

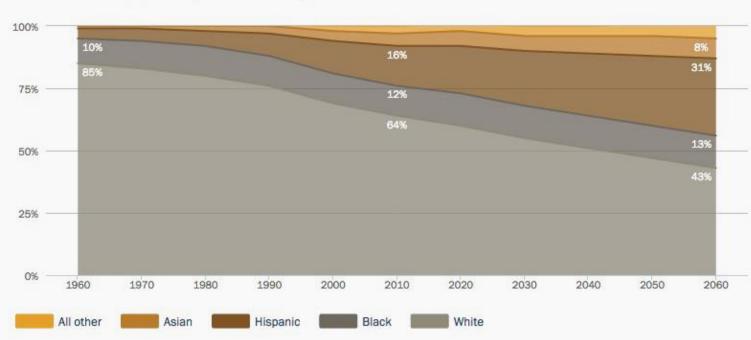
Using Infographics to Teach Source Evaluation to Biology Freshmen

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The importance of careful construction...

Changing Face of America



Percent of total U.S. population by race and ethnicity, 1960-2060

Dr. Sharon Roberts



UNIV 1100: Disease Hunters

- First year seminar course
- Biology learning community
- 1 credit hour
- Assignments designed to introduce students to campus resources

Engaged Active Learning Space (EASL) in the Sciences Center Classroom Building



How to fit in?

- No writing assignments
- Working toward standardized IL program



Visual Literacy

Learning Outcomes

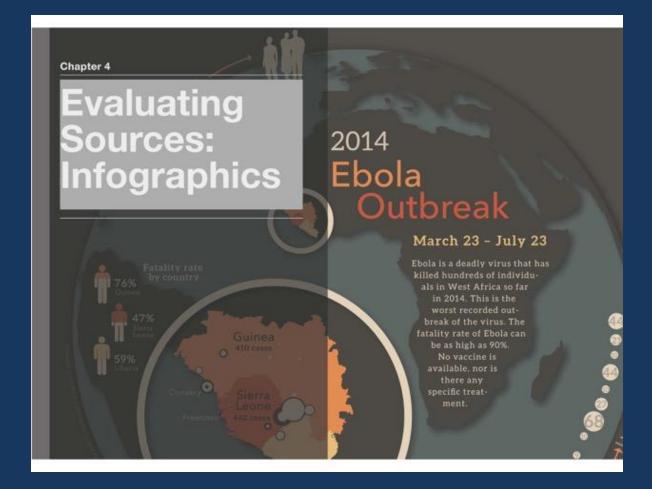
- Students are able to apply evaluative criteria to infographic sources in order to judge accuracy, bias, and quality of infographics
- 2. Students are able to locate appropriate data sources in order to create their own infographics.

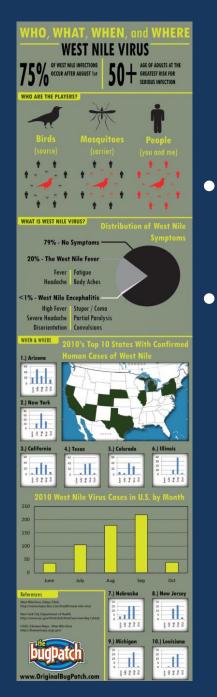


Evaluate

Read

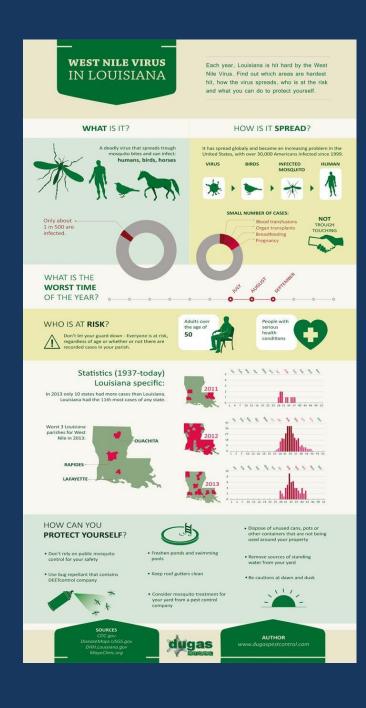






Evaluate

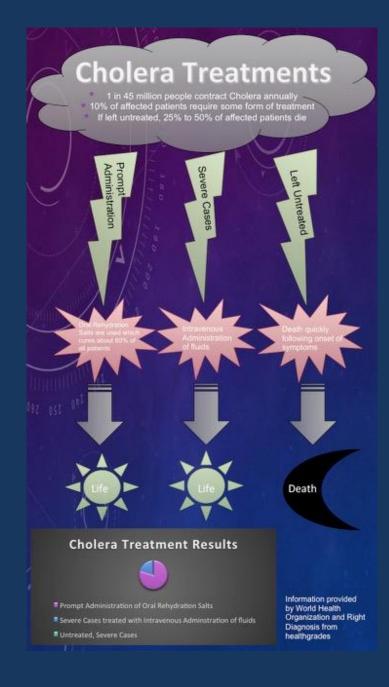
Quick lecture (recap) <u>Group wor</u>k



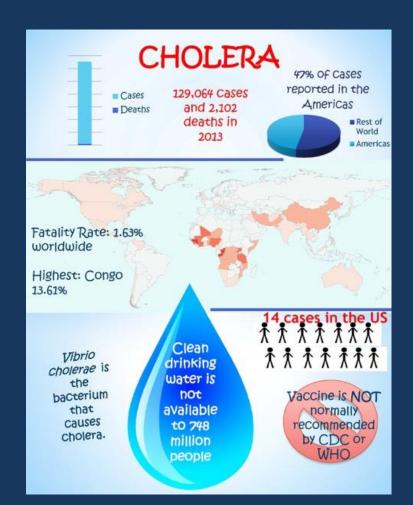


• Work with a partner to create your own infographic





Sample student infographics



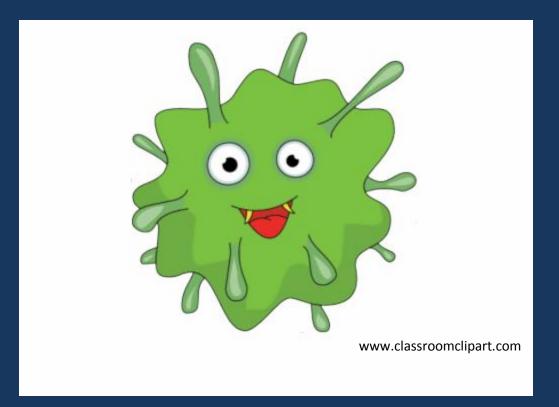
Student outcomes

- Critical thinking skills
 - Introduction to visual literacy
 - Application of infographic evaluation standards to their own work
- Early contact with subject librarian
- <u>Use</u> of library services
 - Poster printing

Other lessons learned

- Did they read ahead of time???
- Be flexible
- Lots of opportunity in EASL classrooms
 Recognize what's feasible
- Librarian-faculty collaboration
- Seek out other UNIV 1100 LCs in my subject specialty

Thank you!



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