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Framing the Frame: "Information has Value" for Business Library Instruction

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Framing the Frame: "Information has Value" for Business Library Instruction

BRASS Fall Thing, October 20, 2021



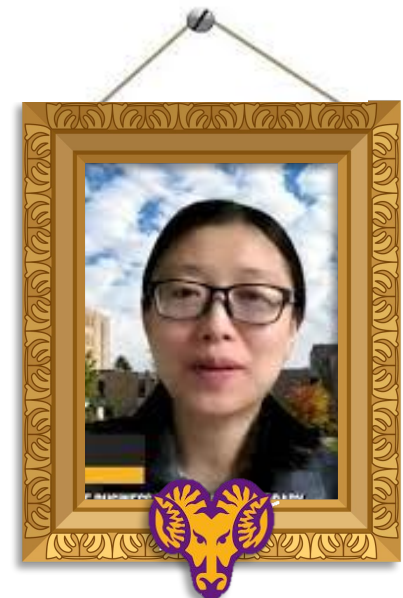
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LuMarie
Guth



Ilana
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Grace
Liu



ACRL Framework for Information Literacy for Higher Education

Frames

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration



Information Has Value

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

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where “free” information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may also be leveraged by individuals and organizations to effect change and for civic, economic, social, or personal gains. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.



X170: A Massive Onboarding Experience

2600 incoming Freshmen

"Learners who are developing their information literate abilities give credit to the original ideas of others through proper attribution and citation" - The Framework

Citation is often contextualized within the "current culture of plagiarism hysteria"

(Jamieson & Howard, 2013, p. 113).

X170: A Massive Onboarding Experience



Citation is Just *One* Way to Use a Source

When you look through the search results in a database or scan through a specific article, you should be asking yourself "can I use this?" Many students think they are asking this question, but what they are really asking is "can I cite this," which is too specific.

The problem with scanning through an abstract or article looking for citable sentences is that you are looking at the article in a very limited way that can cause you to overlook valuable information. Even if you aren't going to cite a source, it can still help you get your project done in a faster and better way.

- The source might mention ideas, events, people or places that are relevant to your research but that you had not considered during your initial research.
- The article might cite other sources that are useful to you. Many articles will have a list of references that can save you a lot of time, since they are all presented in one place and tend to be focused on some aspect of your topic.
- Finally, a source may simply help you understand your topic better, which helps you to write with more authority.

Consider the following research scenarios:

1. In the wake of bad press, you have been hired by a small company to advise on gender parity.
2. You are writing a newspaper piece on public policy and ethnic minorities.
3. A university has asked your company to consult as they work to develop and put into place an LGBTQ inclusiveness policy.
4. As part of an ad campaign for a non-profit, you are researching the attitudes of high school students with regard to diversity.

Read the article that follows these instructions and then answer the following questions for each scenario listed.

Given this research context, is this article:

1. Useful to apply directly to your research project?
 - a. In what ways?
 - b. What are the limitations?
2. Useful as background info. i.e., to help you become more informed about the topic, even if you are not directly citing the article?
 - a. Which parts of the article are helpful in this way?
3. Useful as a pointer to other sources?
 - a. Which sources look promising in this current context? Why?
4. Useful in introducing concepts or terminology that you could use to do more research?
 - a. Which ideas and terms would you follow up on?

**Ways to use a source:
citation**

- 1
- 2
- 3
- 4

A blue curly brace groups the numbers 1, 2, 3, and 4, pointing towards the red question mark icon.

Approach 1: Cost and Value of Business Information Sources

**LuMarie Guth, Western Michigan University
BRASS Fall Thing, October 20, 2021**

Activity Management

1. Introduce yourselves to your table
2. Pick a scribe (or 2)
3. Remember “perfect is the enemy of good”
4. Think of how you would use these activities in the context of your instruction

