

**Title:** How to explain the relationship between democracy and information literacy, interpret this relationship through the lens of different sources, and justify which frame from the information literacy framework would relate best to democracy.

**Duration:** 20 minutes

**Subjects:** meta-literacy, democracy, science explanation, grammar

**Intended Audience:** future, or current, information literacy instructors

**External Resources:** For the purposes of my one-shot, the only external resources required are the following short videos, but at least one will be shown in class:

<https://www.instagram.com/reel/DG6K8n9uElI/?igsh=aG5idWl3eDlIZHpy>

and

<https://www.youtube.com/watch?v=7pm-YQGFs8E>

The following three scholarly articles are *optional* resources that students can also read to draw from:

Buschman, J. (2024). Democracy: A modern definition for the library field. *Journal of Documentation*, 80(6), 1384–1395. <https://doi.org/10.1108/JD-01-2024-0021>

Eckerdal, J. R. (2017). Libraries, democracy, information literacy, and citizenship: An agonistic reading of central library and information studies' concepts. *Journal of Documentation*, 73(5), 1010–1033. <https://doi.org/10.1108/JD-12-2016-0152>

And especially

Lupien, P., & Rourke, L. (2021). (Mis)information, information literacy, and democracy: Paths for pedagogy to foster informed citizenship. *Journal of Information Literacy*, 15(3).

<https://doi.org/10.11645/15.3.2947>

| Goals  | Objectives   | Outcomes  |
|--|--|---|
| <ul style="list-style-type: none"> <li>To evaluate the relationship between information literacy and democracy using sources to help teach this concept.</li> <li>To assess which specific frame from the information literacy framework would work best to help their students learn about the relationship between democracy &amp; info. literacy as part of a small group.</li> </ul> | <ul style="list-style-type: none"> <li>Assess whether a source can be used to teach about the relationship between democracy &amp; info. literacy.</li> <li>Experiment with different democracy related information literacy exercises.</li> <li>Incorporate democratic principles into info. literacy instruction.</li> </ul> | <ul style="list-style-type: none"> <li>Students will appraise whether a source is capable of being used to teach about democracy.</li> <li>Students will justify which frame from the information literacy framework works best to help teach about the relationship between info literacy &amp; democracy.</li> <li>Students will reflect on this relationship.</li> </ul> |
| Lecture & Source Interpretation, 13 min.   |  | Rationale   |

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|--|--|
| <ul style="list-style-type: none"> <li>• Begin with lecture to demonstrate one possible method of explaining the relationship between information literacy and democracy. Provided foundation that could be used to discuss the concepts with students they will be teaching in the future, and basis for understanding the many ways information literacy and democracy are inextricably linked.</li> <li>• Students viewed the short video which was used as a source for evaluating the relationship between information literacy and democracy followed by a demonstration of how information literacy instruction provides a scaffold that could be used to teach about democratic principles.</li> </ul>     | <ul style="list-style-type: none"> <li>• During the discussion, there wasn't an opportunity for every student to comment on the relationship between information literacy and democracy, which was kind of disappointing, but the lecture provided an opportunity to demonstrate "how to explain the relationship between info. literacy &amp; democracy."</li> </ul>  |
| <p><b>Additional Source Video, Small Group Discussion to 4.5 minutes</b></p> <ul style="list-style-type: none"> <li>• After watching an additional short video source, students will be broken into small groups to justify which frame they would use to explain how democracy is interrelated to information literacy to their future students.</li> <li>• Students will be urged to vote on a final exercise within their group as a democratic exercise.</li> <li>• Participation in the small group discussion provided an opportunity to evaluate whether one small group of students were justifying their choice of frame, but the evaluation was primarily accomplished using the exit ticket.</li> </ul> | <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• As the large group discussion might be a little lecture heavy, the small group activity will give students an opportunity to continue talking about the relationship between information literacy and democracy while also practicing relating democratic principles to a specific frame from the information literacy framework to their future students.</li> <li>• Incorporating a democratic component in the small group exercise will also help illustrate how information literacy is related to democracy.</li> </ul> |
| <p><b>Assessment: Exit Ticket Eval., 2.5 minutes</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to write a brief exit ticket commenting on what they think the relationship between information literacy and democracy is, whether they think this exercise</li> </ul>  | <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• This gives them an opportunity to relate their own understanding of the relationship between information literacy and democracy after seeing it explained in the lecture and large</li> </ul>   |

|  |  |
|--|--|
| succeeded in helping them explain this relationship, and to justify their choice of frame for the last source, explaining how they would use this frame to explain the relationship between democracy and information literacy | group discussion and justifying their selection of which frame they would use to relate democratic principles to the information literacy framework. It also provides an opportunity for evaluation. |
|--|--|

|   | A  | B  | C   | D   |
|---|--|--|---|---|
| 1 | Learning Objectives: "Student is able to...."                            | Beginning Outcome  | Expected Outcome  | Advanced Outcome  |
| 2 | Incorporate democratic principles into information literacy instruction. | Student reflects on the basic relationship between democracy and information literacy. | Student reflects on the relationship between democracy and information literacy through the lens of the initial exercise assessing videos or their own proposed exercise. | Student's reflection on the relationship between democracy and information literacy not only incorporates their understanding of either exercise, but also demonstrates a profound understanding of the relationship tying it to either the optional readings or a deeper understanding of democratic principles. |

### Assessment:

The primary means of assessment was included in the Likert Scale question in the Exit Ticket below. While the questions before and after served as the evaluation for whether the learning objectives were met, asking whether they felt more confident explaining the relationship between information literacy and democracy than they did before the lesson measures how effective I was in conveying the information that would prepare them to fulfill the learning outcomes listed on the rubric.

# Exit Ticket for Information Literacy and Democracy One Shot.

Form description

Please provide your name and email. \*

Short answer text

Please spend some time reflecting on the following question: How are information literacy and democracy related? \*

Long answer text

Do you feel more confident explaining the relationship between these two concepts after this exercise?

No, I actually feel far less confident. 1 2 3 4 5 Yes, I feel much more confident.

