
The Innovative Library Classroom (TILC)
Conference

Jun 1st, 5:30 PM - 6:30 PM

Making Misconceptions Visible: Rethinking Pedagogy to Challenge Students' Thinking

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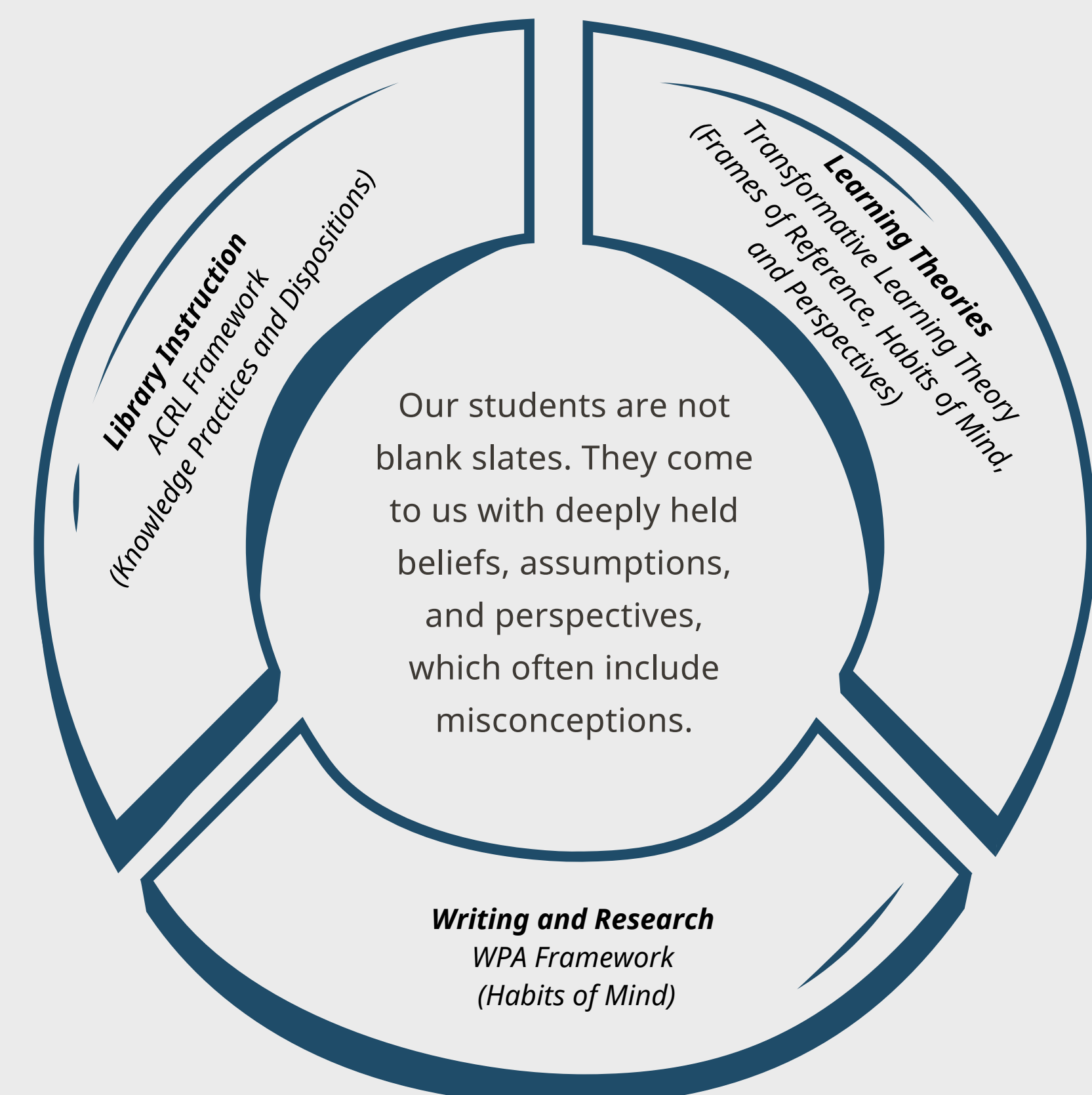
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GIVE VOICE TO STUDENT THINKING