Information Has Value

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

BUS 1000 Class Activity: CNBC K-Beauty Instructor's Guide

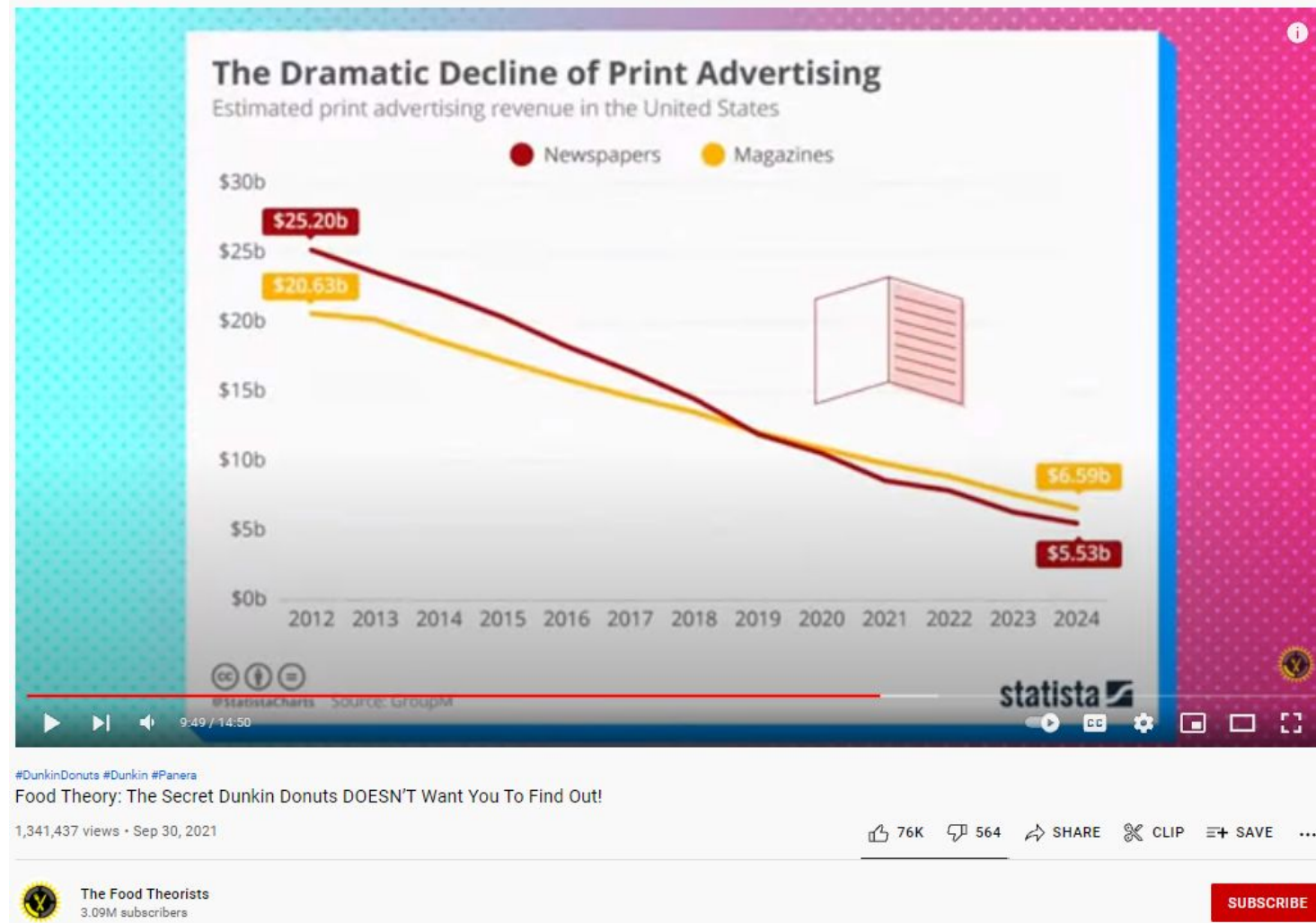
- **Objective:** Students will determine the value of each type of information source based on the metrics of cost and impact on the problem.
- **Alignment:** WMU Libraries ILCC Think Critically and Evaluate Level 1; ACRL Frame Information has Value; AACSB General Skill Area Analytical Thinking
- **Part 1:** Students will watch the CNBC video “How K-Beauty Took over Global Skin Care” and focus on how the video uses information from different sources to inform their presentation of the skin care industry and market trends.
- **Part 2:** Students will work individually, in pairs, or in groups with the activity packets to place 5 sources of information on the “Value of Information” matrix using the measurements of cost and impact on the problem.
- **Part 3:** Students will use Qualtrics to input which quadrant of the matrix each information source fits.
- **Part 4:** The librarian presents the aggregated responses and discusses how each quadrant fits a value type (low cost, low impact=nice to have; low cost, high impact=quick wins; high cost low impact=de-prioritize; high cost, high impact=strategic wins).

