

## What's behind That? Facts and Statistics Supporting Public Service Announcements

Item Type	Book chapter
Authors	Piotto, Livia
Citation	Piotto, Livia. "What's behind That?: Facts and Statistics Supporting Public Service Announcements." In Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses, edited by Michael Sto#pel, Livia Piotto, Xan Goodman, and Samantha Godbey, 199–205. Chicago: Association of College and Research Libraries. 2020.
Publisher	Association of College and Research Libraries
Rights	Attribution-NonCommercial 4.0 International
Download date	2024-12-06 09:00:58
Item License	<a href="http://creativecommons.org/licenses/by-nc/4.0/">http://creativecommons.org/licenses/by-nc/4.0/</a>
Link to Item	<a href="https://hdl.handle.net/20.500.14490/128">https://hdl.handle.net/20.500.14490/128</a>

# What's behind That?

## Facts and Statistics Supporting Public Service Announcements

Livia Piotto

*Reference and Instruction Coordinator, Frohring Library John Cabot University, Rome, Italy*

### Brief Course Description

Writing across the Media (COM 221) is a core required course for all students majoring in communications at John Cabot University. It is a writing-intensive course that exposes students to different writing techniques for a variety of formats used in the media professions and in digital multimedia production. The course aims to prepare the students for careers in the media while, at the same time, they gain practical skills that combine researching and writing.

The course is structured into four different modules, each of which builds up to an individual assignment that exposes the students to a specific writing mode.<sup>1</sup> Each module, and consequently each assignment, offered the possibility of integrating information literacy components that would have addressed specific research skills the students could incorporate in their writing projects.

### Student Level

The course is intended for freshmen and sophomores majoring in communications. Given that John Cabot University has a varied student body that includes both resident degree-seeking students and study-abroad students (mostly from

the US), there might be older students from different disciplines attending the course, but for the most part this is a course with a predominance of freshman and sophomore degree-seeking students.

## Context for the Lesson

This lesson plan was developed for the second module of COM 221, which culminates in a public service announcement (PSA) script as the final assignment. The students have to write the script and storyboard for a PSA about a organization related to the topic chosen for the blog they curated in the first module of the course.

This librarian-facilitated session takes place after an introductory class on public service announcements. No preliminary work is required prior to the session, but the students already have gained some basic research skills in a prior library session.

## Frames Addressed

- Information Creation as a Process
- Searching as Strategic Exploration

## Session Learning Outcomes

At the end of the session students will be able to

- categorize evidence types (e.g., facts, statistics, statements, and opinions) in order to identify source types that are likely to contain that information
- apply appropriate search strategies in order to collect information from various source types that will help them create a persuasive message for a PSA

## Estimated Total Time Required

75 minutes

## Materials Needed

- Computers or tablets with internet access for student use. At JCU we have a “mobile lab” equipped with tablets, but we often rely on a BYOD practice,

which is fairly easy to do, especially with communications students who are used to working on their own devices.

- Instructor computer and projector
- Whiteboard and markers
- Type of Content fact sheet (see appendix LP8A)

## Learning Activities

### 1. Introduction to the session

The session begins with the librarian describing the learning outcomes and providing an overview of the online course guide.<sup>2</sup>

### 2. Write-Pair-Share

In the first segment of the session, the librarian asks the students to write possible types of evidence that they might need to support the message in their PSA (e.g., facts, statistics, statements, and opinions). The students are then paired up to discuss their lists with a partner. The discussion aims to give to the students the possibility of having their work reviewed by a peer who might have helpful suggestions. Then students share out with the larger group while the librarian takes note of the group suggestions on the whiteboard. With this initial activity the students are asked to assess how the creation of a PSA fits their information needs in terms of type of evidence that they might need.<sup>3</sup>

### 3. Analysis of types of evidence

After collecting suggestions about different types of evidence that might be used in a PSA, the librarian engages the students in a conversation about where various types of evidence and information might be published and how they are disseminated to a larger audience (scholarly research, news articles, blogs, consumer reports, etc.).

The group discusses which publication types might include the evidence the students have identified as relevant for supporting their PSA message. The discussion serves to highlight the relationships between evidence types and publication types. It allows students to focus and

reflect on the type of publications they need to search in order to answer their questions, and it connects back with the frame Searching as Strategic Exploration because it gives the students the opportunity to think how they can access information based on who produces it.

4. Type of content activity and independent research time

Before beginning the type of content activity, the librarian briefly introduces some core resources (the library's discovery tool, databases with scholarly publications, statistics reports, etc.) and demonstrates how to access different types of publications.

Then the librarian distributes the Type of Content fact sheet (appendix LP8A), which asks students to document the type of evidence they need to support the message in their PSA. The librarian explains how to conduct research for the PSA and how to fill in the fact sheet. The worksheet can also be an online document that the students have to fill in, giving them the opportunity to access their research even after the session is over. Because this is a practice activity followed by a homework assignment, there is no need for the librarian to return the fact sheets to the students.

Following the prompt, the students start exploring library and web resources to collect sources that include supporting evidence for their PSA.

The librarian and the professor rove around the class to help students and answer individual questions.