Please justify your choice of frame for the last video.  
How would you use this frame to explain the relationship between democracy and information literacy?

Long answer text



Required



# DEMOCRACY AND INFORMATION LITERACY

How to explain the relationship between information literacy and democracy, interpret this relationship through the lens of different sources, and choose which frame from the information literacy framework matches a source.



**There are many different  
ways to explain the  
relationship between  
information literacy and  
democracy.**

**In large part due to the fact that democracy is an “essentially contested concept” in which “its meaning is constantly and will always be subject to dispute and debate” (Lupien & Rourke, 2021)**

# What is democracy?

It's more than just a system of government.

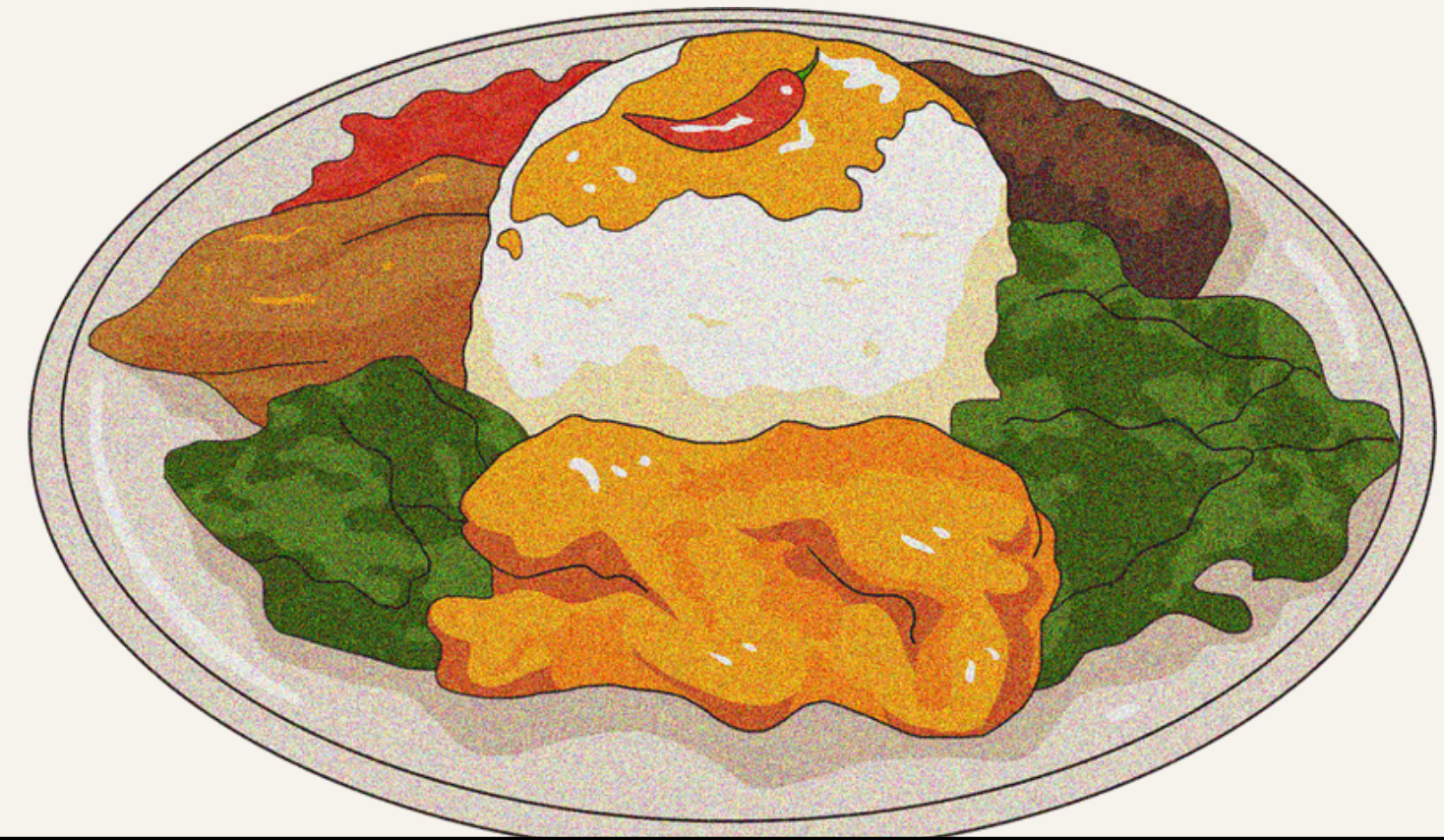
“The term “democracy”....refers very generally to a method of collective decision making characterized by a kind of equality among the participants at an essential stage of the decision-making process.”

Democracy (Stanford Encyclopedia of Philosophy). (2024, June 18). <https://plato.stanford.edu/entries/democracy/#DemoDefi>





**One way to explain the relationship between information literacy and democracy is to start by making democracy relatable.**



Draw on your students' funds of knowledge. Even if they've never voted in an election and dislike politics, they've probably made a collective decision with their friends, like when deciding where to go out to eat.



# **Your students might not care for politics, but even if they don't, they should still care about democracy.**

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A 2022 poll “found two-thirds of Americans disillusioned with the future of democracy (Newall, Jackson, and Diamond 2022). Five years earlier, the Pew Research Center reported more than half of Americans were dissatisfied with how their democracy was working, and close to that number were willing to consider alternative forms of government, including strong-leader rule (Wike et al. 2017).” (p. 5)

