other survey needs, but to get started look for these elements:

- WYSIWYG design interface
- Full drag-and-drop capabilities for questions and scales, notes, overviews, summaries, and other text
- A robust library of commonly-asked questions
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Purpose
• persuade
• sell
consumer/popular  trade/professional
FCT Intellectual Standards

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Scholarly/academic journals
Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students’ Academic Performance and All Students’ College Transition

Nicole M. Stephens¹, MarYam G. Hamedani², and Mesmin Destin³,⁴

¹Kellogg School of Management, Northwestern University; ²Center for Comparative Studies in Race and Ethnicity, Stanford University; and ³Department of Psychology, Northwestern University; and ⁴School of Education & Social Policy, Northwestern University

Abstract
College students who do not have parents with 4-year degrees (first-generation students) earn lower grades and encounter more obstacles to success than do students who have at least one parent with a 4-year degree (continuing-generation students). In the study reported here, we tested a novel intervention designed to reduce this social-class achievement gap with a randomized controlled trial (N = 168). Using senior college students’ real-life stories, we conducted a difference-education intervention with incoming students about how their diverse backgrounds can shape what they experience in college. Compared with a standard intervention that provided similar stories of college adjustment without highlighting students’ different backgrounds, the difference-education intervention eliminated the social-class achievement gap by increasing first-generation students’ tendency to seek out college resources (e.g., meeting with professors) and, in turn, improving their end-of-year grade point averages. The difference-education intervention also improved the college transition for all students on numerous psychosocial outcomes (e.g., mental health and engagement).
Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students’
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Clarity
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Relevance
Depth
Breadth
Logic
Significance
Fairness
Sufficiency/Completeness

First in the Family
ADVICE ABOUT COLLEGE FROM FIRST-GENERATION STUDENTS

Your College Years
BY KATHLEEN CUSHMAN
FCT Intellectual Standards
Clarity
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Relevance
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Significance
Fairness
Sufficiency/Completeness

Authority

Image via Creative Commons license; http://www.firstconcepts.com; accessed 9-26-2017
Authority Defined:

1. A person whose opinion or testimony is accepted as true

Source: Oxford English Dictionary
FCT Intellectual Standards

- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance
- Fairness
- Sufficiency/Completeness

Authority
Authority Defined:

1. A person whose opinion or testimony is accepted as true

2. the power to influence the opinion of others due to one’s recognized expertise, skill, or strength

Source: Oxford English Dictionary
How does a person become a figure of authority?
How does a person become a figure of authority?
Expertise

https://twitter.com/firstweets/status/1017106572332404736

https://i.pinimg.com/originals/cd/78/1c/cd781c394ebfd91667dcbaa27cdd246.jpg

https://twitter.com/firstweets/status/1017106572332404736

https://i.pinimg.com/originals/cd/78/1c/cd781c394ebfd91667dcbaa27cdd246.jpg
Experience

https://d2v9y0dukr6mq2.cloudfront.net/video/thumbnail/BSvMeY2Miiofox1rz/the-programmer-at-work-the-code-of-the-website-on-the-computer-monitor_sxvfg-p__F0000.png

How does a person become a figure of authority?
Authority of Information Creators
Authority & Community

Who is the community?

What type of authority does it value or recognize?
Academic Communities

Sharon Sasser a, Jennifer Glass b, Yael Levitte c, Katherine M. Michelmore d

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b Department of Sociology & Population Research Center, 305 E. 23rd Street, A1700, University of Texas — Austin, Austin, TX 78712-1699, United States
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d Maxwell School of Citizenship and Public Affairs, 426 Eggers Hall, Syracuse University, Syracuse, NY 13244, United States

Keywords:
Gender
STEM
Employment
Family and work
Values
Expectations
Institutions

