



Creating Better Libraries for Today's Complex World

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A Knowledge Organization in
an Age of Alternative Facts



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Mary Stansbury, University of Denver
Sam Hastings, South Carolina University
David Lankes, Syracuse University
Tula Giannini, Pratt Institute
William Schickling, Polaris
Corrine Hill, Dallas Public Library
Annie Norman, Delaware State Library
Martha Reid, Vermont State Library
Anne Craig, Illinois State Library
Mary Chute, IMLS

2011: Grand Challenges

“How to accept multiple
ways of coming to a
solution - truth by
consensus”

A Broad Conversation

- Fake News
- Alternative Facts
- Postmodernism
- Constructivism

Library Response?

- Information Literacy
- Promotion of Quality
- Neutral Resource

Library Response?

- Information Literacy
- Promotion of Quality
- Neutral Resource



Information Literacy

- Fake News, Propaganda, Hyper-Partisanship
 - All Result from and Require Sophisticated Literacy Tools
- CRAAP (Currency, Relevancy, Authority, Accuracy, Purpose)
- Information Literacy Training Leads to Greater Confidence - Not Greater Ability!

Information Literacy

libguides.library.ncat.edu/content.php?pid=53820&ssid=394505

quality - Google Search

The CRAAP test - Evaluating Web Resources - LibGuides at North Carolina Agricultural & Technical L...

- [Evaluating Information -- Applying the CRAAP Test](#)
This is the original CRAAP test designer's site describing the five criteria.
- [Evaluating Web Sources \(Gattysburg College\)](#)

Currency: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?

examples: .com (commercial), .edu (educational), .gov (U.S. government),
.org (nonprofit organization), or .net (network)

Accuracy: the reliability, truthfulness, and correctness of the content, and

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

Promotion of Quality

- “Thus, visual appeal can be assessed within 50 ms, suggesting that web designers have about 50 ms to make a good first impression.”*
- Confirmation Bias
- Quality is Contextual
 - Stormfront

*<http://www.tandfonline.com/doi/abs/10.1080/01449290500330448>

Promotion of Quality

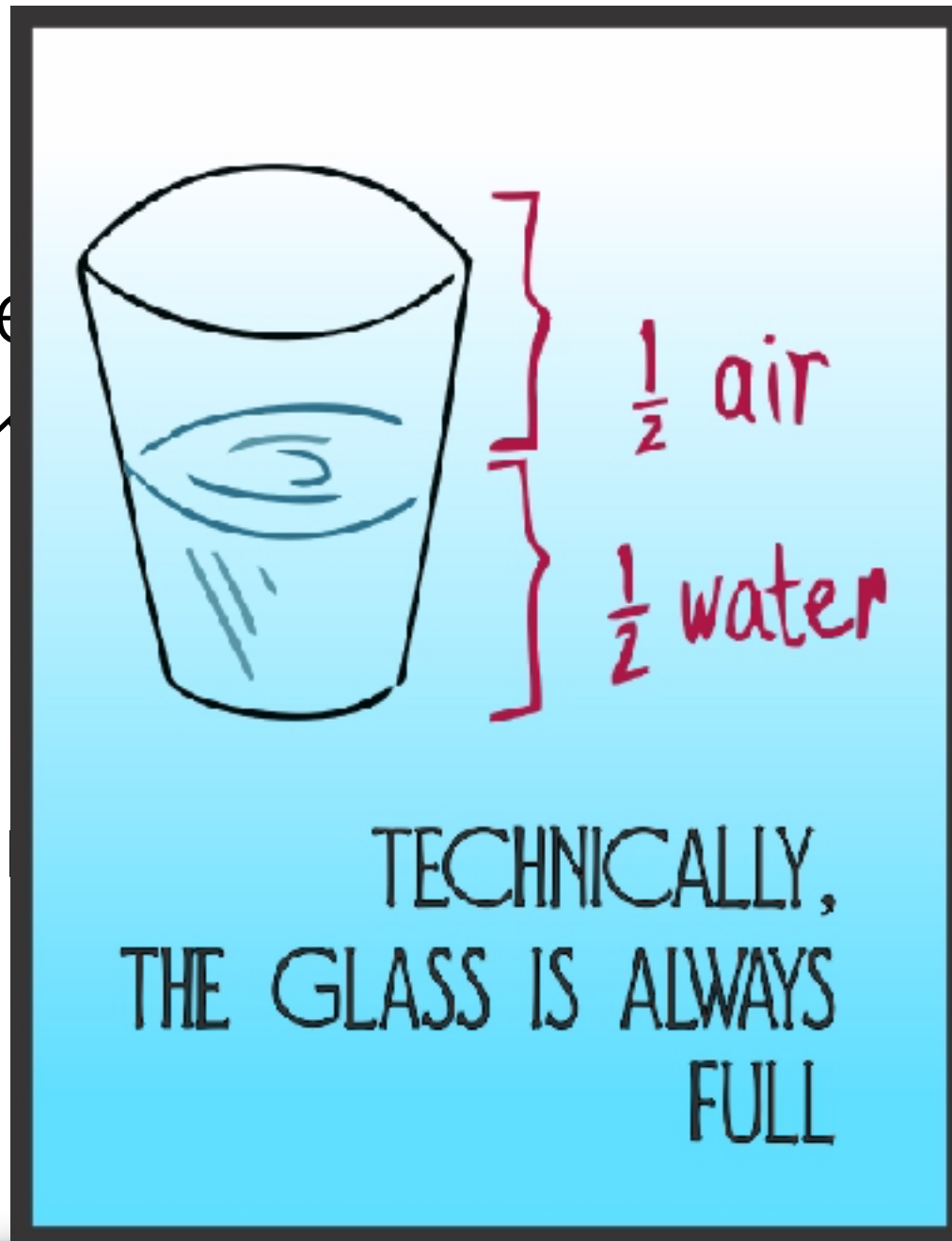
- “Thus, visual attention is directed within 50 ms, suggesting that viewers have about 50 ms to make a decision.”*
- Confirmation Bias
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Neutral Resource