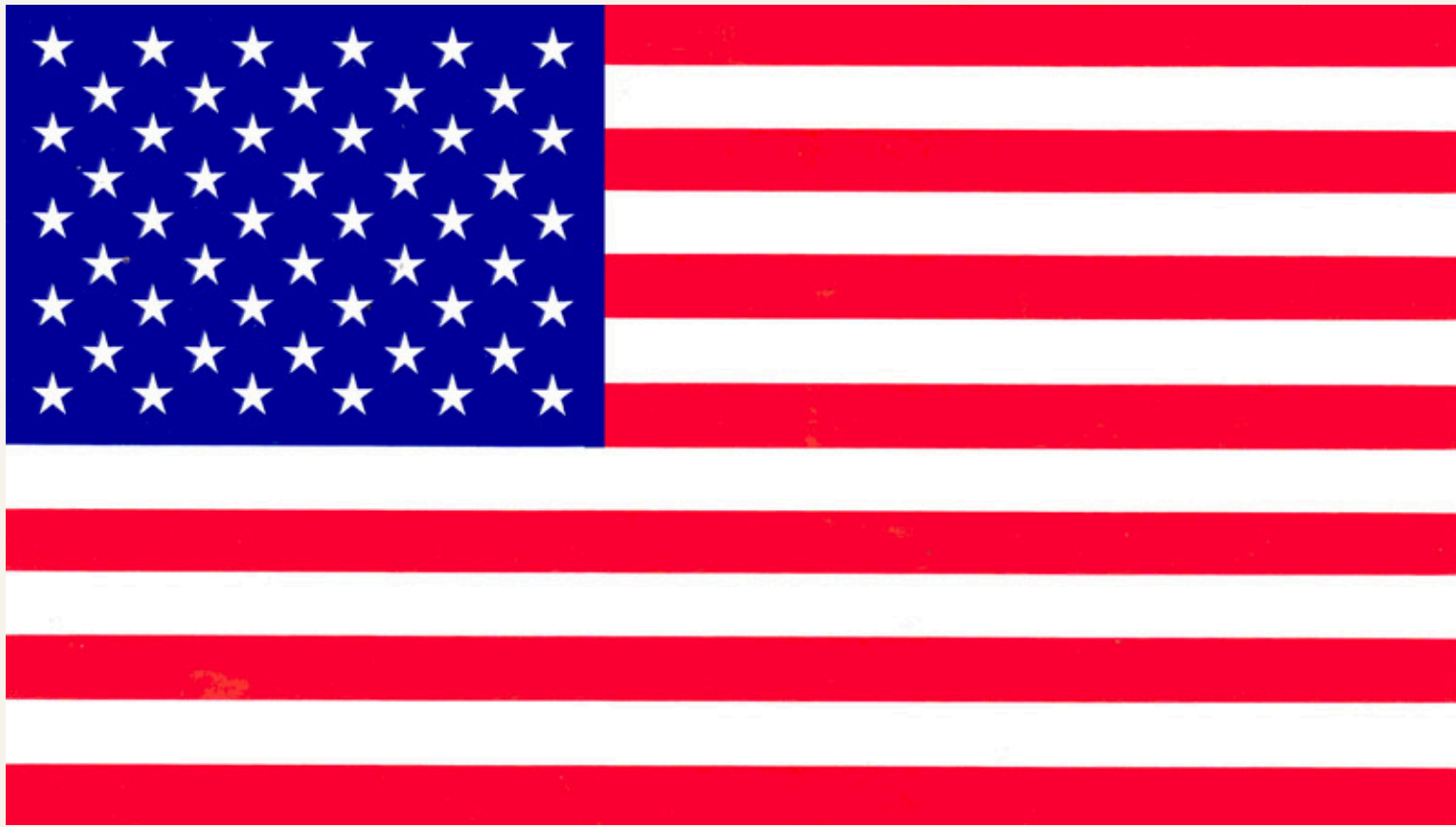
# Why?

