



# Economic Data Literacy and Feminist Pedagogy in the Research Library

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### Background

The 21st century librarian workforce continues to be a female dominated profession of digital and data literacy advocates. A professional development opportunity, created jointly by the Princeton University Library and the Federal Reserve bank of St. Louis, emboldened to democratize access to a common on-the-job learning curve of working with economic data within the librarian profession. Librarians help researchers find and access data and endeavor to create open source instructional tools and resources.

### Inclusive Design Principles

- Utilize qualified Learning Management System.
- Transparent assignments and clear expectations.
- Consistent communications plus notifications with follow-up.
- Shared folders and calendars.
- Participant driven topics with guided facilitation.
- Synchronous virtual breakout sessions.
- Self-reflection prompts.
- Optional resources and office hours with economists and educators.
- Built in peer-review & feedback loop.
- Encouragement and community mindset.

1. Does the activity rationale clearly explain why the content selected is important for students to know? If not, how can it be improved?  
*You could make the initial sentence more universally applicable by talking about lives, careers, etc. instead of "research process." This skill applies to many parts of students' experiences, not just a defined research process.*  
*The rationale part "distinguish between the sources of the unanalyzed and analyzed data" doesn't seem to align with the Activity Description below. Distinguishing is one component of your description but assessing authority is another. Should that be included in the rationale?*
2. Does the activity description describe what students will do in the activity to achieve the objectives? If not, how can it be improved?  
*The activity could be more clearly described. How will students "determine the authority" of the data set? Is there a specific rubric?*
3. Does the compelling question describe a big idea or assumption in information literacy? If not, how can it be improved?  
*I don't think this is a big question. Maybe asking why it's important to evaluate... or how the evaluation process differs for judging the storyteller versus the data... or why it's important to differentiate between the authority of the data and the data-user. Those seem more value/importance driven.*
4. Are the objectives student-oriented? Observable? Clear and unambiguous? Descriptive of a learning outcome? If not, what changes need to be made?  
*There could be more detail included in the objective. What attributes? Are these attributes ones they're considering or ones they use to determine authority? What does Discuss mean? Do you want them to identify the attributes, summarize them? Based on your Assessment section, it seems like you're aiming for them to identify the attributes. Is that right?*
5. Do the compelling question and objectives align with the assessment? If not, what changes should be made?  
*Based on current objectives, I don't think this assessment matches. Objective 1 matches Assessment Q3, but I don't see where Q1 & Q2 fit. If students are to "Explain how to evaluate..." then I would expect to see process-based questions in the assessment.*  
*Plus, since the Compelling Question is also process-based, maybe something like ranked-order questions or multiple choice for when to apply what criteria would be appropriate?*
6. Do the frameworks listed align with the compelling question? If not, what changes should be made?  
*The Compelling Question aligns with the framework, but as I say in that section, it would be a stronger alignment to focus on the value of evaluating authority rather than the process.*  
*Is this activity expected to encompass all three knowledge practices? As-is, it seems to only address #1. If you intend for it to include 2 & 3, there need to be more objectives and more discussion of those topics in the Procedure.*

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**Assignment 1: Data Literacy Workshop Compelling Question & Assessment**

For Session 2 on June 15, 2021, complete the Framework and Assessment Section below. You will complete the Compelling Question Section during Session 2.

**Framework**

**Information has value:** Information possesses several dimensions of value, including as a commodity, as a means of education, as a means of influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

**Knowledge Practice**  
Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information

**Assessment**

Through this assessment, we hope the students will be able to assess the distinction between the presentation of real numbers versus rates, and the impact this can have when used to influence discourse.

Students will critically examine scenarios in which they are provided graphs on unemployment and will need to determine:

<https://fred.stlouisfed.org/series/UNEMPLOY#0>

a. What is the purpose of this graph? What do we know from the information provided in this graph? What else would you like to know or what information is missing?  
i. Students will be reminded to consider the following: from this graph, which group is in need of the most assistance?

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Librarians Teaching with Data: Designing Hands-on Activities with FRED and GeoFRED Workshop

Homepage:

1. [Getting Started](#)
2. [Syllabus](#)
3. [Mini-Blog](#)

Welcome!