Women remain underrepresented in the STEM workforce. We assess explanations for women's underrepresentation in STEM jobs, focusing on a cohort that came of age in the 1980s and 1990s, when women dramatically increased their representation in the scientific labor force. Data are from the NESY73, and our analysis focuses on members of this cohort who received a college degree, with an emphasis on those who completed a degree in a STEM field. Our analyses test the extent to which college major, expectations to work in STEM, and family expectations shaped transitions into STEM occupations within two years of degree completion. Among those majoring in STEM fields there were no gender differences in transitioning into STEM jobs, though there were sizeable differences in transitions to STEM employment by field of study. Of note are gender differences in associations between family expectations and transitions into STEM employment. The most career-oriented women, who expected to marry late and limit fertility, were no more likely to enter STEM jobs than were women who anticipated marrying young and having two or more children. The men most likely to enter STEM occupations, in contrast, adhered to significantly more conventional gender ideologies than their female counterparts, expecting to marry at younger ages but also to remain childless. Results of our regression decomposition indicated that marriage and family expectations and gender ideology worked in opposite directions for men and women. Nonetheless, the majority of the gender disparity in transitions into STEM jobs was related to women's underrepresentation.
Academic Communities

[Image: Photo by Jami Mathewson/Wiki Education Foundation, CC BY-SA 4.0]

https://blog.wikimedia.org/2017/06/19/wikipedia-information-literacy-study/
Professional Communities
Professional Communities

3 Ways to Teach a Book

1. Tap into what they know, research to create an outer-space creature.

2. Big questions with silly starters, playground orbs.

EDUCATION EQUITY
When Middle School Students Think Like Historians
Students can learn about implicit bias by investigating the cultural assumptions underlying their history textbooks.

Carl Cooper

COMMUNICATION SKILLS
Building Perspective Through Meaningful Discussion
When they don’t shy away from talking about tough topics, students and teachers gain a deeper understanding of important issues—and each other.

SCHOOL CLIMATE
Every Student Matters:
Professional Communities

Elizabeth Holmes’s blood-testing ambition has collided with technological problems

By John Carreyrou

The night before a big meeting with a Swiss drug company in 2008, Theranos Inc. founder Elizabeth Holmes and a colleague sat in a Zurich hotel, sticking their fingers with a lancet.

They drew drops of their own blood to try the company’s testing machine, but the devices wouldn’t work, says someone familiar with the incident. Sometimes the results were obviously too high. Sometimes they were too low. Sometimes the machines spit out only an error message.

After two hours, the colleague called it quits, leaving Ms. Holmes still squeezing blood from her fingers to test it again.

Ever since she launched Theranos in 2003 when she was 19 years old and dropped out of Stanford University, Ms. Holmes has been driven by ambition that is big even by Silicon Valley standards. Instead of a smartphone app to hail a car or order food, she wants to revolutionize health care with a vast range of diagnostic tests run with a few drops of finger-pricked blood.

Now 31, Ms. Holmes has emphasized a variety of strategies—a hand-held device, tests for drugmakers, drugstore clinics—while trying to turn her dream into a business. She often has collided with technological problems, according to interviews with more than 20 former Theranos employees, company emails and complaints filed with federal regulators.

In Switzerland, she went ahead and pricked her finger in front of a group of

Please see HOLMES page A10
FCT Intellectual Standards
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Accuracy
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Process
Research process: On what basis does the source rest its claims?

https://flic.kr/p/84U61A
https://flic.kr/p/9Ag4Bp
https://upload.wikimedia.org/wikipedia/commons/3/38/Full_Scale_Wind_Tunnel_(NASA_Langley).jpg
Editorial process: What review does the source undergo before publishing?
You want to know where to find a mobile food truck that your friend recommended.

Which information source would you choose?