**Why don't they care?**

**Why does it matter?**

**What does this have to do with information  
literacy?**

# Is America even a democracy?



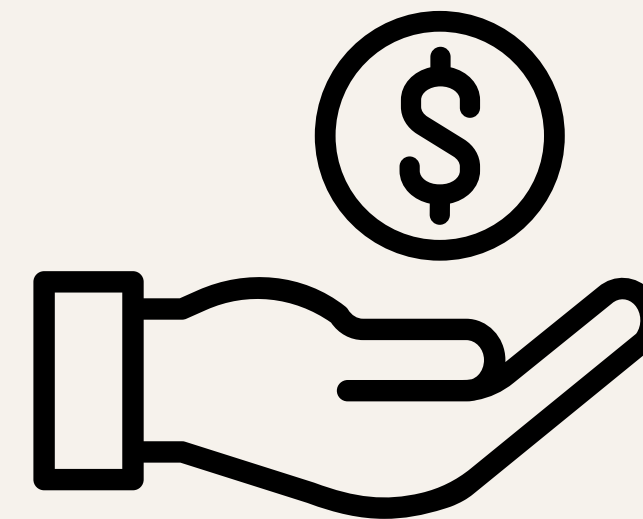
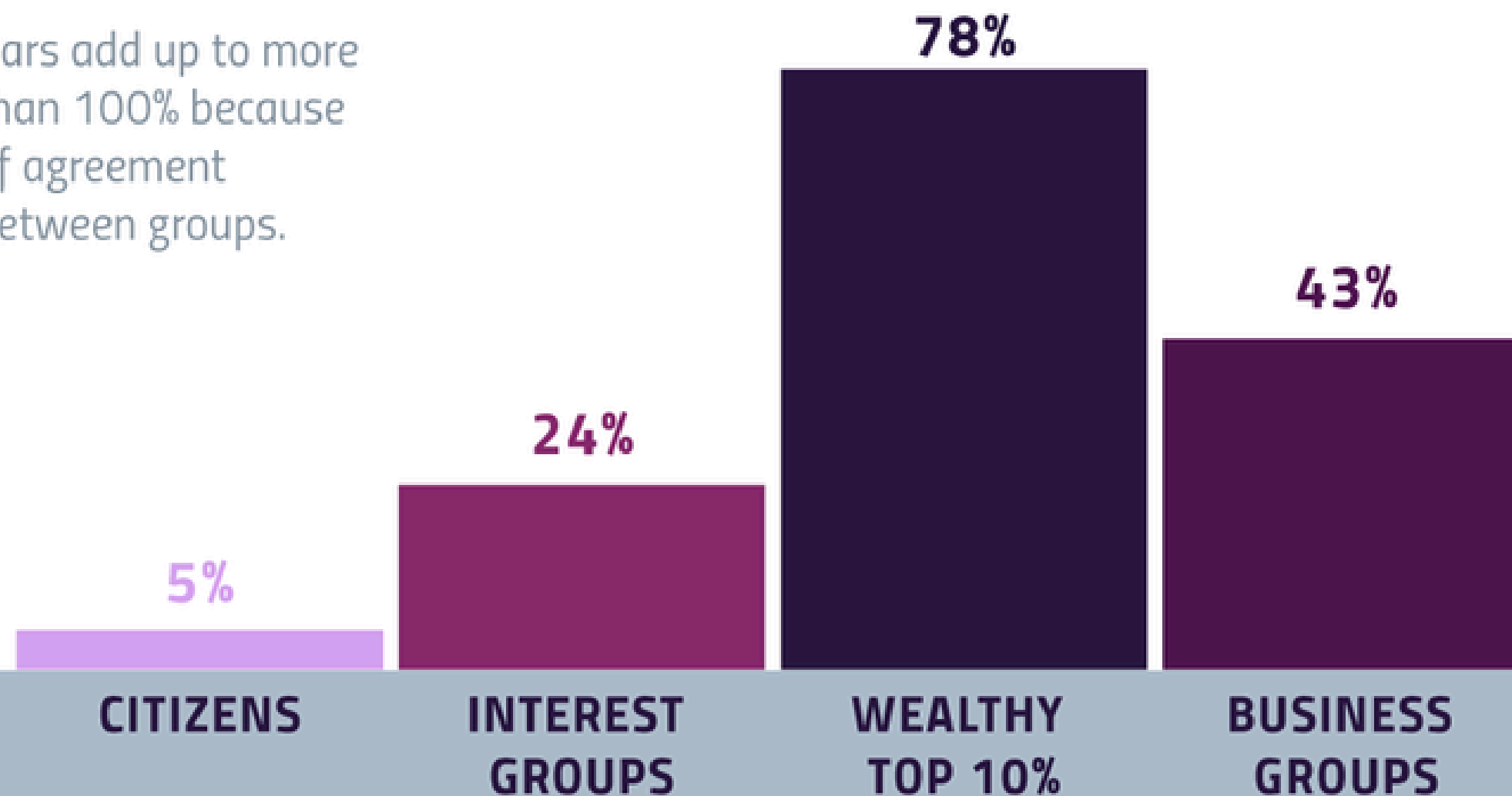
One reason students might dislike politics or think that democracy isn't important is due to the fact that, at least by the definition provided earlier, democracy in America is broken.

# Is there really “equality among the participants at an essential stage of the decision-making process”?

## WHO HOLDS THE REINS OF DEMOCRACY?

Bars show how much each group's preferences on public policy are actually represented in Congress's decisions.

Bars add up to more than 100% because of agreement between groups.



Source:

<https://act.represent.us/sign/usa-oligarchy-research-explained>

# Metaliteracy vs. Inequality

**Learning information (and other) literacy skills won't automatically make your students rich.**

It will help provide them with the necessary skills to challenge inequality, to avoid being manipulated, and, hopefully, to change the system for the better.

In politics, democracies, and most other things,  
**information corresponds to power.**

Which is essentially just another way of saying that

# **information has value.**

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Authoritarians, populists, and other bad actors all recognize this, which is why they frequently utilize misinformation, disinformation, and malinformation to distort the truth and undermine the consensus reality necessary for democracy to properly function.



“The real intention is to erode trust in reality itself and to exhaust people so that they simply withdraw from the political realm entirely and leave decisions in the hands of leaders, thus solidifying their power” (p. 58)

Lupien, P. & Rourke, L. E. 2021. (Mis)information, information literacy, and democracy: Paths for pedagogy to foster informed citizenship. *Journal of Information Literacy*, 15(3), pp.56–81. <http://dx.doi.org/10.11645/15.3.2947>



**Democracy in America is far from a perfect political system, but unlike other systems, we do have the power to change it.**



**In order to do so, though, we will need to be not only actively involved in civic society and the democratic process, but also information literate and engaged in civil discourse**

# **How to interpret the relationship between democracy and information literacy using different sources.**

I've assembled some additional sources from the field of library and information science on this topic, but as the objectives of this one shot are to teach you how to explain the relationship between information literacy and democracy to your own students in the future and interpret it using different sources, we'll be looking at a source your future students might be more familiar with-- a short form video from social media.

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I've shared some of the LIS sources in Blackboard, but there will be more in my LibGuide that I'd be happy to share with you guys if you're interested.

