

**Monideepa Becerra  
HSCI 611\_Fall 2016  
CIL Final Report**

**CIL Assignment**

Students were assigned notebook entries prior to each lesson. Lesson 4 was focused on understanding the role of media and education as part of the public health system. As such, evaluating sources of health-related information and how it changes over time was an appropriate assignment for this lesson.

Students were given the following assignment.

**Part 1: Video review:**

Review the tutorial 1 videos on Popular and Scholarly Sources, What's the Deep Web found at: [http://library.csusb.edu/cillab/?page\\_id=50](http://library.csusb.edu/cillab/?page_id=50)

Review the Information literacy video: <https://www.youtube.com/watch?v=MwdFqjMUIhY>

<b>Concept</b>	<b>What you learned</b>	<b>What remains unclear</b>
Deep web		
Open web		
Popular vs scholarly articles		
Information cycle		

**Part 2: Video review (50-100 words total)**

Review the video [http://library.csusb.edu/cillab/?page\\_id=95](http://library.csusb.edu/cillab/?page_id=95) and answer the following questions:

- 1) What is peer review?
- 2) What parties are involved in the peer-review process?
- 3) How is peer review different from information that is available through other non-scholarly sources?
- 4) Given a topic for a course, which type of information (peer-review or not peer-review) should you use and why?

**Part 3: Review the following link and complete the table.**

Information economics: [http://library.csusb.edu/cillab/?page\\_id=106](http://library.csusb.edu/cillab/?page_id=106)

Source	Stage of the information cycle	Intended audience	Likelihood of accuracy	Primary, secondary, or tertiary	How to access
World Almanac					
Refereed Journal					
Breaking TV News Interruption					
A "Tweet"					
MSNBC					
APHA abstracts					
Buzzfeed news					
Time Magazine					
CDC website					

For additional help, you may refer to the following links:

<http://www.library.illinois.edu/ugl/howdoi/informationcycle.html>

<http://www.library.dmu.ac.uk/Support/Heat/index.php?page=473>

**Part 4:**

(200-400 words total): Review the videos/readings from below (marked video/reading options) and answer **2 out of the following 4 questions**. For each answer, cite the reading/video you used to support your answer. Remember, you may be asked to discuss your findings in class.

- 1) What drives research and scientific evidence?
- 2) How does timing of research impact the existing body of literature? Can you think of a scenario where relevant information may have been missed due to inopportune timing?
- 3) Discuss how trustworthy you feel the scientific body of literature is and explain your reasoning.
- 4) When comparing scientific literature versus information disseminated through media, who do you think has the most impact on the public and why?

**Video/reading options**

**How trustworthy is research:**

<http://www.latimes.com/science/sciencenow/la-sci-sn-gay-canvassing-study-retraction-20150520-story.html>

OR

<http://www.cnn.com/2010/HEALTH/02/02/lancet.retraction.autism/>

OR

<http://www.scientificamerican.com/article/trial-sans-error-how-pharma-funded-research-cherry-picks-positive-results/>