Choosing a Video

- Time
 - 8 minutes or less—in class
 - More than 8 minutes—pre class activity
- Uses a variety of source types
 - Cites them on the “slide”
 - Images of the source itself or chart/table with source clearly cited
- Other factors
 - Recent
 - Interesting
 - Diverse
 - Classroom Appropriate

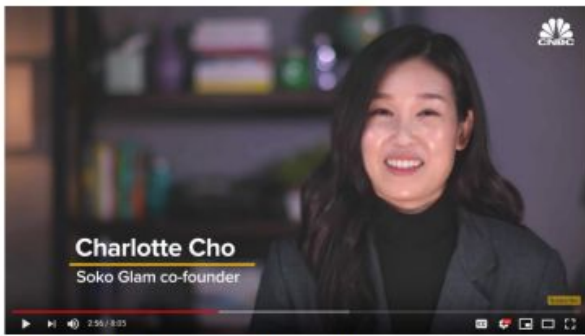
YouTube Videos that Cite Business Sources Well

- CNBC
https://www.youtube.com/channel/UCvJJ_dzjViJC_oLf5uKUTwoA
- The Food Theorists
https://www.youtube.com/channel/UCHYoe8kO_7Gn9ASOImIok6O



Drag the information resource into the appropriate box on the matrix.

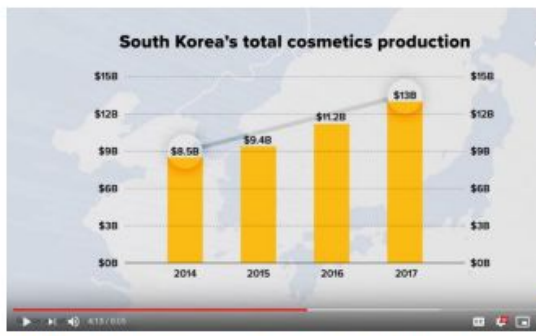
Items	High Impact, Low Cost	High Impact, High Cost
Expert Consultant		
Industry/Market Reports		
News Sources		
Official Government Data		
Primary Consumer Research		
	Low Impact, Low Cost	Low Impact, High Cost



Expert Consultant

Costs: Varies widely. 72% of consultants make between \$500 and \$20,000 a project.

Impact: Offers insider information from years of experience that is hard to buy in a ready-made report. Able to provide a breadth and depth of information to meet the particular needs of your project.



Official Government Data

Costs: Free and openly accessible on the internet. May take effort to synthesize into a format relevant to your project.

Impact: Offers authoritative information collected on a large scale. Is widely accessible to competitors. May offer information too broad to meet all information needs.



Industry/Market Reports

Costs: Typically \$1000 to \$4000 for individual reports. Access to a report database may be \$40,000 to \$100,000 annually.

Impact: Offers information from consumer and industry surveys with added analysis of market researchers. Available to larger competitors, but not usually small firms. Reports provide a breadth and depth of information but may not meet all the needs of your project.



News Sources

Costs: Most news sources are freely available and quickly accessible. Larger companies may pay \$50,000+ for a robust news database such as Factiva. Trade publications would include cost of membership in a professional association.

Impact: Offers information from a variety of perspectives. Ability to track real-time changes in the industry. Often will not go beyond a surface level of analysis and is widely accessible to competitors.



Primary Consumer Research

Costs: Varies. Could range from an informal online survey or a more expensive focus group compiled and run with the expertise of a market research firm or in-house market researchers. May require incentives for participants. Requires time and planning to determine information needs and methodology and gather participation.