# 300M-YEAR-OLD SCREW

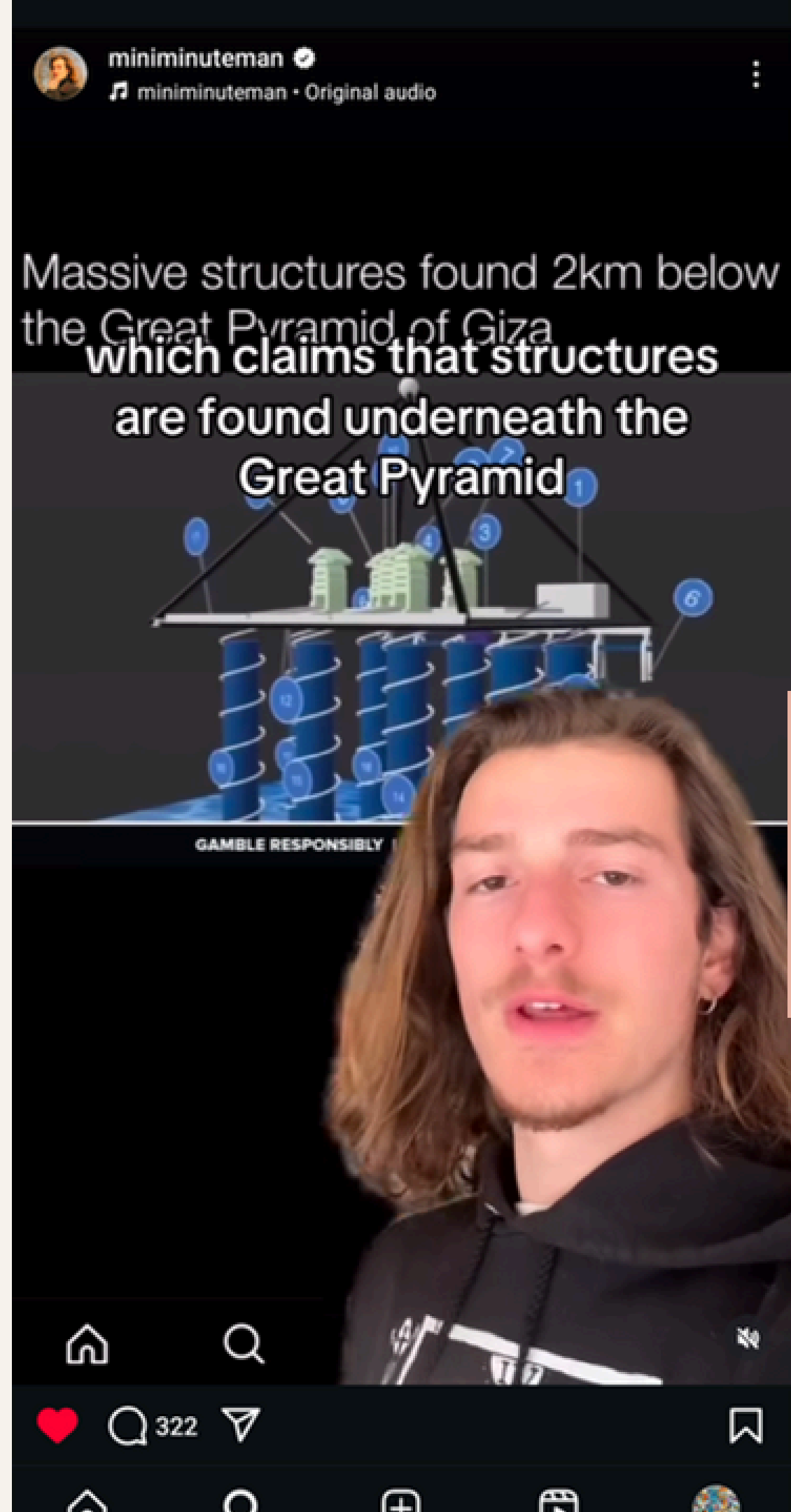


or chronoid fossil?



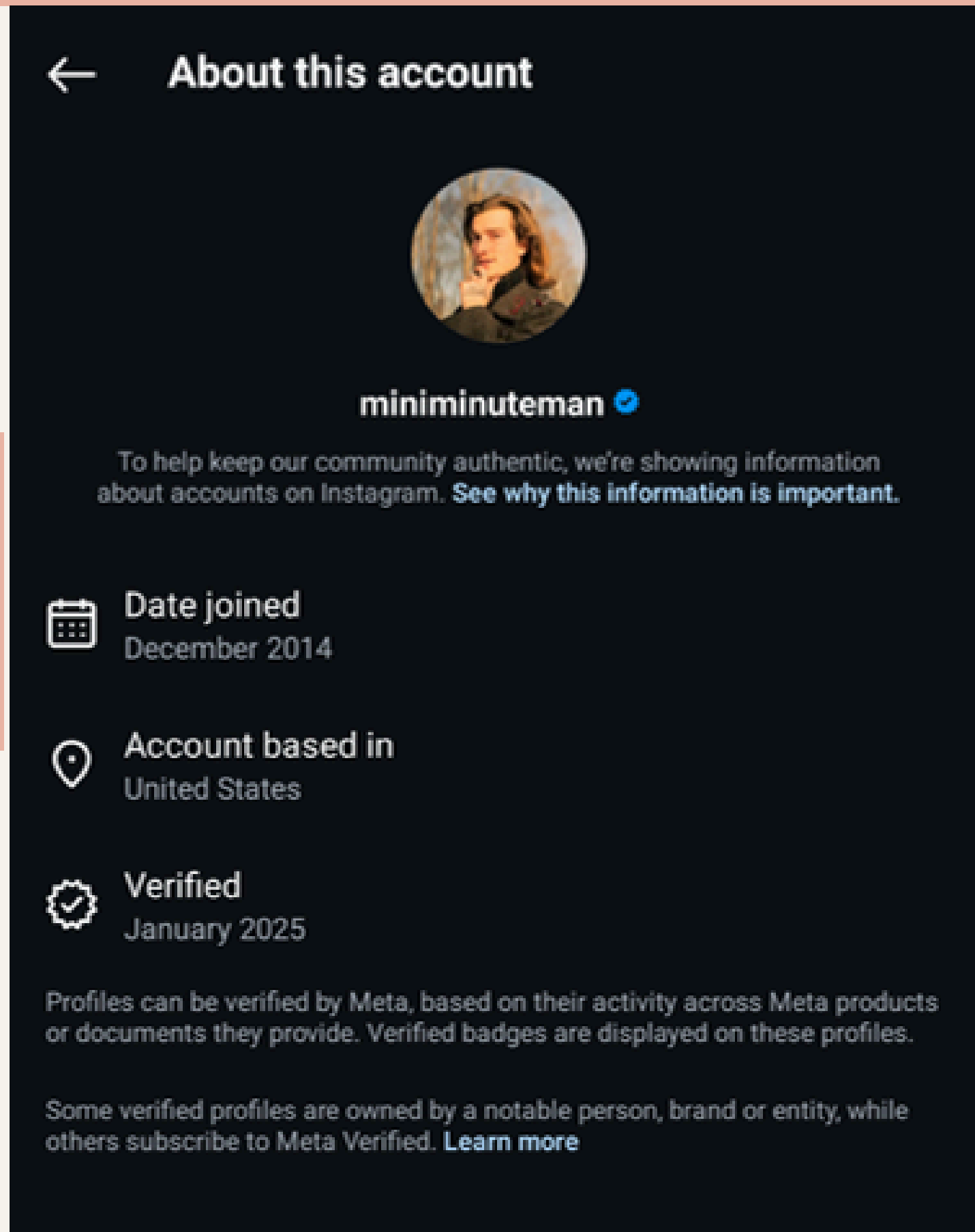
OR CRINO

Reply to



This is what the video would look like in the mobile app.