- To Be Biased is to Be Human
- Not Neutral, then Objective, or at Least Intellectually Honest
- Science is NOT about Truth
 - It is the search for truth

Neutral Resource

harpers.org/archive/1958/09/the-coming-ice-age/

Dave's World ▾ Site Maintain ▾ Look at ▾ Riland ▾ Expect 2.0 ▾ Health ▾ Bookmarks ▾ Development ▾ Google Translate ▾ SoCar ▾ South Carolina Public Radio

The Coming Ice Age | Harper's Magazine

HARPER'S

M A G A Z I N E

FEBRUARY 16, 2017: [Labor Department] [Baghdad] [Gun control] [James Baldwin]

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ARTICLE — From the September 1958 issue

The Coming Ice Age

A true scientific detective story

By [Betty Friedan](#)

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How a rising of the ocean waters may flood most of our port cities within the foreseeable future — and why it will be followed by the growth of a vast glacier which may eventually cover much of Europe and North America.


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THE CURRENT ISSUE

CAVEY BARGE ON DRAMA'S LEGACY
THE CONSERVATIVE LINE AGAINST THE DEATH PENALTY

HARPER'S

ILLUSTRATED BY BOB





**THERE IS
NO HOPE**

**ALL IS
LOST**



THERE IS

NO HOPE

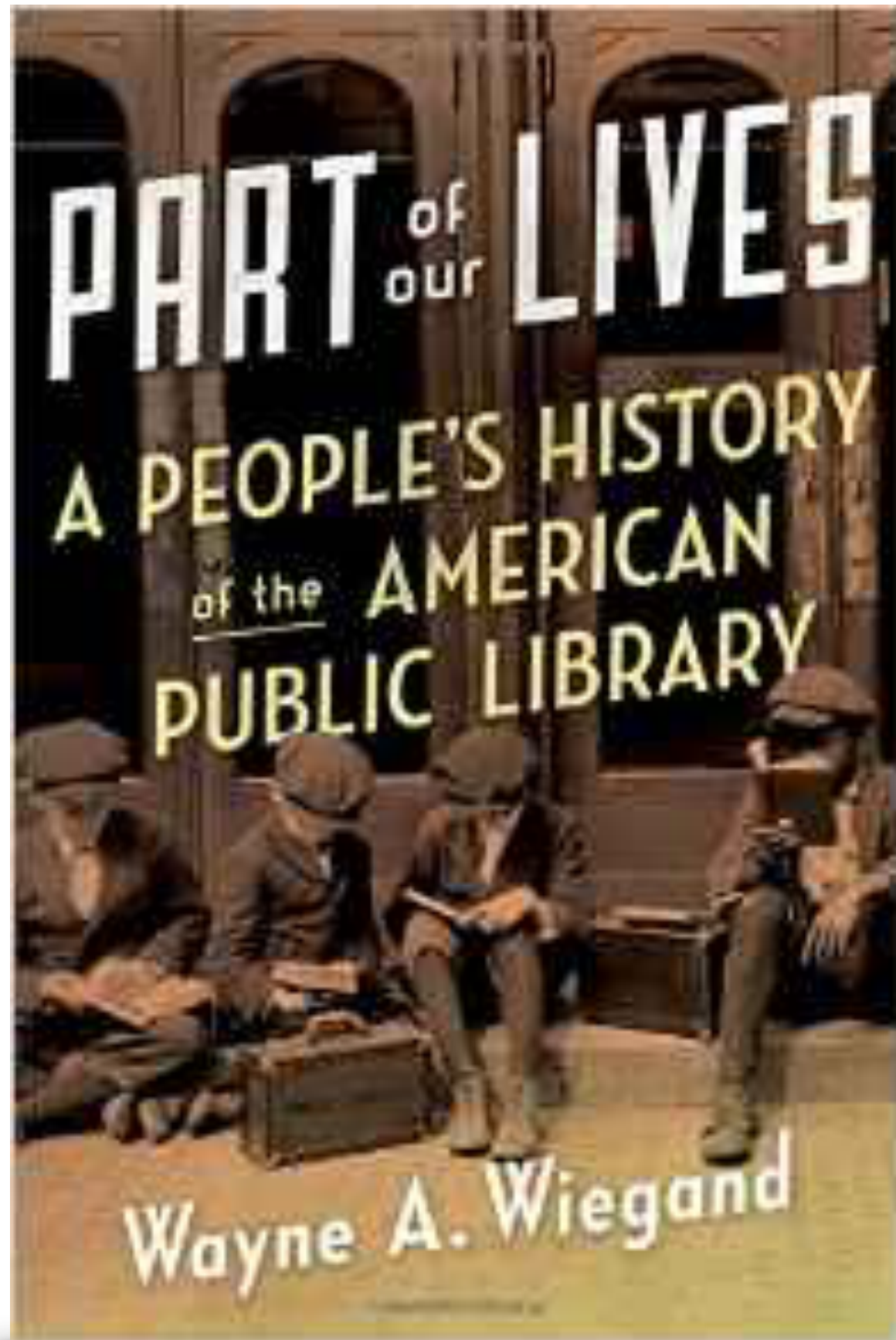
LIBRARIANS ARE THE ANSWER

ALL IS

LOST

The Library Lie

- It's Not the Library but the People in It
- A library is a mandated and facilitated space supported by the community, stewarded by librarians, and dedicated to knowledge creation.