**Politics and Research:**

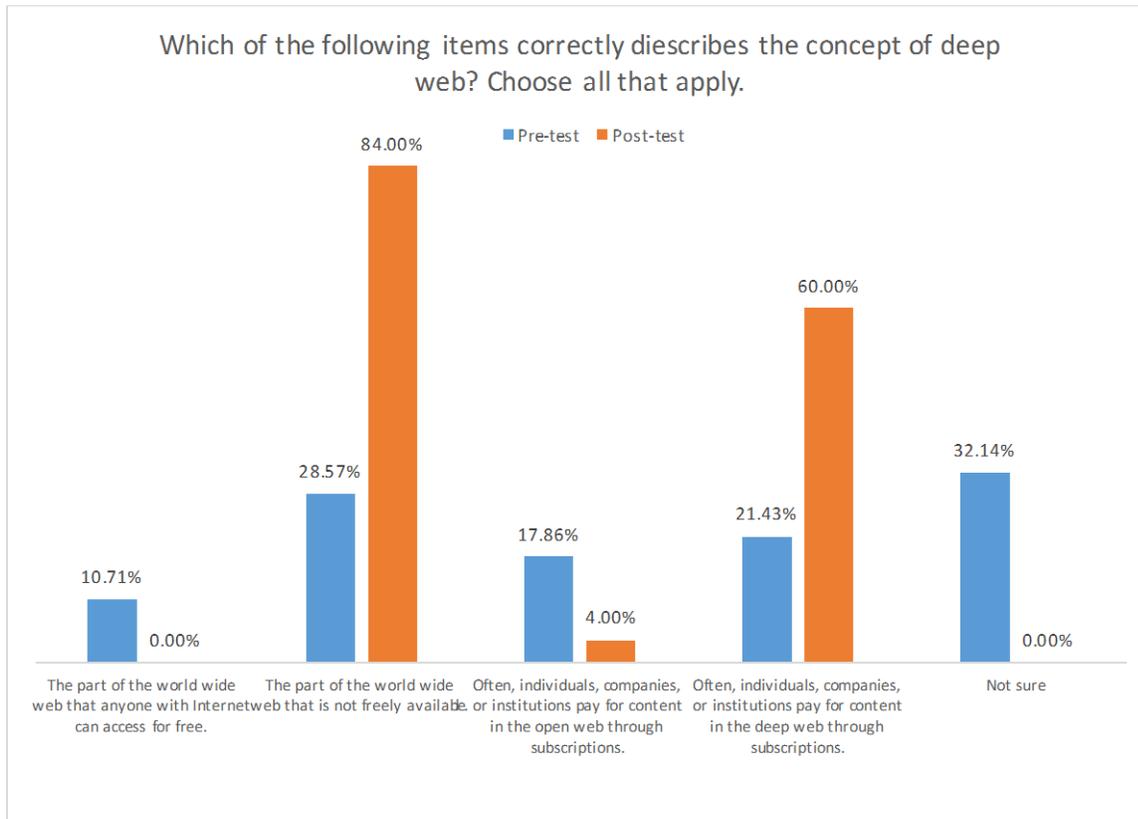
<http://www.npr.org/2015/01/21/378774431/after-congressional-green-light-scientists-begin-hemp-studies>

**It is all about timing:**

[http://www.nytimes.com/2015/04/08/opinion/yes-we-were-warned-about-ebola.html?\\_r=2](http://www.nytimes.com/2015/04/08/opinion/yes-we-were-warned-about-ebola.html?_r=2)