Here's a closer look at miniminuteman's account.

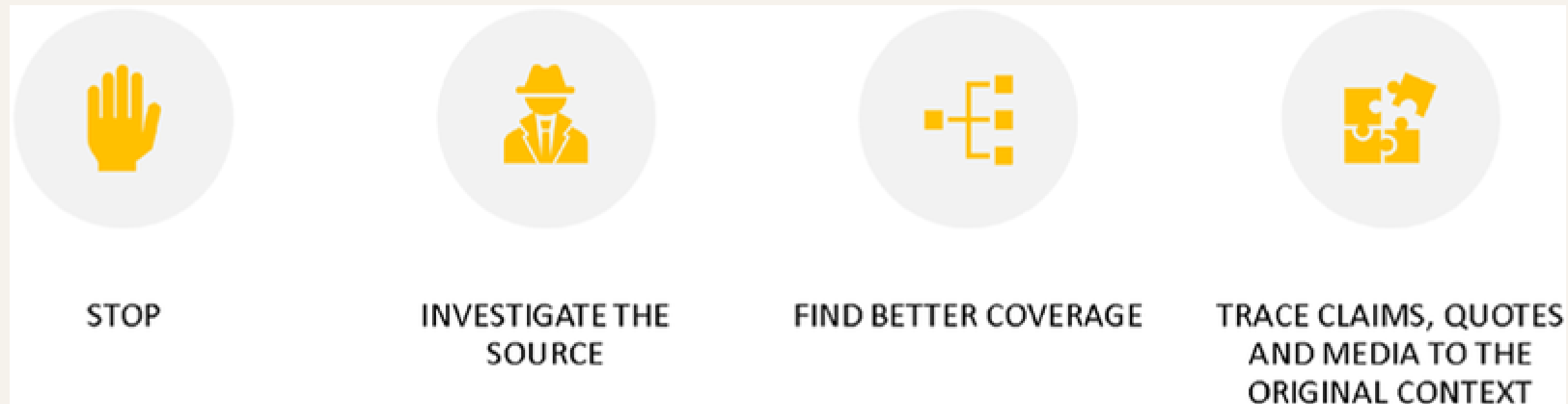


# What does this have to do with democracy?

Despite the video arguing for something that we might agree with personally (that people often “just ask questions” in order to launder misinformation), by examining the content using the information literacy framework, we’ll be able to get a better understanding of how it relates to democracy.



At this point, if we were using this video to teach our students about information literacy, we would teach them to evaluate the source using either the CRAAP checklist or SIFT



I'm personally more partial to using SIFT as it's been shown to be more effective for fact checking and the evaluative criteria are more difficult to fake (Addy, 2020). Rather than going through the full process, though, we're just going to use the second step and relate it to the framework.

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Addy, J. M. (2020b). The art of the real: fact checking as information literacy instruction. *Reference Services Review*, 48(1), 19–31. <https://doi.org/10.1108/rsr-09-2019-0067>



INVESTIGATE THE  
SOURCE

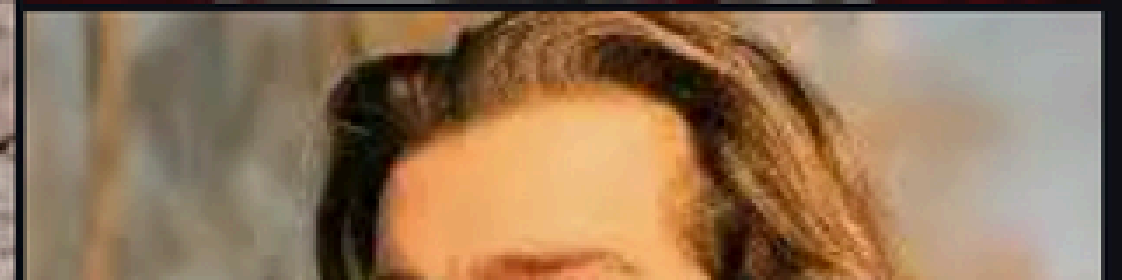
Googling his username  
gives us his real name.

## Milo Rossi

Environmental scientist and specialist

Overview

Books






INVESTIGATE THE  
SOURCE

# Googling “Milo Rossi” and “Credentials”

Google

SHOW MORE ▼

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 Reddit · r/ChilluminatiPod  
20+ comments · 9 months ago ⋮


[As an archaeologist.. : r/ChilluminatiPod](#)  
He graduated with a dual major of archeology and anthropology and anthropology. When he was young, he was, of course, interested in ...

[I... I don't even know what to say : r/ChilluminatiPod](#) 218 posts Archived

[My Response to Stefan Milo Rossi's Richat Video : r/ChilluminatiPod](#) 30 posts Archived

[More results from www.reddit.com](#)

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 The University of Maine  
<https://umaine.edu/resource/milo-rossi-flyer> PDF ⋮

**Milo Rossi**  
Oct 22, 2024 — Milo Rossi, a **YouTube** and **UMaine Class of '22** graduate, is one of the most popular commentators on archaeology.




INVESTIGATE THE  
SOURCE

Verifying educational credentials can be difficult if the person isn't published or employed in the field of higher education, but here we were able to find a PDF from his alma mater.

umaine.edu/hudsonmuseum/wp-content/uploads/sites/275/2024/08/Rossi\_Poster5.pdf

Courses Mail - Jacob Lange... Jacob Lange myBama Institution Page SLIS LIS JOBJOJOB Submissions | Journ...