While conducting their research, the students fill in the fact sheet with examples of facts and statistics, opinions, and quotations that could support their main PSA claim.

During this activity the students understand how to develop a complex search strategy and to adapt it for creating a specific artifact, combining the two frames addressed by the lesson plan.

5. Closing and wrap-up

At the end of the session the librarian collects the fact sheets for the observational assessment and invites the students to reflect and report on problems and issues they have encountered and on searching strategies they have found particularly useful and they want to share with

the rest of the group. The library session and its activity are preparatory for a homework assignment during which the students have to replicate the strategies used during the in-class activity.

## Assessment

In-class formative assessment happens during the Write-Pair-Share activity,<sup>4</sup> which provides a snapshot of what the students think might be a solid source they could use to support their main claim and create a persuasive message in their PSA. The following discussion provides a measure of students' understanding of basic research skills and different source types they can encounter during the research process.

As in the lesson plan "Evaluating News through the Exploration of Bias," observational assessment was used to assess level 2 (Learning) of the Kirkpatrick Model.<sup>5</sup> The Type of Content fact sheet was paired with a success matrix (table LP8.1) aimed at assessing if and how the students have engaged with the activity.<sup>6</sup> The success matrix was accompanied by the librarian's reflective comments about the unfolding of the activity and the students' reception of the information covered during the session.

**Table LP8.1**

Evaluating controversial news activity success matrix

<b>Indicator</b>	<b>Level 3: Success</b>	<b>Level 2: Partial Success</b>	<b>Level 1: Little Success</b>
Students completed the fact sheet in all its parts	More than 75% of attendees	50–75% of attendees	Less than 50% of attendees
Students categorized the different evidence types	More than 75% of worksheets	50–75% of worksheets	Less than 50% of worksheets
Students retrieved appropriate source types matching the evidence needed	More than 75% of worksheets	50–75% of worksheets	Less than 50% of worksheets

## APPENDIX LP8A

# Type of Content Fact Sheet

**What type of evidence do you need to support the message in your PSA?**

Type of content	Your content and sources used
<p>Facts and statistics</p> <p>Facts and statistics will support your claims and will make up the majority of good persuasive PSAs.</p> <p>Remember to record accurately all facts and statistics from your sources. You will not necessarily need a list of your sources in the PSA, but all the claims made must be verifiable.</p>	
<p>Opinions</p> <p>All PSAs are planned to be persuasive. To do so you can share your opinions, possibly based on verifiable facts (see above), but you also have to include other people's opinions. In any case, opinions need to be backed up somehow.</p> <p>Be sure to use words and phrases that convey the emotion that you're hoping to communicate!</p>	
<p>Quotations</p> <p>Do not underestimate the power of a good quotation! Quotations from recognized experts or the people closest to your issue can be particularly persuasive and convey the message better than anything else. You can also use quotations from people in show business: they can become the champions for your PSA!</p>	

# Notes

1. See also the case study titled “Integrating Information Literacy in a Communication Writing Course” and the first library session’s lesson plan titled “Evaluating News through the Exploration of Bias.”
2. The course guide is a sub-page of the general Communications LibGuide developed for the major. The guide is available at <https://johncabot.libguides.com/communications/COM221>, and it includes resources and activities used in the library sessions.
3. See the knowledge practice “assess the fit between an information product’s creation process and a particular information need” under the frame Information Creation as a Process in Association of College and Research Libraries, *Framework for Information Literacy for Higher Education* (Chicago: Association of College and Research Libraries, 2016), <http://www.ala.org/acrl/standards/ilframework>.
4. Melissa Bowles-Terry and Cassandra Kvenild, *Classroom Assessment Techniques for Librarians* (Chicago: Association of College and Research Libraries, 2015), 33.
5. Donald L. Kirkpatrick and James D. Kirkpatrick, *Evaluating Training Programs*, 3rd ed. (San Francisco: Berrett-Koehler, 2006).
6. The success matrix was developed using an example included in Candice Benjes-Small et al., “Teaching Web Evaluation: A Cognitive Development Approach,” *Communications in Information Literacy* 7, no. 1 (2013): 39, <https://doi.org/10.15760/comminfolit.2013.7.1.133>.

# Bibliography

- Association of College and Research Libraries. *Framework for Information Literacy for Higher Education*. Chicago: Association of College and Research Libraries, 2016. <http://www.ala.org/acrl/standards/ilframework>.
- Benjes-Small, Candice, Alyssa Archer, Katelyn Tucker, Lisa Vassady, and Jennifer Resor Whicker. “Teaching Web Evaluation: A Cognitive Development Approach.” *Communications in Information Literacy* 7, no. 1 (2013): 39–49. <https://doi.org/10.15760/comminfolit.2013.7.1.133>.
- Bowles-Terry, Melissa, and Cassandra Kvenild. *Classroom Assessment Techniques for Librarians*. Chicago: Association of College and Research Libraries, 2015.
- Kirkpatrick, Donald L., and James D. Kirkpatrick. *Evaluating Training Programs: The Four Levels*, 3rd ed. San Francisco: Berrett-Koehler, 2006.