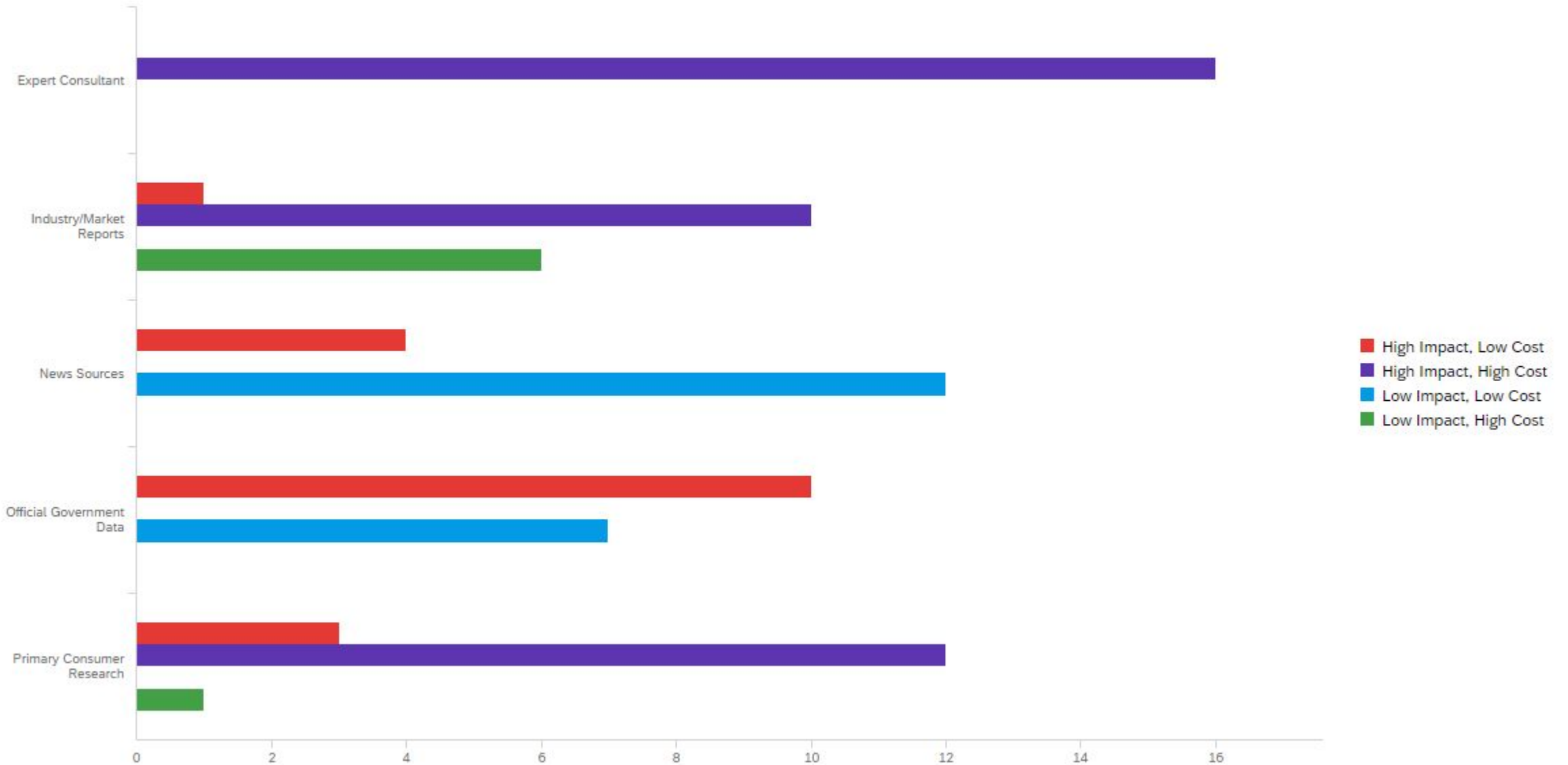
Impact: Offers direct consumer perspectives. Can be tailored to existing clients or potential target market. Could meet the particular needs of your project. May be vulnerable to bias.