Poster5.pdf 1 / 1 57%



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**THE UNIVERSITY OF MAINE**

**Combatting Archaeological Pseudoscience through Social Media:**  
A Public Talk by Milo Rossi (Miniminuteman)



**Milo Rossi**

**Tuesday October 22**  
**7:00 PM – 9:00 PM**

At the Collins Center for the Arts, University of Maine

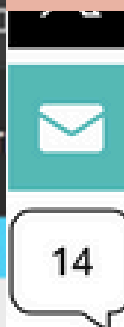
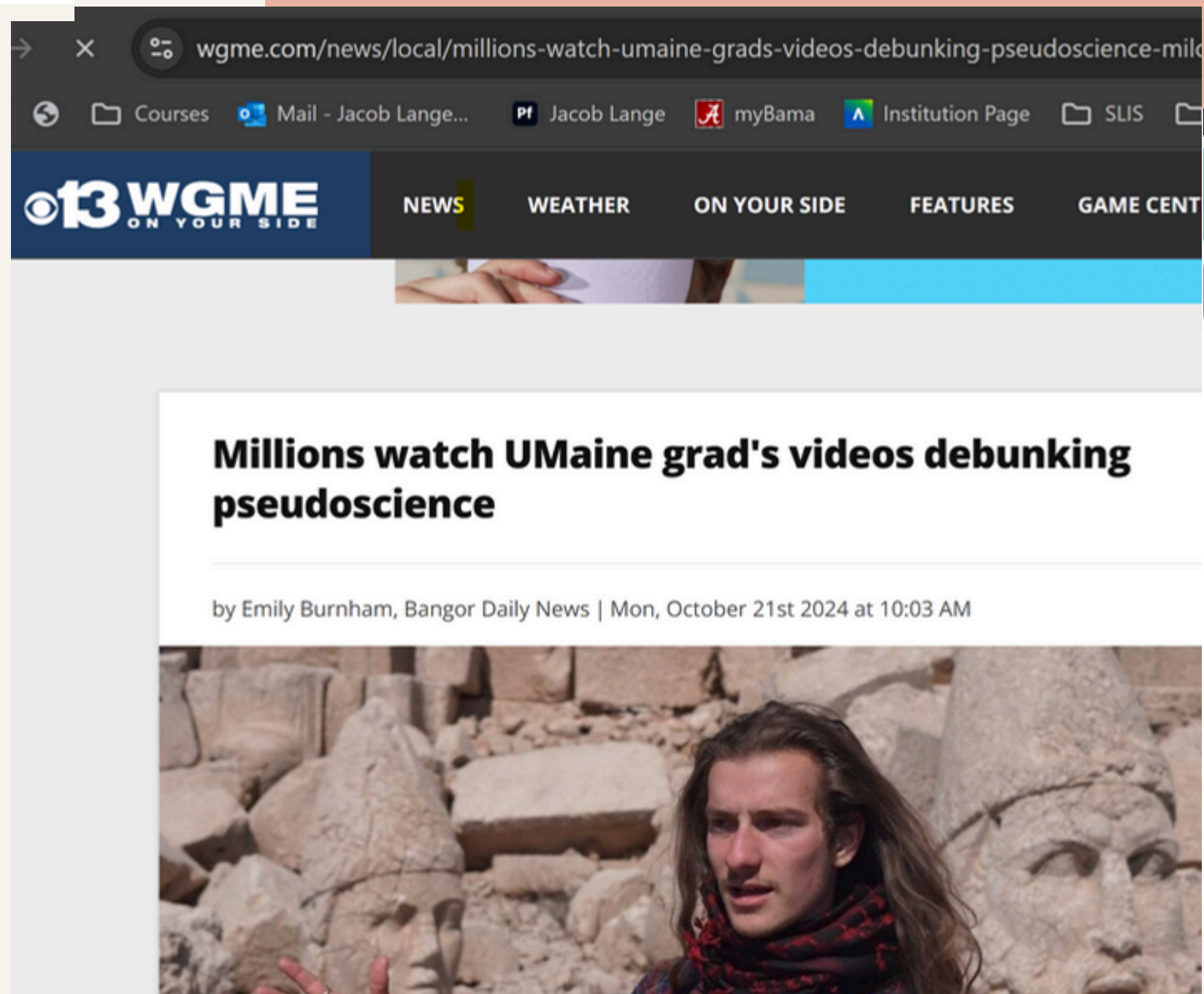
*Free and open to the public*

Milo Rossi, a YouTuber and UMaine Class of '22 graduate, is one of the most successful popular commentators on archaeology. His Youtube Channel has 1.9 million subscribers and over 27 million views. Milo will present an illustrated lecture on his work, which he began as a UMaine student and developed into his profession.



INVESTIGATE THE  
SOURCE

That PDF didn't provide much details about his degree. The topic of the event shows that he has experience debunking archeological misinformation, but we can dig down further to confirm.



ok Watch more exc [Watch now](#)