A. A review in an alternative weekly newspaper, like Houston Press
B. Reviews on a site like Yelp
C. The food truck’s latest Twitter posts
D. The academic journal Anthropology of Food
E. I’m not sure
Process and Social Media

OK Education Assoc. @okea

Schedule for tomorrow:

9 a.m. — shuttles start
10 a.m. — student event starts
11 a.m. — OEA program starts
1:30 p.m. — Senate goes into session
3 p.m. — House goes into session

#OKwalk4kids #TogetherWeAreStronger #oklaed

7:25 PM - 3 Apr 2018

Graham Lee Brewer @grahambrewer

Finally to a place with internet reception. In my give or take 4 or 5 years covering the Oklahoma capitol in some form, I have never seen anywhere near that amount of civic participation. A truly stunning sight. #oklaedwalkout

10:55 AM - 3 Apr 2018 from Norman, OK
Process and Social Media

IF YOU COULD FACT-CHECK BEFORE YOU POST IT

THAT WOULD BE GREAT.

https://twitter.com/jeggit/status/902048241646280704
https://twitter.com/ipraisewomen/status/1040610473895489536
https://pixabay.com/en/mistakes-editing-school-red-ink-1756958/, Licensed under CC0
Time and the Information Creation Process
You want to find out what happened in the White House last week. Which information source would you choose?

A. A news magazine like Time, Newsweek, or U.S. News & World Report
B. A book about politics like Bob Woodward’s Fear
C. Today’s Twitter activity by a Houston civic activist
D. The academic journal American Politics Research
E. I’m not sure
“What I hope we see long term is just a movement in this state — in the country really — to give everyone a better chance. The American Dream is getting to the point where it’s unachievable for so many people,” said Craig Hoxie, a Booker T. Washington High School physics teacher.

Each day, marchers have received an outpouring of support from the community they’re in or passing through. Rockholt clutched a note written by a Bristow student. Dinner Thursday — like almost all meals — was donated, and there were plenty of leftovers.
Fact Check, PLEASE!
You’re writing a paper for a class and want to find research about the consequences of greater government regulation on social media.

Which information source would you choose?

A. A news magazine like *Time*, *Newsweek*, or *U.S. News & World Report*
B. A press release from *Facebook Newsroom*
C. An academic journal like *The Journal of High Technology Law*
D. I’m not sure
school movement was most active in areas where enrollment rates were already high, and that "the reform movement attained its greatest immediate success in the triumph of New England public schools over the flourishing private alternatives" rather than in raising educational levels. E. G. West argues "we lack firm evidence to show education was not already universal prior to the establishment of laws to provide a schooling that was both compulsory and free." Claudia Goldin and Lawrence Katz summarize historians’ work on New York and Massachusetts and conclude that enrollment rates were similar even though the timing of the free school laws that outlawed private rate bills differed by 41 years. That being the case, why did voters choose to fully fund primary education?

3 Fishlow, "Common School Revival."
6 West, Education.
7 Goldin and Katz, "Virtues of the Past."
8 For details, see the histories in Crenin, American Education; Cumberley, History of Education; Kaestle, Pillars of the Republic; Goldin, "Brief History"; and Goldin and Katz, "Virtues of the Past."

Why do voters publicly fund education? I examine two explanations: public funds may be a means for decisive voters to transfer wealth to themselves or voters may subsidize the education of others to raise social education levels and realize external benefits. I test these theories in the 1800s, when full tax support of primary schools emerged. States where median and mean wealth was closer together had higher fractions of education revenue from public sources. Attendance rates rose when the public share of education funding rose, especially for poor children. These facts are consistent with a model with external benefits of education.

Today, developed countries universally fund public primary education. However, this was not always true. In England, the United States, Prussia, France, and other countries, many children were educated in a thriving private sector before the establishment of fully tax-supported public primary schools. Even in areas of the United States where schools received public support, parents often paid substantial tuition charges, known as rate bills. In the average state in 1850, these private contributions accounted for about 20 percent of public school funds.