<https://bit.ly/3uK9S5a>

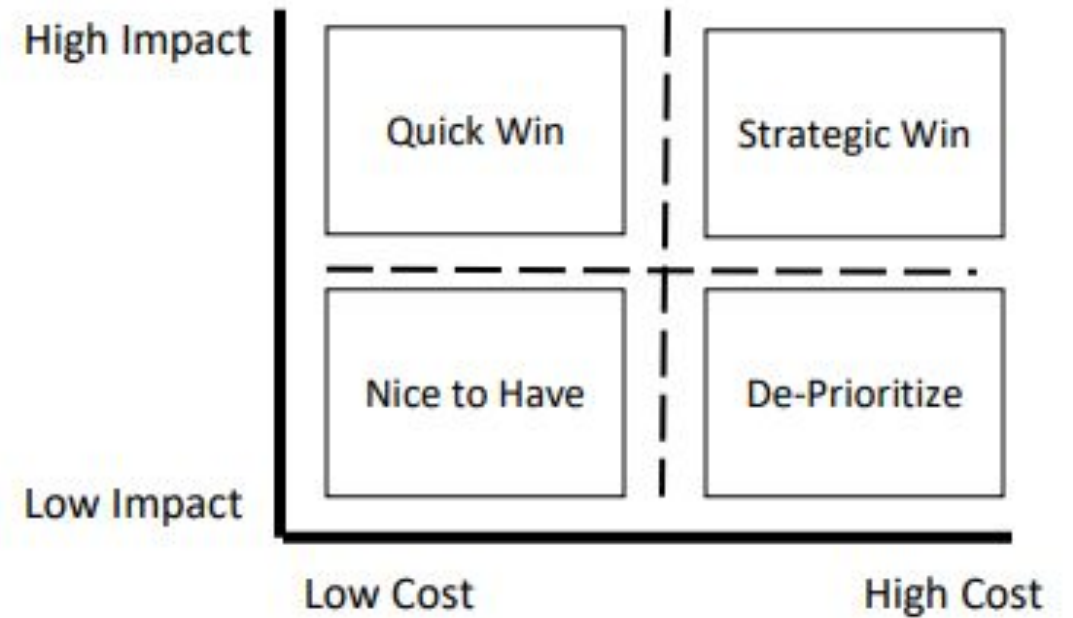
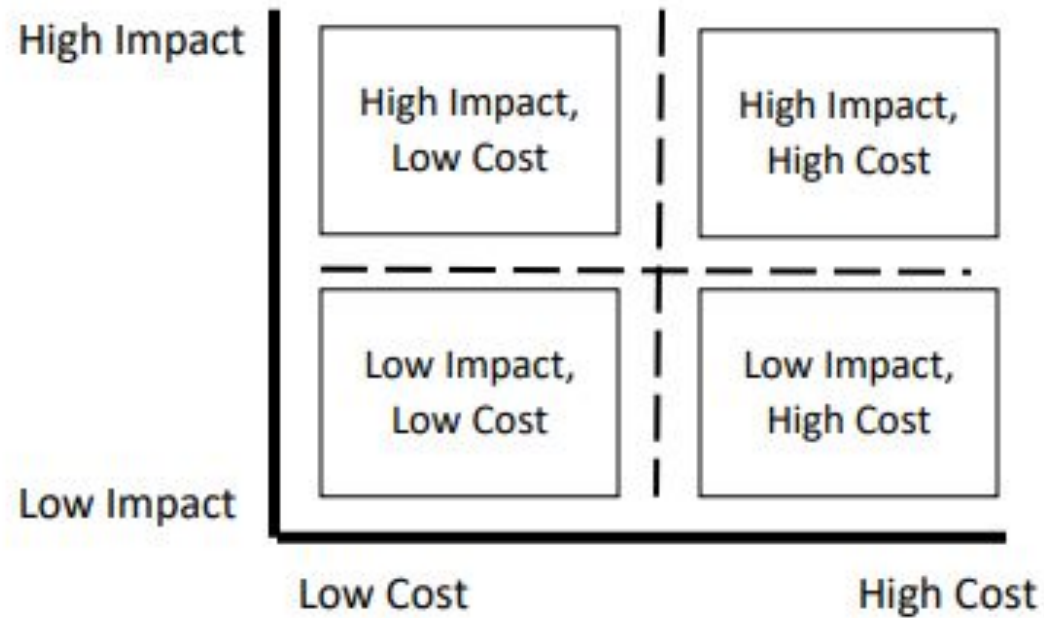
“How K-Beauty Took over Global Skin Care” by CNBC https://youtu.be/rS6Ifm_YecQ

Burns, A. C., Veeck, A., & Bush, R. F. (2017). Marketing research / Alvin C. Burns, Ann Veeck, Ronald F. Bush. (Eighth edition). Pearson.

