Evaluating Information

Jennifer Holland
Travis Jones
Susan Steele
Research & Instruction Librarians

PSYC 1100
First-Year Seminar

how do i find out my blood type
how do i find out if i have a warrant in texas
how do i find out if someone is in jail
how do i find out where i vote
how do i find out if i am registered to vote
how do i find out if someone is in jail in texas
Yu luck. Danger. https://thenounproject.com/search/?q=danger&i=466306; accessed 12-6-2018

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

Clarity
Accuracy
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Relevance
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Purpose
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Clarity
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Authority
FCT Intellectual Standards

Clarity
Accuracy
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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...

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
FCT Intellectual Standards

Clarity
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Scholarly/academic journals
The missing women in STEM? Assessing gender differentials in the factors associated with transition to first jobs

Sharon Sasser, Jennifer Glass, Yael Levitte, Katherine M. Michelmore

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Office of Faculty Development and Diversity, 322 Dey Hall, Cornell University, Ithaca, NY 14853, United States
Maxwell School of Citizenship and Public Affairs, 426 Eggers Hall, Syracuse University, Syracuse, NY 13244, United States

ABSTRACT

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 NLSY79, 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 sizable differences in transitory 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 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 underrepresenta-
The missing women in STEM? Assessing gender differentials in the factors associated with transition to first jobs

Sharon Sassler, Sarah C. C. Côté, Andrew R. Martin

Investigated factors related to gender disparity in transitions into STEM jobs, focusing on

Women remain underrepresented in STEM jobs, focusing on

Keywords: Gender, STEM, Employment, Family and work, Values, Expectations, Intention

Social Science Research

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Accepted 26 September 2017
Available online 28 September 2017

Pick up by 7 news outlets
Blogged by 1
Referenced in 1 policy sources
Tweeted by 21
On 2 Facebook pages
120 readers on Mendeley

See more details | Close this
The missing women in STEM? Assessing gender differentials in the factors associated with transition to first jobs

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

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FCT Intellectual Standards

Clarity
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Authority
Authority Defined:

- Oxford English Dictionary (OED): A person whose opinion or testimony is accepted as true
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Who is an authority figure in your life that YOU rely on to provide accurate information?
Expertise
Experience
Job Title or Occupation


https://www.hopkinsmedicine.org/sebin/j/t/doctor_patient_nurse_640.jpg

Determining authority

Which community?

Academia
Arts & Culture
Religion
Family
Hobbies
Other?
Authority and Information
https://blog.wikimedia.org/2017/06/19/wikipedia-information-literacy-study/
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Authority and the news

Authority and the news


http://layclor-downun.cf/tovan/bitcoin-7-journal-boma.php
Social networks, blogs, & websites

- Reddit
- Imgur
- Blogger
- WordPress
- YouTube
- Instagram
Opinion analysis: Justices affirm ruling that secret sales of invention bar later patent
By Ronald Mann on Jan 22, 2019 at 4:37 pm

This morning's decision in *Helsinn Healthcare v. Teva Pharmaceuticals*, the Supreme Court's first patent case of the year, breaks no new ground. Justice Clarence Thomas' opinion for a unanimous court holds that Congress' 2011 revisions to the Patent Act, however important they might be in some areas, did not displace the long-standing rule that commercial exploitation of a patentable invention "bars" a later patent — even if the inventor manages to sell the patentable item without disclosing the details of the invention to the public.

Justice Thomas with 9-0 opinion (Art Lien)

Continue reading »
About me

I completed my PhD in January 2017 at Imperial College London in the Department of Earth Science and Engineering, where I was awarded the Janet Watson award for research excellence. I’m a Palaeontologist by training, which means I know all the ‘Ross from Friends’ jokes, and yes, I do work on dinosaurs. My scientific research focuses on patterns of biodiversity and extinction in deep time, and the biological, geological and environmental controls of these patterns. Apparently, I seem to have also developed a keen interest in the evolutionary history of crocodiles and their ancestors.

You can also find a comprehensive list of my research publications, all of which are Open Access. Code to add and analyse citation and Altmetric data is also provided here.
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Clarity
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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 recent Twitter posts
D. The academic journal Anthropology of Food
E. I’m not sure
Process and Social Media

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

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
IF YOU COULD FACT-CHECK BEFORE YOU POST IT

THAT WOULD BE GREAT.

https://twitter.com/jeggit/status/9020482416666666704
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.
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. L. 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?

Why did Education Become Publicly Funded? Evidence from the Nineteenth-Century Growth of Public Primary Schooling in the United States

CHRISTIANA STODDARD

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 Journal of Economic History, Vol. 69, No. 1 (March 2009). © The Economic History Association. All rights reserved. ISSN 0022-0507. Christiana Stoddard is Associate Professor, Department of Agricultural Economics and Economics, Montana State University, Bozeman, MT 59717. E-mail: c.stoddard@montana.edu.
The Prediction of States’ PK-12 Funding Effort and Distribution Based on Their Ideological Makeups

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 makeups 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 (Crampton, 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 Farrie 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:
PK-12 Funding Effort = \frac{(State and Local Revenues/Average Daily Attendance)}{Per Capita Personal Income}

REFERENCES
Peer Review in 3 Minutes

http://youtu.be/rOCQZ7QnoN0
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Purpose
Authority
Process
First-Year Seminar

Evaluating Information Sources

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Purpose, Process, &amp; Authority</th>
<th>Scenario #1</th>
<th>Scenario #2</th>
</tr>
</thead>
</table>

Part One -- Individual work:
- Read your assigned information scenario
- Using the worksheet provided, read/skim the information source assigned to you -- focus on its purpose/intended audience, process, and authority 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
- Tell your group members about the information source you examined and how you responded to the questions on the worksheet
- Based on your group’s analysis of purpose, process, and authority 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

Access your assigned information source below, and complete the corresponding worksheet.

- Block - Code Like a Girl (blog article; yellow worksheet)
- Cadaret et al - Journal of Vocational Behavior (scholarly journal article; blue worksheet)
- Mims - Wall Street Journal (newspaper article; green worksheet)
- Scott et al - Tech Leavers (research study report; pink worksheet)
Elements of Thought

- Information: data, facts, observations, experiences, reasons, evidence
- Interpretation and Inference: conclusions, solutions
- Concepts: theories, definitions, axioms, laws, principles, models
- Assumptions: presupposition, taking for granted
- Implications and Consequences
- Point of View: frame of reference, perspective, orientation
- Purpose: goal, objective
- Question at issue: problem, issue


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