During this period, high fractions of children attended primary school and were literate. For example, Albert Fishlow states that the common
The Prediction of States’ PK-12 Funding Effort and Distribution Based on Their Ideological Makeup

Joel R. Malin

ABSTRACT

States differ markedly in their funding for public schools, both in terms of the fiscal effort their citizens demonstrate and the progressivity with which funds are distributed. Yet, less is known about why different states have enacted such different policies and financing systems. In this study, the relationships between a measure of states’ ideological makeup and two PK-12 funding outcome measures, effort and distribution, are examined. Citizen ideology was found to relate strongly and positively to school funding effort, such that more progressive states showed significantly more effort. In contrast, the relationship between citizen ideology and school funding distribution was non-significant. Policy implications of these findings are discussed.

INTRODUCTION

In the United States, because the U.S. Constitution grants no authority over education to the federal government, the operation and funding of PK-12 education is a state responsibility (Crompton, 2007). As a result, 50 separate state funding systems have emerged and evolved, and they vary markedly. It is understood, for instance, that states vary in the degrees to which they demonstrate financial support toward public education (funding effort; Alexander, Salmon, and Alexander 2015) and the progressivity with which they distribute funds (or funding distribution; Baker, Sciarra, and Farrrie 2010, 2014). However, little is known about why different states have taken such differing approaches, which is concerning: Public school financial resources, and their distribution, carry

DATA AND METHODS

This study’s analytical approach was to use correlational, bivariate ordinary least squares (OLS) linear regression, and hierarchical OLS multivariate regression modeling to examine the relationships between average citizen ideology and school funding effort and distribution. Regression-based approaches were selected for their ability to examine predictive relationships among variables, and to simultaneously control for covariates. Hierarchical OLS multiple linear regression modeling was utilized because it makes it possible to: (a) evaluate the explained variation in the outcome variable as control measures are included, and evaluate their significance as predictors, (b) evaluate whether explained variation improved significantly as the independent variable is added, (c) evaluate whether the second step significantly improved over the first, and (d) comment on the pattern of significance of individual factors in both models.

Dependent Variables

This study included two dependent variables, studied separately. The first, school funding effort, was calculated as follows:

\[
\text{PK-12 Funding Effort} = \frac{\text{State and Local Revenues/Average Daily Attendance}}{\text{Per Capita Personal Income}}
\]

REFERENCES

Peer Review in 3 Minutes

http://youtu.be/rOCQZ7QnoN0
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Purpose
Authority
Process
Part One -- Individual work:

- Read your assigned information scenario
- Read through the colored worksheet that was given to you
- Click on the link for your corresponding information source
- Using the worksheet questions to guide you, examine the structure of and skim your information source -- focus on its purpose/intended audience, authority, and creation process in terms of how suitable they are for your scenario
- Answer the questions on the worksheet

Part Two -- Group work:

- Others in your group will have the same scenario but will have examined a different information source
- Give your group members a quick summary of the information source you examined and how you responded to the questions on the worksheet
- Based on your group’s analysis of purpose, authority, and process for your scenario, rank the four information sources from most appropriate/suitable to least appropriate/suitable
- Have someone post the group’s ranking on the chalkboard with most appropriate on top and least appropriate on the bottom

Part Three -- Class discussion

Information Sources

- Barwick - Eutopia
  (yellow worksheet, website article)
- Cunningham, Hoyer, and Sparks - Statistics In Brief
  (pink worksheet; research study report)
- Hayes - AMLE Magazine
  (green worksheet; trade journal article)
- Reichling and Martin - Journal of New Approaches in Educational Research
  (blue worksheet; scholarly journal article)

Elements of Thought. [http://www.criticalthinking.org/ctmodel/logic-model1.htm](http://www.criticalthinking.org/ctmodel/logic-model1.htm); accessed 8-5-2014
Intellectual Standards

Clear
Accurate
Relevant/Significant
Fair
Sufficient/Complete
Logical
Precise
Deep
Broad
Intellectual Traits

• persistent
• fair-minded
• places confidence in reason
• acts with integrity