Our Results

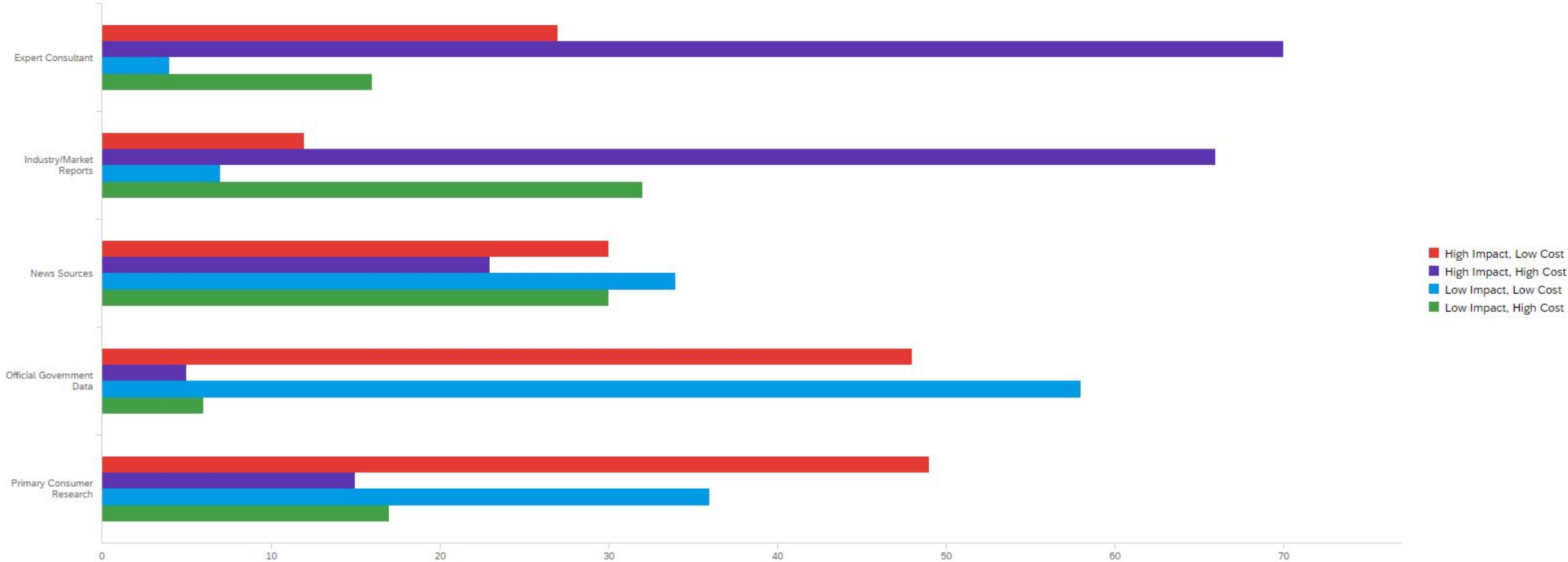


Explaining the Matrix

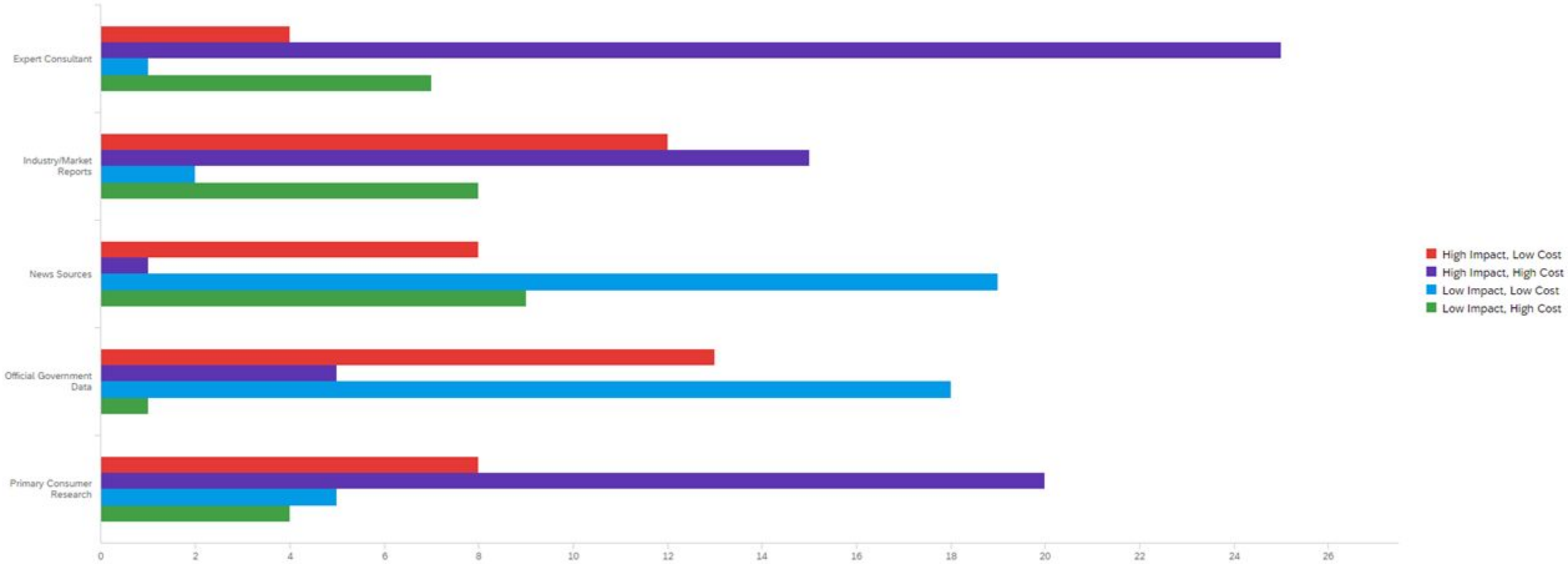


Nandakumar, M. (2018). Lean Product Management: Successful Products from Fuzzy Business Ideas. United Kingdom: Packt Publishing.