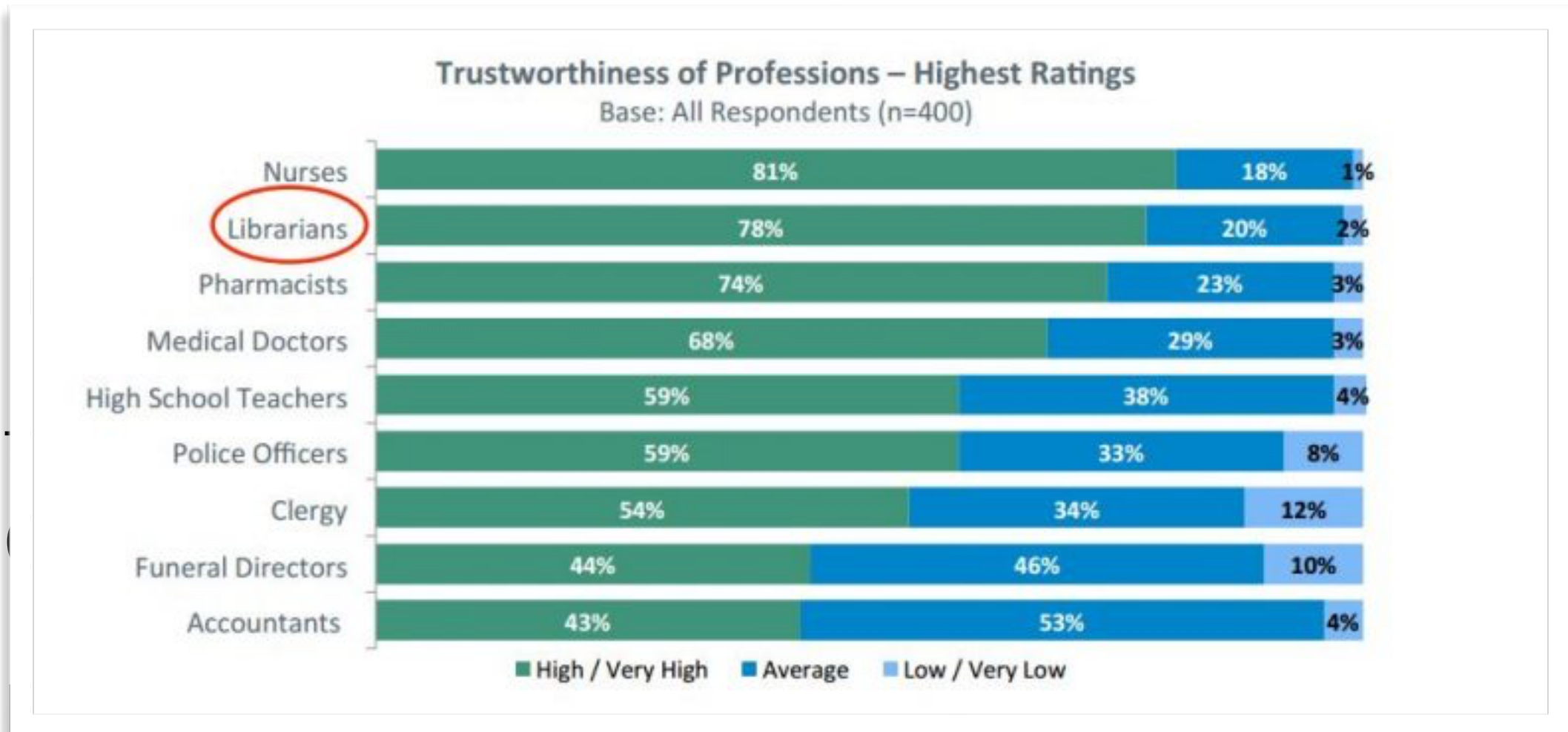
“Schoolchildren; factory and shop girls; men who tended bar, drove carriages, and worked on farms and boats; and finally, fallen women, and, in general, the denizens of the midnight world, night-owls, prowlers, and those who live upon sin and its wages.”

- Wayne Wiegand

Knowledge is Social

- Information Seeking is About Trust
- Trust Does Not Come from Neutrality, but Consistency
- Rise of Credibility by Reliability over Authority

Knowledge is Social



https://www.lrs.org/2016/12/01/maine-state-library-study-finds-that-librarian-is-one-of-the-most-trusted-professions/librarian_trustworthiness/

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MAKE and Facilite

- Motivation
- Access
- Knowledge
- Environment



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Because Libraries Transform

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STRATEGIC PLANS

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[Community Survey](#)
[Planning for The Next Decade](#)
[Strategic Plan 2005-2015](#)

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Text Us: 785.783.8066

LIBRARY NEWS UPDATE

Subscribe to our email newsletter to keep informed of what's happening at your library.
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Community Impact Goals

The library is helping to transform the lives of its citizens through five community impact goals:

1. Every child will be ready for kindergarten
2. Everyone will discover their passion for learning
3. Everyone will continue learning new ways to live their best life
4. Topeka and Shawnee County will be an engaged community of readers
5. The library will be a learning organization committed to excellence in: Leadership, planning, customer focus, process management and partner focus

[Learn more](#) about our inclusive process for determining community impact goals.