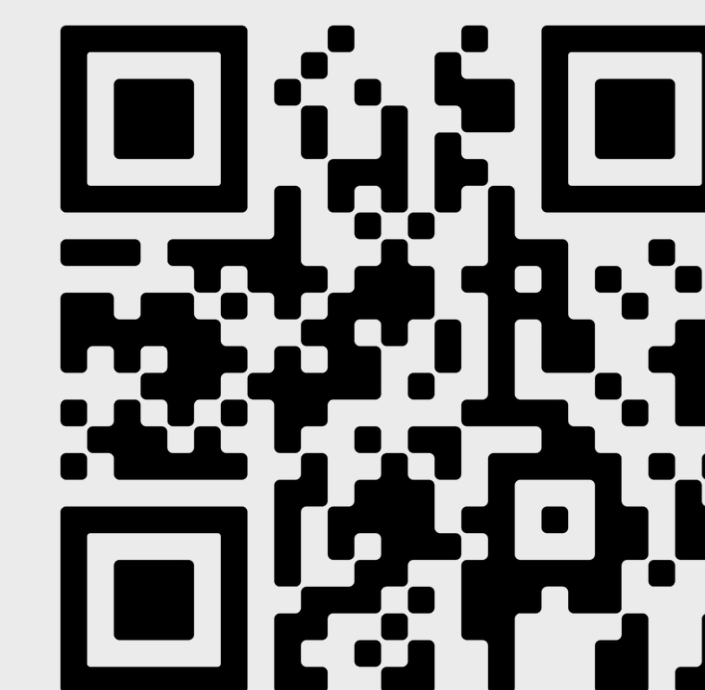
There are multiple different ways to ask students to voice their thoughts (mind maps, Padlets, Jamboards, drawing diagrams, and diaries or logs are some options). Asking students to record their thinking or their process, sometimes shows misconceptions which can be illuminated through facilitation. Other times, their thinking may appear correct until you ask them to apply that thinking to a specific problem or scenario.

INTRODUCE A DISORIENTING DILEMMA THAT CHALLENGES STUDENT THINKING

Disorienting dilemmas are events that trigger a questioning of assumptions resulting in transformed beliefs. Normally, we think about these as large events (i.e. a term abroad). However, even in 60 minutes, we can create this disorienting event that challenges the thinking that students have already voiced and allows them to see their misconceptions, start to break them down, and form new perspectives.

LEARN MORE ➔

- ➔ Lesson Plans
- ➔ Further Reading



The Metamorphosis of a Lesson on Credibility

01. Transmission Model of Teaching

The Lesson: Give students the CRAPP test document as the methodology for evaluating sources. Using the questions on the CRAPP test, walk the students through a PowerPoint presentation of sources and discuss why they fail or pass the CRAPP test.

The Outcome: Since students didn't engage in creating the methodology and they didn't practice the skill on their own, they walked away with their misconceptions intact.

“I shouldn't use anything from a .com website.”

“If it's a book it's credible.”

02. Adding a Disorienting Dilemma

The Lesson: Give students the CRAPP test document as the methodology for evaluating sources. Split the class into groups and give each group a source to evaluate. Using the questions on the CRAPP test determine if the source is credible or not.

The Outcome: Since students didn't engage in creating the methodology and we didn't discuss it, they placed more value on some criteria than others and cherry picked the CRAPP test questions they applied based on that ranking.

“It's a peer reviewed article from the library written by someone with a degree, so it's credible.”

“We only need to do this if it's not something we found in the library.”

03. Applying Student Thinking to a Disorienting Dilemma

The Lesson: Use a jamboard to crowdsource ways that students evaluate information. Facilitate a discussion on those criteria. Students are broken into groups and given a problematic source to evaluate. They use the criteria they created to provide a recommendation of whether they would use a source and in what context.

The Outcome: Since students engaged in creating the methodology for determining credibility, they've made their thinking visible. The problem based scenario required them to engage with their thinking and challenge their misconceptions.

“Look more deeply into your sources...just because they were found on the library page doesn't mean they are credible.”

“Sometimes sources that look credible actually aren't.”

Further Reading

Hess, Amanda Nichols. *Transforming Academic Library Instruction*. Rowman and Littlefield, 2018.

Hinchliffe, Lisa J., Allison Rand, and Jillian Collier. “Predictable Information Literacy Misconceptions of First-Year College Students.” *Communications in Information Literacy*, vol. 12, no. 1, 2018, pp. 4-18, <https://doi.org/10.15760/comminfolit.2018.12.1.2>

Hooper, Michaela D. Willi, and Emily Scharf. “Connecting and Reflecting: Transformative Learning in Academic Libraries.” *Journal of Transformative Education*, vol. 15, no. 1, 2017, pp. 79-94, <https://doi.org/10.1177/15413446166670033>.

Keba, Michelle, and Elizabeth Fairall. “Not a Blank Slate: Information Literacy Misconceptions in First-Year Experience Courses.” *Communications in Information Literacy*, vol. 14, no. 2, 2020, pp. 255-268, [doi:10.15760/comminfolit.2020.14.2.5](https://doi.org/10.15760/comminfolit.2020.14.2.5).

Ritchhart, Ron, and Mark Church. *The Power of Making Thinking Visible: Practices to Engage and Empower All Learners*. Jossey-Bass, 2020.