BUS 1000



MKTG 3710



Approach two: information has value in decision-making

Ilana Stonebraker

Information has value in decision making

Information serves as a **means of education, as a means to influence, and as a means of negotiating and understanding the world**

the value of information can be leveraged **by individuals and organizations to effect change and for civic, economic, social, or personal gains.**

Context and Lesson Goals

- 40 students, groups of four
- Use company databases as well as press releases
- Combine both the finding of relevant information and the weighing of the different types of information, in order to decide what aspects of the information are most important for the decision at hand.
 - Make a relevant decision

Prework

- Watch videos on how to use company databases and take a short quiz.
- Read through a similar group challenges, so prepared to work

Activity

Assessment

- Midterm group assessment (n = 38)
- All groups said the class had improved their decision-making.
- Students mentioned they learned more about making decisions in teams from having taken the course, including making better decisions (n = 7), faster decisions (n = 4), and more informed decisions (n = 14). A large group also indicated that they better understood bias and fallacies (n = 10)

Stonebraker, Ilana, and Heather A. Howard. "Evidence-based decision-making: awareness, process and practice in the management classroom." *The Journal of Academic Librarianship* 44.1 (2018): 113-117.

Approach three: Information Value and Underrepresented Voices

Grace Liu



Information Has Value Frame

Knowledge Practices

“Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information.”

Dispositions

“Value the skills, time, and effort needed to produce knowledge”

“See themselves as contributors to the information marketplace rather than only consumers of it”





Information has value

Due Diligence with **Confidence**

Grace Liu

Business Librarian, Assistant Professor, FHG Library

10/2/2019

Getting Your Voice Heard

Group Role Play

Professor

You are a professor who has studied student success for more than 20 years and you have developed your own theories and knowledge on this issue. How can you get your opinion known to others? If people want to find your opinion, where should they look for?

Administrator

You are the Director of the Diversity and Inclusion Office at a University. You are responsible for developing university-level diversity strategies and programs. You want to share successful practices and approaches of your office. How can you get your experience shared? If people want to find the information from you, where should they look for?

Student

You are a student at a University. You have concerns about the recycling and waste reduction practices on campus. You don't think the current practice is sustainable and you believe as a student you have a great role to play to build a sustainable practice for your university. You want the voices from students being heard. How can you make it happen? If people want to find opinions from students, where should they look for?

Organization Member

You are a member of the *National Association of College & University Food Services* and serve on the Nutrition Awards committee, which will select Most Innovative Wellness & Nutrition Program from your member institution each year. Your committee wants to highlight the award winners. Where do you post the information? If people want to find the award-winning wellness programs, where should they look for?

When to Use Library? When to Google?

Library is better for

Google is better for



What would still be missing? It depends on:
What is available/affordable to us and how good we are at finding them.

Design Search Terms

Think about synonyms, broader, narrower, related terms, variant spellings, abbreviations, acronyms and other different ways to express the same concept; Use **Pearl Growing strategy** to keep the keyword system evolve.

Stakeholder Related Terms

Faculty
Students
University/Office of..
Association
Government agencies
Research institute
Non-profit organization
Companies
Community

Topic Related Terms

Campus/college/univers
ity/higher education
Sustainability/sustainabl
e/energy saving
student success;
wellness; diversity &
inclusion