The Topeka and Shawnee County Public Library is a 21st century, landmark library, and features the Alice C. Sabatini Gallery, the Millennium Cafe, Chandler Booktique (bookstore and gift shop), free meeting rooms, computer training and free gigabit Wi-Fi access. We're your place. Learn what's happening at your library by keeping up with [Library News](#), delivered to your mailbox, and [Library News Update](#), delivered to your email inbox.

Located in the heart of Shawnee County, the library has a collection of more than 500,000 books and serves more than 100,000 registered borrowers. About 3,000 people walk through our doors daily. Our [bookmobiles](#) make about 20 stops six days a week travelling across the county. We provide [services](#) to 55 senior living facilities and 85 homebound individuals. Our website serves customers' needs 24/7. The library offers state-of-the-art technology, youth programs that encourage learning and reading, accessibility services addressing the needs of older readers and persons with disabilities, and reference and research tools.

The library is a great meeting venue for community groups and is a cultural hub for art, music and literature. People of all ages discover and experience art at the [Alice C. Sabatini Gallery](#). We connect individuals to culture, art and artists – both modern and classic. The gallery is also recognized for two national art competitions and its annual art

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[Richland Library](#)

Strategic Plan

Advance Our Community

Richland Library is a vital partner and catalyst for bringing diverse peoples together to solve community problems. We believe that continuous, customized learning for all ages is the foundation for a strong economy and high quality of life.

Goal 1: Help create a strong and resilient economy.

Outcomes:

- We are viewed as valued partners to elected officials and business leaders in support of economic and community development.
- We help grow and support creative individuals and communities within the county.
- Library facility improvements serve as catalysts for greater investment in neighborhood and increased opportunities for residents.
- Jobseekers and entrepreneurs see the library as vital to their employment, career and business development aspirations.

Goal 2: Strengthen community cohesion.

Outcomes:

- There are an increased number of opportunities for diverse groups of people to convene, communicate and learn together.
- Neighborhoods recognize and celebrate their assets and strengthen their identities.
- Public, non-profit and private sectors convene at the library in an effort to solve community problems.

Goal 3: Transform educational outcomes for youth.

Outcomes:

- The level of access to high quality out-of-schooltime opportunities increases.
- Parents and caregivers have the knowledge and support necessary to help their children be successful in school.
- Partnerships and services that support the path from high school to careers and college are strengthened.

Goal 4: Help break the cycle of poverty.

Outcomes:

- Learning outcomes and access to educational opportunities of those living in poverty in Richland County are increased.
- Partnerships with service providers are created and strengthened, eliminating barriers for those customers with specific, basic needs.

[Click here for a printable version of Richland Library's Strategic Plan](#)

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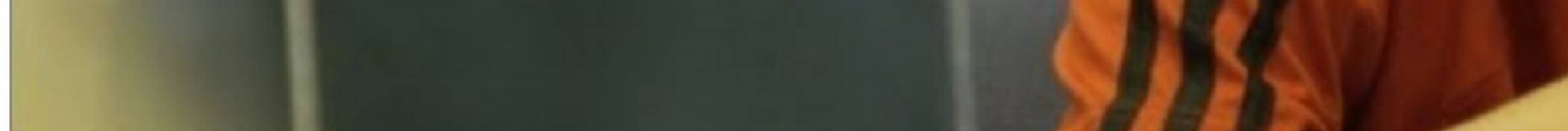
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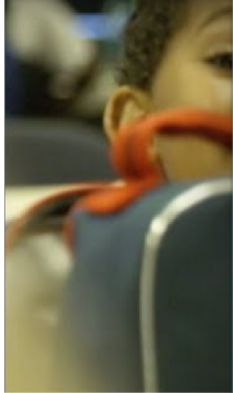
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