

Library Support for Alternative Assessment through Media and Information Literacy Instruction

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Georgetown University in Qatar

Small, branch university with a diverse student, faculty and staff body

Libraries for Media Literacy: Media Use in GU-Q in Teaching

Collection Items & Beyond

- DVDs
 - Streaming movies
 - Documentaries found in our collection and online
 - News Databases
-

Libraries for Media Literacy: History of Media Literacy teaching support in GU-Q

- Workshops on Misinformation and Disinformation
 - Teaching Streaming Databases in GU-Q
-

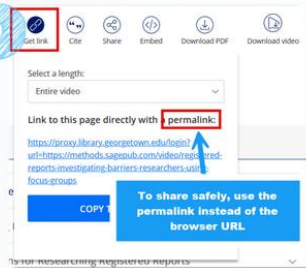
FLAVORS OF MIS- AND DIS- INFORMATION

● Characteristics of:

- Fake news (example - [Famous people declared dead](#))
- Conspiracy theories (example - [5G transmits COVID 19 conspiracy theory](#))

propaganda  ■ adopted by governments, corporations and non-profits to manage attitudes, values and knowledge ■ appeals to emotions ■ can be beneficial or harmful	partisan  ■ ideological and includes interpretation of facts but may claim to be impartial ■ privileges facts that conform to the narrative whilst forgoing others ■ emotional and passionate language
clickbait  ■ eye catching, sensational headlines designed to distract ■ often misleading and content may not reflect headline ■ drives ad revenue	conspiracy theory  ■ tries to explain simply complex realities as response to fear or uncertainty ■ not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy ■ rejects experts and authority
sponsored content  ■ advertising made to look like editorial ■ potential conflict of interest for genuine news organisations ■ consumers might not identify content as advertising if it is not clearly labeled	pseudoscience  ■ purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial ■ misrepresents real scientific studies with exaggerated or false claims ■ often contradicts experts
satire and hoax  ■ social commentary or humour ■ varies widely in quality and intended meaning may not be apparent ■ can embarrass people who confuse the content as true	misinformation  ■ includes a mix of factual, false or partly-false content ■ intention can be to inform but author may not be aware the content is false ■ false attributions, doctored content and misleading headlines
error  ■ established news organisations sometimes make mistakes ■ mistakes can hurt the brand, offend or result in litigation ■ reputable orgs publish apologies	bogus  ■ entirely fabricated content spread intentionally to disinform ■ guerrilla marketing tactics; bots, comments and counterfeit branding ■ motivated by ad revenue, political influence or both

5



Want to know more? Get in touch with your Librarian



5

tips on how to use

LIBRARY STREAMING DATABASES

1

Integrate: search and embed content seamlessly with **Alexander Street Press** databases in Canvas.

2

Create: courses and quizzes with **Films on Demand** videos and clips

3

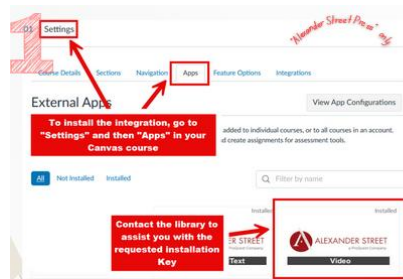
Cite: export citations in **Chicago, APA and MLA**, or use citation tools like **Zotero**

4

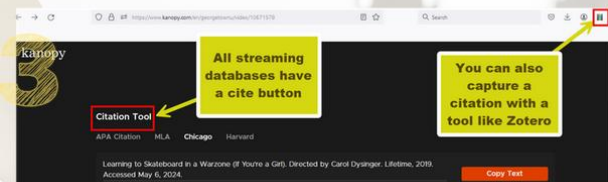
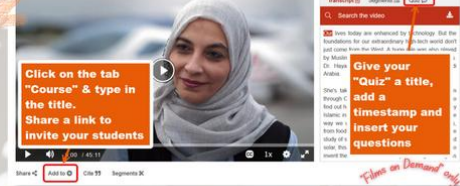
Customize: create custom playlists, or extract short clips from longer videos for **teaching or assignment work**

5

Share: use **permalinks** for videos, clips and playlists, across platforms



How Islam Built the Modern World Full Video (45:12)



The 5 most popular Streaming Databases are:

- Alexander Street Press
- Films on Demand
- Kanopy
- Socialism On Film
- Sage Research Methods

Check out all GU-Q Library Streaming Databases here



Click to insert timestamps and a title to create a short clip

Select films or short clips and share your playlist via a permalink or email

Create clip Add film to playlist Embed Citation Export

Summary

Title

Production Date

Country of Production

Duration

Production Company

Film Subject Era

Genre

Sub-collection

Summary

A documentary processes in 19

2019: Covid19

A turn towards media-teaching &
Assessment because of Online
Learning

Elephant in the Room

Academic Integrity Issues with
Online Learning

Plagiarism

Libraries for Media Literacy: The rise of Alternative Assessments in GU-Q

Not a recent phenomenon,
after ChatGPT, but earlier
since the pandemic, when
classes first switched
online

- E-portfolios
 - Storymaps (ArcGIS)
-

The rise of Alternative Assessments in GU-Q

Storymaps

Geolocation

Media - Embed or produce

Text

Publication

Citing

The rise of Alternative Assessments in GU-Q

Storymaps

Library Support for Storymaps

- Storymaps software training
 - Copyright & Citing for Media found on the Internet
 - Design & Best Practices
-

The rise of Alternative Assessments in GU-Q

Google Sites

Easy

Various Media

Text

Controlled Publication & Privacy

Opportunity for Accessibility
Training (Fonts & Colors)

The rise of Alternative Assessments in GU-Q

Google Sites

Library Support for e-
portfolios

- Google Sites software training
 - Copyright for Media found on the Internet
 - Design & Best Practices
-

Arrival of ChatGPT

(2023)

Need for **non-research
paper** assessments
increases...