@minimuteman

Mt. Kineo #archaeology #anthropology #history #lesson #earth #scien ...See more

🎵 original sound - Milo

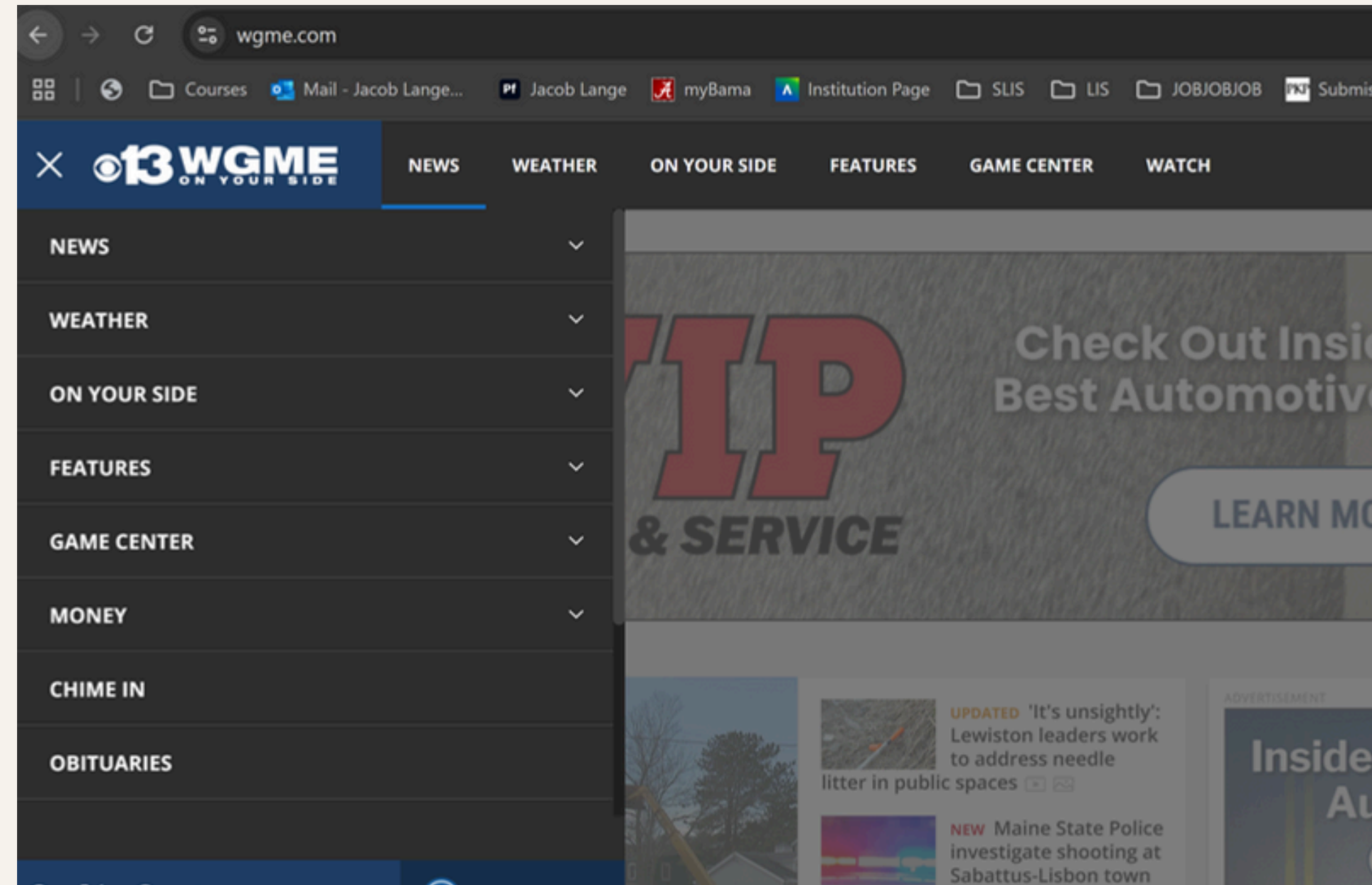
Rossi, who grew up outside of Boston and graduated from UMaine in 2022 with a degree in environmental science and anthropology, is now arguably the most popular archaeology content creator on social media, with more than 2 million followers on both YouTube and TikTok. His work has taken him around the world, and has become his full-time career.





INVESTIGATE THE  
SOURCE

Finally, we can verify that WGME is  
a legitimate news organization.



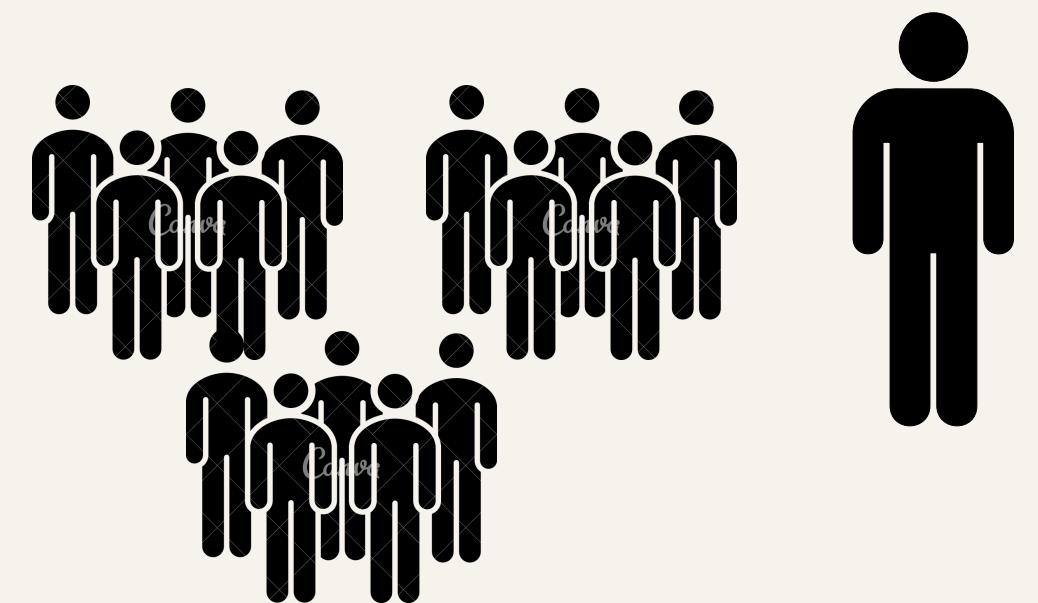


# Authority is constructed and contextual.

In democracy, like with information literacy, authority is also constructed and contextual. While Milo Rossi's educational credentials show that he has a bachelor's degree in environmental science and anthropology, but his experience debunking misinformation gives him even more authority.

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In democratic systems, authority is also constructed and contextual. When somebody is elected to a specific position, they gain a certain amount of authority within the context of the position, and the authority of the position has been constructed as well. If an elected official appoints somebody to a role, it gives them a perceived level of authority as well.



# Activity

Which frame from the ACRL framework would you use to relate this video to democracy?



**Exit ticket.**

**[https://forms.gle/GZ27Qg  
bsRkJJF3cX7](https://forms.gle/GZ27QgbsRkJJF3cX7)**