



# What do you meme?

## Pop Culture in the Information Literacy Classroom

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# Agenda

1. Cal State East Bay student demographics and LIBY 1210 (required IL class)
2. No News is Good News? Using satirical news video clips in the information literacy classroom
3. Memes and Gaming: Connecting students lived experiences with their research process
4. Q & A



Image by California State University, East Bay





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# **No News is Good News?**

Using Satirical News Video Clips in  
the Information Literacy Classroom

Stephanie Alexander & Lana Wood

## **Guiding Question:**

Do satirical news videos enhance undergraduate student's learning experiences in the IL classroom?

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# Lit Review: Humor in Info Lit Instruction

## Use Humor!

In order to...

- reduce library anxiety (Liebmann, 1980)
- challenge library stereotypes (Arnsan, 2000)
- improve receptivity to instruction (Vossler & Watts, 2013)

## Be Careful with Humor!

Make sure humor is...

- “appropriate” (Arnsan, 2000)
- “accessible” (Tewell, 2014)

Otherwise, students may...

- not enjoy it (Pettry, 1998)
- feel hostile towards or loss of respect for instructor (Vossler & Watts, 2013)



# Lit Review: Humor in College Classrooms

“The use of humor can be complicated because it might be **highly personal, subjective, and contextual** and we cannot always predict the way it will be received.” (Garner, 2006)

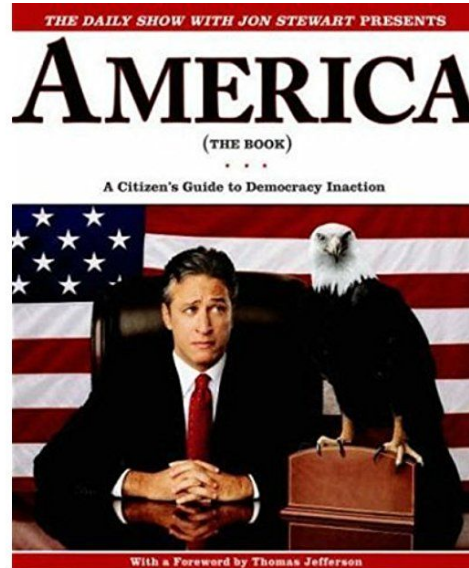
“To competently use humor as a teaching strategy, the humor must help achieve the teaching goal (effectiveness) and **do so without offending students (appropriateness).**” (Wanzer et. al., 2006)



# Lit Review: Use of Satirical News Sources



**Info Lit:** Steiner and Madden (2010) and Tewell (2014) discuss using clips from the Colbert Report in their information literacy instruction



**Political Science:** Baumgartner and Morris (2008) studied using Jon Stewart's *America: The Book* in their political science class

Beavers (2011) showed clips from *The Daily Show* and *The Colbert Report*

Glazier (2014) showed clips of *The Colbert Report* along with pieces from *The Onion* and *FunnyorDie.com*



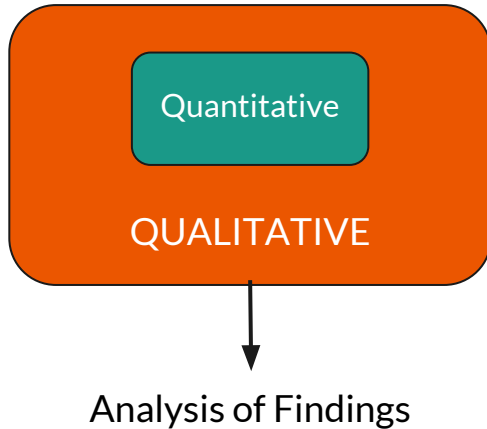
## Lit Review: Biased Message Processing

“There was no significant difference between the groups thinking **Colbert was funny**, but conservatives were more likely to report that Colbert only pretends to be joking... while liberals were more likely to report that Colbert used satire and was not serious when offering political statements.” (LaMarre, Landreville, & Beam, 2009)

“It appears that although most posters who are familiar with the show and the broader context of the presentation... demonstrate an understanding of the show as a parody of conservative commentary, **many posting viewers do actually perceive the show as genuine conservative commentary.**” (Mohammed, 2014)

# Study Design

## Mixed-Methods Concurrent Nested Design



## Research Instruments

1. News Interaction Survey
2. Individual Video Surveys
3. End of Quarter Survey
4. Focus Groups



# Study Design

Course section	# of participants	# of students enrolled	% participation
Fall 2016 (1 section)	15	26	57.7%
Winter 2017 (2 sections)	29	58	50.0%
Spring 2017 (1 section)	20	30	66.7%
<b>Total</b>	<b>64</b>	<b>114</b>	<b>56.1%</b>

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# **Satirical News Video Clips & Information Literacy Concepts**





Video 1: *The Daily Show with Trevor Noah: The Art of the Steal* (Aired July 19, 2016 on Comedy Central)



Video 2: *The Daily Show with Jon Stewart: Weathering Fights - Science, What's it up to?* (Aired October 26, 2011 on Comedy Central)



Video 3: Last Week Tonight: Dr. Oz and Nutritional Supplements (Aired June 22, 2014 on HBO)





Video 4: *Last Week Tonight: Government Surveillance* (Aired April 5, 2015 on HBO)





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# Study Findings



# Credibility and Trustworthiness

## News Interaction Survey Findings

**55.1%** responded they trust national news organizations somewhat or a lot; **58.3%** responded they trust local news organizations somewhat or a lot