...because of plagiarism fears.

Equipment

Innovation Lab

Students can check out the following:

Podcast equipment

Cameras

Tripods

Microphones

...and more



Types of

Alternative Assessments

- More creative projects
- Evolving needs by faculty and students



Podcasts

Videos

E-portfolios - Websites

Exhibitions - Posters/Photography

Science Communication Projects

Library Instruction for

Media Projects

Combining the traditional with the innovative. Projects still require rigorous academic grounding.



Research

Find high-quality academic sources to ground your media projects in facts.

Evaluation

Critically evaluate information for bias, accuracy, and relevance to your narrative.

Citation

Cite sources via a separate reference paper or directly in the podcast/video credits.

Library Instruction for

Media Projects

Combining the traditional with the innovative.

Research process

Find and access
credible
information



Study and
assess suitability



Cite
information

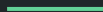
Library Instruction for

Media Projects

Combining the traditional with the innovative.

Media Production still needs digital skills training such as:

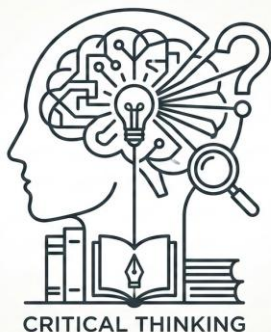
- Lateral Reading
- Recognising Deep Fakes and Misinformation / Disinformation



Library Instruction for

Media Projects

Combining the traditional with the innovative. Projects still require rigorous academic grounding.

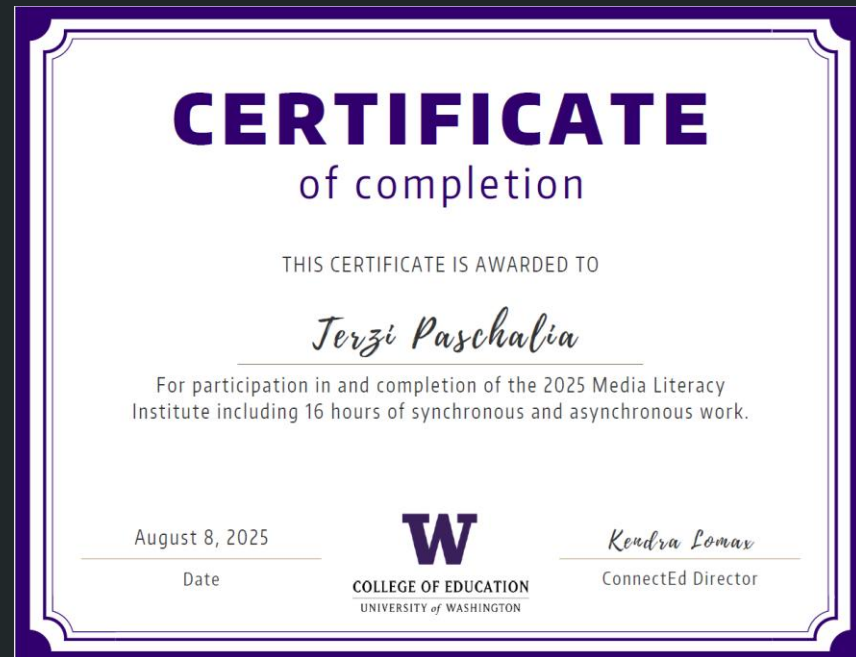


Most of all, students still need

Critical Thinking Skills!

Up-Skilling, Re-training

Librarians need to update their skills for the new creative assessments environment



Up-Skilling, Re-training

For Media Literacy - specific
instructional frameworks

Media Deconstruction/Construction Framework

#	Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
1	Authorship	Who created this message?	All media messages are constructed.	What am I authoring?
2	Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format, creativity and technology?
3	Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience?
4	Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content?
5	Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?

GU-Q Library Support for Alternative Assessments after ChatGPT

Rise in demand for library support for multimedia assignments

**Podcast Planning
Handout**

**Film Language
Handout**

**Storyboarding
Handout**

**Editing Principles
Handout**

Starting Out

Project Idea/Vision:

What values, ideas, emotions do I want to communicate?:

What skills do I need to learn?

- 1.

- 2.

- 3.

- 4.

- 5.

Scene	Time	Sound (Dialogue, Narration)	Shot (type, color scheme)	Materials (photos, texts, sound bytes)	Equipment/Software

GU-Q Library Support for Alternative Assessments after ChatGPT

Connection with Academic Integrity

Library Guides & Workshops for:

Citing AI with Zotero

Citing Media with Zotero



Other Library Initiatives for Media Literacy and Academic Integrity

After the rise of ChatGPT

Collaborations with

Faculty

Honor Council

Events on Ethics and AI (Atlas of AI)

Role of the Library:
Still Uncertain

Conclusion

Library Instruction for:

Information Literacy

VS

Media Literacy

Next steps

- Gemini AI training for Students
 - Focus: Use & Ethics
- Equipment trainings
 - Cameras, editing, etc



Thank you!

Contact

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