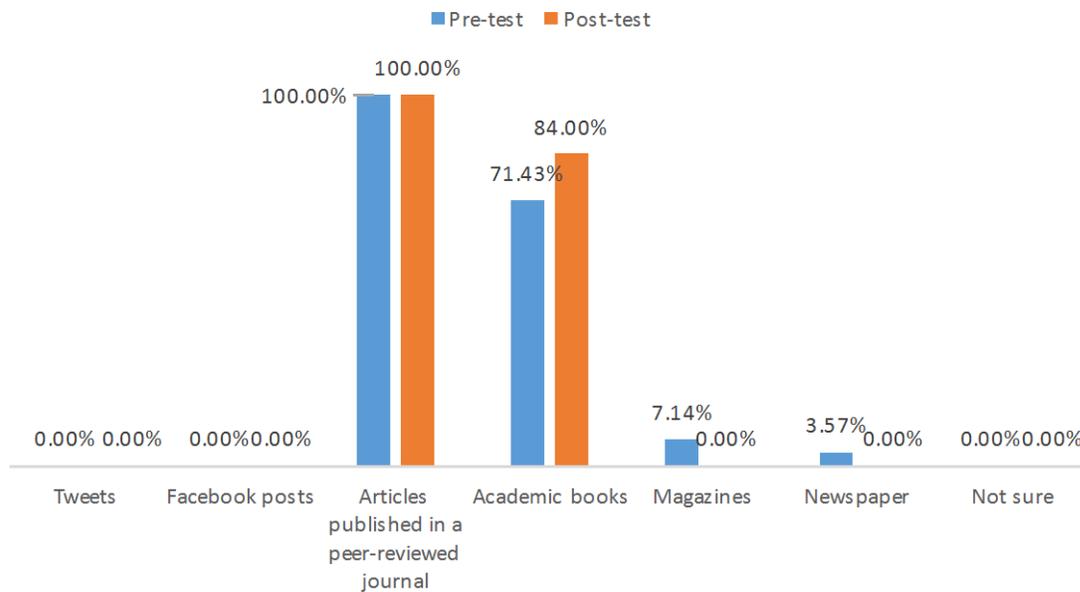
## Assessment strategy and results

At the beginning of the course, students were given a pre-test to assess their base knowledge on critical information literacy. After the end of the course, students were given the same information literacy related questions to assess change in knowledge. Below are the questions and summarized results of the findings.



As evident from the data, a higher percent of students answered the question wrong in the pre-test. Upon the end of the class, majority of students demonstrated increased knowledge on the concept of deep web. However, further discussion of open versus deep web is necessary for future classes to ensure students understand when and by whom payments are made.

Which of the following is/are example(s) of scholarly items?  
Choose all that apply.

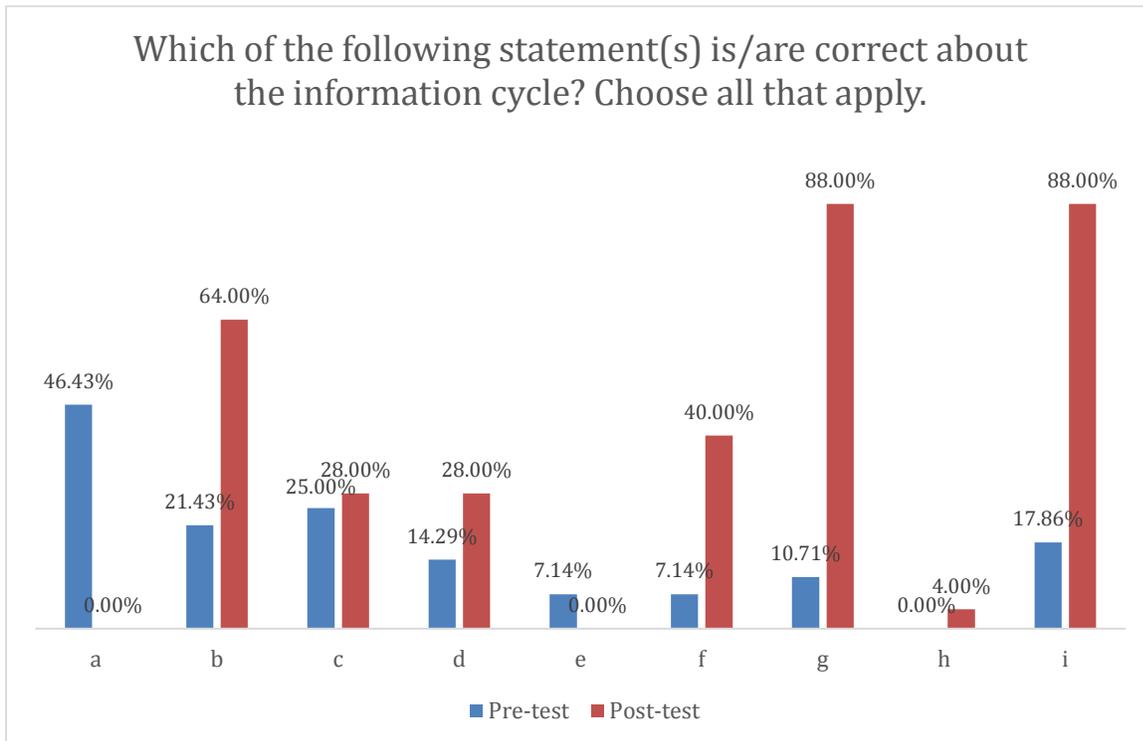


As evident from the data, while majority of students already identified peer-reviewed articles and academic books as sources of scholarly items, some still identified magazines and newspaper and such sources as well. However, in the post-test, no such misidentification occurred.