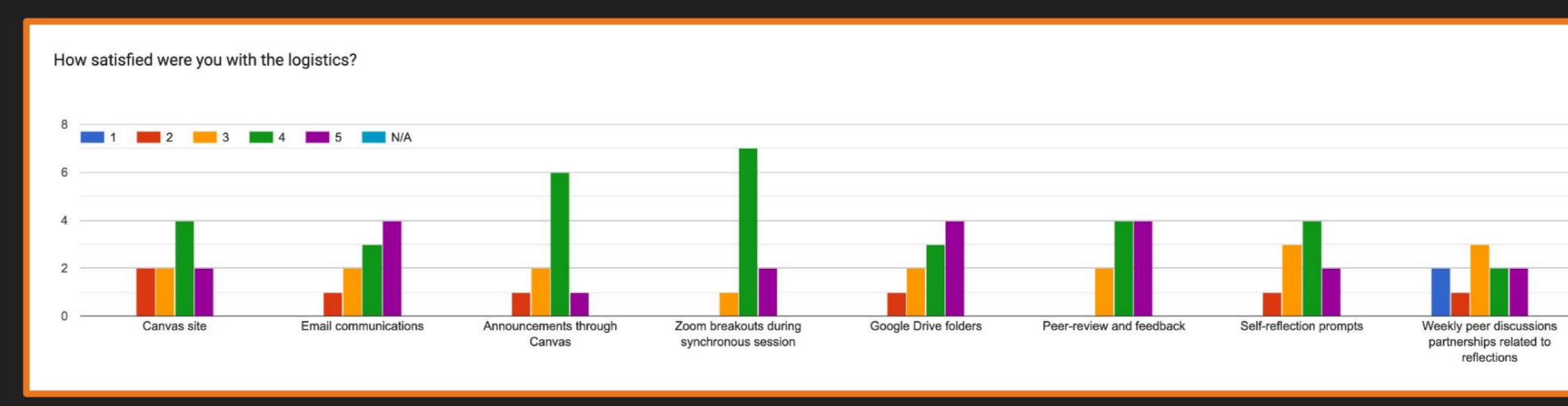
We're happy that you've decided to be part of the workshop! This workshop is group-paced and organized into 4 sessions.

Please, refer to the [Syllabus](#) for a course overview.

A breakdown of each session's instructions, assignment, discussions, handouts, and reflection checks can be found in [Modules](#).

**Getting Started**

- Modules:** Activities and content organized by session.
- Syllabus:** Available in the left-side menu.
- Calendar:** A Google calendar is available in the left-side menu.  
Optional: visit the calendar and find the directions at the bottom of the page on how to add/sync the class' Calendar with your own calendar.
- Announcements:** Important messages with a reply button for any questions.



### Key Takeaways by Participants

- ★ "I thought the idea of knowledge , transfer, the compelling questions, and thoroughness with which each aspect of the lesson are treated were valuable."
- ★ "The guidelines for developing interactive activities and doing backward design were particularly valuable."

### Participant Results

After intensive review and thorough editing, activities are now published by the Federal Reserve Bank of St. Louis:  
<https://www.stlouisfed.org/education/lessons-for-teaching-data-literacy>

**Evaluating and Contextualizing Authority with Data**

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**Framework Alignment** (see page 11)

**Activity Rationale**  
It is important to understand where information and data come from—their context—to determine their level of authority. Authority is often constructed and contextual. This refers to the idea that information resources are drawn from their creators' expertise and credibility and are evaluated based on the information needed and how it will be used. Critically examining an information source helps you to evaluate, ask questions, and consider both the credibility of the source's origins and its suitability for your information needs.

**Activity Description**  
In this activity, students learn how to determine the authority of an information source. They examine different sources of information that all use the same dataset. Students define each source's type of authority and recognize the context in which the data are being used. Students learn to consider the source of authority for various information sources, and understand the ways that information sources with different levels of authority can base their credibility on the same dataset. Students will also learn that this concept is not limited to the information sources shown during this activity and that this concept of textual authority extends to all information sources they will encounter.

NOTE: This activity was designed to use the examples from the news and associated FRED® data provided, but you can also substitute your own examples and/or FRED® data that best fit your teaching objectives.

You may want to consider the publication dates of these examples (Spring 2021) and update them to more current tweets and the most current jobs report data depending on your time frame for this activity. These examples were chosen because we felt they represent both a range of perspectives on the topic at hand and a variety of news formats. To align with the Authority is Constructed and Contextual frame, we chose examples with a variety of levels and types of authority—government information (press releases), news articles, editorials, and

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**Framework Alignment**

**ACRL Framework: Searching as Strategic Exploration**  
Searching as strategic exploration refers to the understanding that information searching is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed.

**Knowledge Practices**

- Identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information.
- Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.

**Framework Alignment**

**ACRL Framework: Information Creation as a Process**  
Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

**Knowledge Practices**

- Articulate the capabilities and constraints of information developed through various creation processes.
- Recognize that information may be perceived differently based on the format in which it is packaged.

**Framework Alignment**

**ACRL Framework: Authority is Constructed and Contextual**  
Information resources reflect their creators' expertise and credibility and are evaluated based on the information needed and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information needed may help to determine the level of authority required.

**Knowledge Practices**

- Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).
- Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.

### Pedagogical Goals

- Provide analytical tools to identify high-quality activities
- Explain how economic data can be used to teach the Association of Colleges and Research Libraries' Framework and knowledge practices in a meaningful way
- Teach a specific process and format for writing data literacy activities.
- Provide an opportunity for participants to apply the process and use the format.