programs/best
practices/awards/award
winners/trends

Format Related Terms

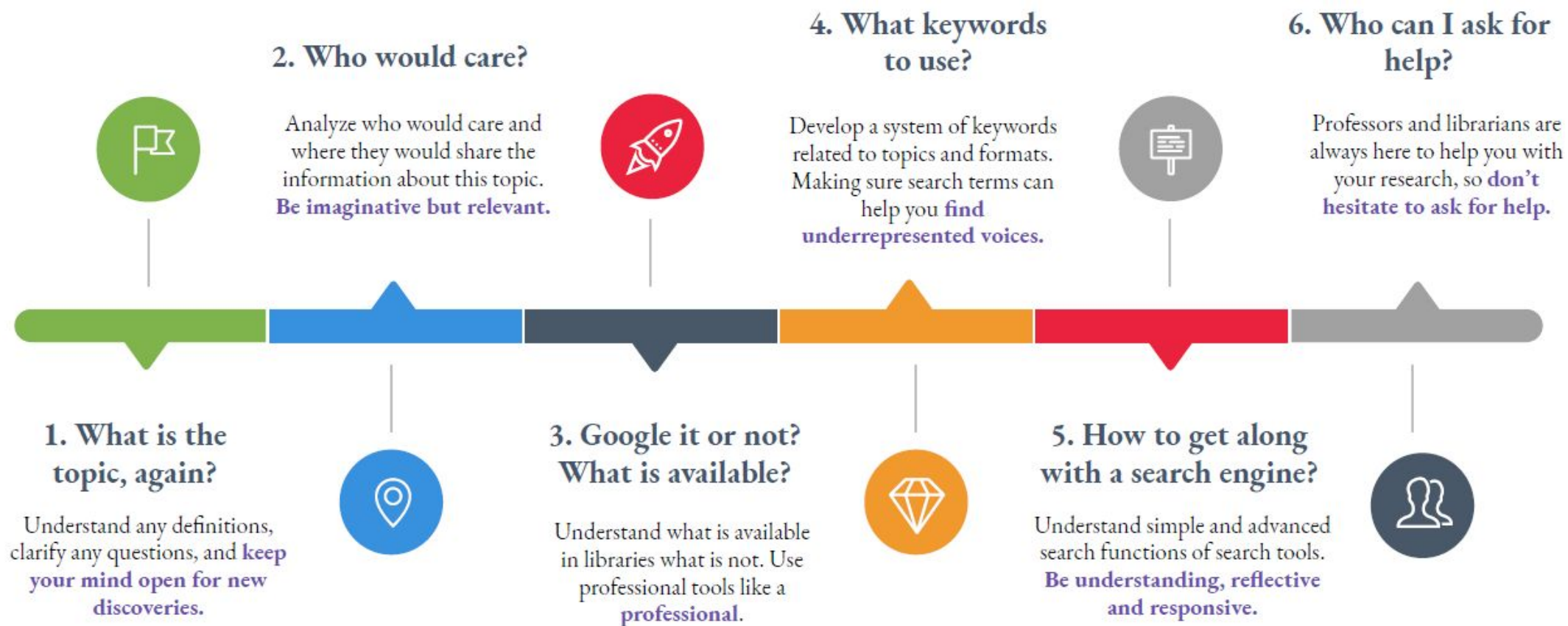
Survey
Reports
Case Studies
Interview
Guides
Lists
Presentations
Webinars

How good you are at finding information is dependent on how well you understand information stakeholders, understand our society and our people.



Let's go to the
Library

Research Process



Key Takeaways



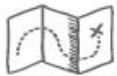
Research is an open-ended exploration and engagement with information. It needs mental flexibility and creativity.



We need to seek multiple perspectives during information gathering and make the effort to get marginalized voices heard.



Information is a commodity and having access to information sources is a privilege. Taking advantage of what is available, but being humble.



Research is an iterative process. It needs strategic exploration and constant inquiry. We should value the skills and time needed to produce knowledge and put persistent and diligent effort in research.



We should respect the original ideas of others and giving credit to the original ideas of others through proper attribution and citations.



We are contributors to the information marketplace and we can leverage the value of information to effect changes on our campuses and our community.



Thanks!

Any questions?

Grace Liu

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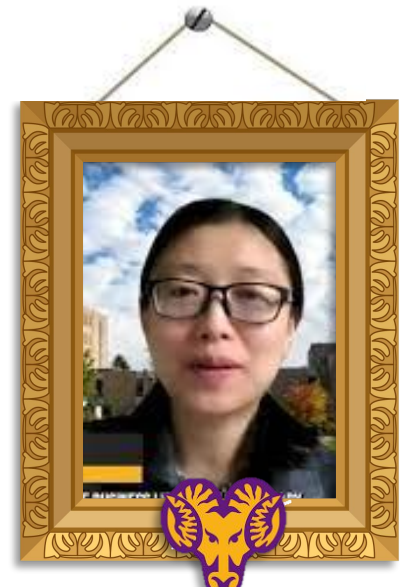
Gary
Arave



LuMarie
Guth



Ilana
Stonebraker



Grace
Liu



Questions?



Next Up:

Instruction Materials : Share-and-receive-athon using BLExIM

3pm CT/4pm ET

REMO will remain open until the next presentation starts:

Feel free to hang out and mingle!