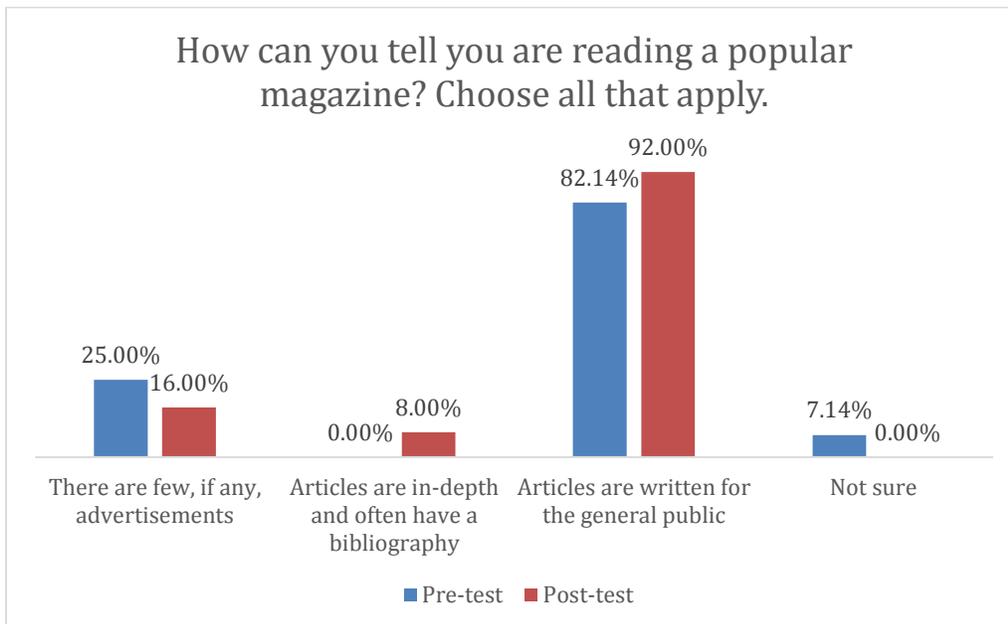
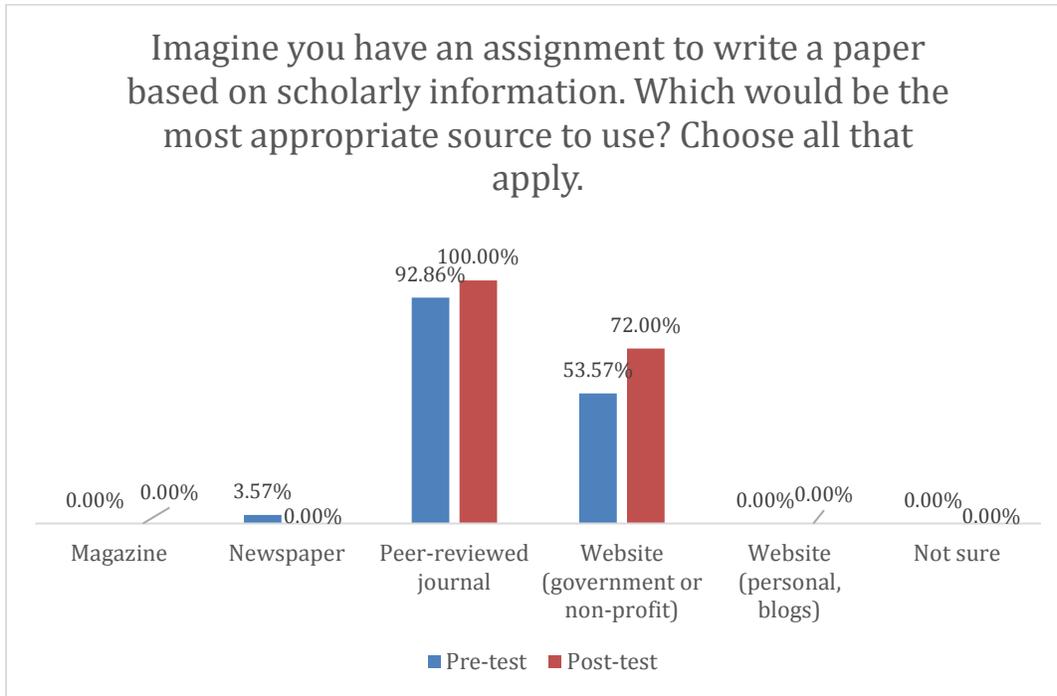
The next question assessed whether students knew what the information cycle was. Options for the answer included:

- a. I don't know what that means
- b. It discusses the time it takes for newsworthy information to be covered by different organizations
- c. It discusses the process of review for newsworthy information to be covered by different organizations
- d. It discusses how information is first made available to the public to the time it is covered in a class
- e. It discusses the process by which a professor informs newsworthy information to his/her students
- f. It takes a few hours to days for newsworthy information to appear on media
- g. It can take up to several months to a year for newsworthy information to appear in a scholarly journal
- h. It can take several weeks to months for information given in a lecture by a professor to be fully understood by students
- i. It can take up to 1 or more year for newsworthy information to appear in government documents

Results, as noted below, demonstrate increase in correctly identifying key features of the information cycle in the post-test test, when compared to the pre-test.



As noted in the following chart, majority of the students were able to identify the correct source of information for writing a paper requiring scholarly sources. Additionally, while nearly 4% of the students identified newspaper as a potential scholarly source, zero percent did so during the post-test.



As noted the above chart, while there was an increase in students' ability to identify popular magazine, a higher number identified popular articles as having in-depth information with bibliography in the post-test. This demonstrates a further need to have class discussion on popular articles.

Students were also asked to provide qualitative feedback on the assignment, with sample quotes noted below, demonstrating an overall positive feedback and students expressed learning something new or re-affirmation of knowledge.

Question: Did you find the module on information literacy useful. Please discuss your answer.

- The module on information literacy was useful because it was easy to follow along, relevant to material we were covering in class, and had cool videos with the information.
- Information literacy was very useful, I personally hadn't realized that there is a deep web, but I know now. Also, it is great to know how the information is spread out from different sources and how long it takes for each of them to get data and then publish.
- Yes, in public health it is extremely important to know the flow of information when it comes to community's health behaviors, implementing new programs and information to the community. It will also help facilitate proper research.
- yes! because I used to always get confused about what is considered a scholarly information, but now I feel more confident about how to use and evaluate the information I need, and where to get it from.
- yes, it was a little complicated to figure out the information cycle points because they can be argued at any stage but with clarification and practice I got the hang of it
- Yes, I didn't understand the concept before, but after viewing the module, everything is much more understandable.

An evaluation of the grant activity:

- Did the grant activity meet your expectations?
  - Yes, I really enjoyed the small group discussions at the information on the website was extremely valuable.
- Were the meetings well structured?
  - Yes, I enjoyed the structure as well as the flexibility of group discussions.
- Did the materials contribute to your understanding of CIL?
  - Yes. I always knew the general concept but I feel, just like my students, I learned more specific terminology that I had not known before.
- How could the grant activity be improved?
  - A practice sessions. While I know we had one where we discussed the assignments, but a practice session on pilot testing the assignments, especially grading rubrics, would be valuable.
- Other comments are welcome
  - I really enjoyed this and would like to learn more.

**CIL outcome**

The primary goal was for public health graduate students to understand the information cycle, how information in public health is shaped, how politics determines funding for research, and hence information, and finally, how to differentiate the various sources of information.

Over all, based on the assessment results, there was a positive increase in student's knowledge; through review materials would need to be implemented to ensure that students continue to grow their knowledge base.

**Reaction**

Based on post-test results and students' feedback, it was evident that students learned the concepts and as a result were able to apply the learned materials to their final paper due in class; such as identifying sources of information. The biggest challenge was creating a rubric for the assignment. In this particular case, I gave credit for participation but a rubric would be more valuable. Another major item that emerged during class discussion was the process of peer-review. Students expressed that they did not know how it worked or how funding can determine the outcome of research. I would incorporate this module in the second week in order to have a review session as well as create an assignment where students show application of this beyond just one assignment.