**48.4%** responded that they don't give much thought to the sources they get their news from (as opposed to **51.6%** who reported they give a good deal of thought)

## Focus Group Findings

- Distrust of the media
- Likability affecting perception of truthfulness
- “Just know” it’s true



# Impact of Political Orientation and Bias

## News Interaction Survey Findings

In presenting the news dealing with political and social issues, **87.1%** responded that they think the news tends to favor one side (versus fair dealing with both sides)

## Focus Group Findings

- Liberal bias
- Liberal humor makes ideas easier to understand (if it matches your political orientation)



# Social Media as a News Source

## News Interaction Survey Findings

52.9% reported often or sometimes getting news from a social networking site (e.g. Facebook or Twitter)

But, 33.4% reported trusting news from social media somewhat or a lot

## Focus Group Findings

- Social media as an important news platform
- Previous exposure to satirical news videos via social media

# SCIENCE

WHAT'S IT UP TO?





## ***Science - What's It Up To?***

Got It*	Lean Towards Got It*	Didn't Get It	Lean Towards Didn't Get It	Unclear	Disagreement
25.5%*	5.9%*	47.1%	9.8%	9.8%	2.0%

**\*Less than 1/3 of students could see through the sarcasm to understand the point of the video!**



03:13 / 03:52



COMEDY



CC

IN



# Student Relevance of Pop Culture





## End of Quarter Survey

Question	% Strongly Agree / Agree
The satirical news video clips helped me understand course content.	93.1%
The use of satirical news video clips made the class more enjoyable.	94.8%
I would recommend using satirical news video clips in future classes.	94.8%
The use of satirical news video clips helped me to be a more critical consumer of the media.	88%
I plan to watch satirical news programs in the future.	62.1%



# Instructional Takeaways

Use of satirical news videos  
**improves** the instructional  
experience in the information  
literacy classroom...

...but, videos need to be **discussed**  
and **contextualized** to clarify  
confusion that comes with using  
satirical humor, and are best when  
they are **relevant** to the students'  
interests and experiences.

## **Article In Progress:**

We are finalizing our article for submission; will include discussion of additional themes

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# **Memes and Gaming:**

Connecting students lived  
experiences with their research  
process

Andrew Carlos



## **Guiding Question:**

Can the use of games and other elements of popular culture improve a students learning experience in the IL classroom?

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# Literature Review

- Popular Culture in other Disciplines
  - Geology, Writing
- Popular Culture in Information Literacy instruction
  - Zombies and TV

# Games in Instruction

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## Games in the Classroom

- Connecting IL standards to game mechanics/outcomes
- Increasing student engagement

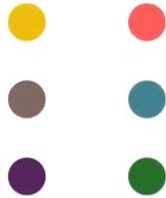


## Topic Development

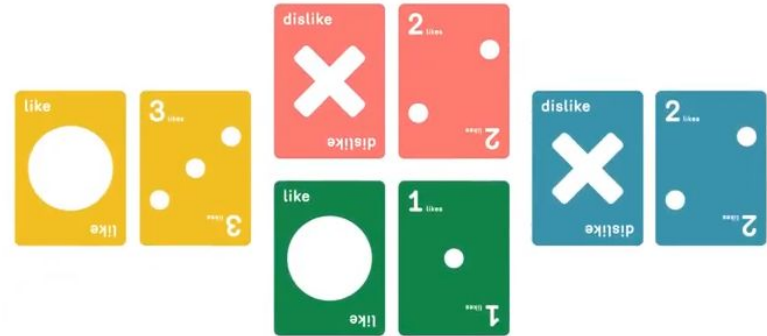
- No topical focus for class
- Importance of Background Knowledge/Research



# Polemic



**polemic**  
oh, you like that?





## Feedback and Sample Conversations

- Interesting conversations came up
- Developed a sense of community quickly
- Students came up with original topics

# Memes

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## Mememes in Libraries

- Memes for marketing or signage
- Meme Librarian
- Scholarly work around memes and libraries?

# Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

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# Meme Assignment



i-go-to-5a81cc.jpg

Image

5 class comments



[redacted] ad Feb 12

[redacted] is your meme about depression. The lady seems to be depressed about constantly going to the gym and not losing weight. She will depress herself and cause serious health problems to herself and even her mind and body. Depression is a serious problem.



[redacted] a Feb 12

It's about exercise and how nutrition helps enhance weight loss more rather than exercise.



[redacted] Feb 12

Is your meme about a weight disorder? The lady is going to the gym everyday and she notices that her weight won't go down. This is an act of an eating disorder.



[redacted] Feb 12

This meme worked because this picture is an accurate description of how people feel and tend to look like when they are experiencing an eating disorder. They are usually down on themselves and not happy.



[redacted] 12

Your meme makes sense because many people work out or try to and don't lose weight so they starve themselves or not doing something right like not changing the way they eat or only exercise for a 10 mins and expect to lose weight. This meme and your topic make sense because it shows that people when they see the number when they stand on a scale it affect them in a certain way.



## Student Feedback

- Like activity - something they are familiar with
- Pretty good at interpreting others memes
- Not all memes are created equal



## **Incorporating memes into a one-shot**

- Takes 10-15 minutes to complete
- Exit Ticket/Check for Understanding
- Develop 2-3 templates

# Next Steps

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# Questions?

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## Citations:

<https://library.csueastbay.edu/carl2018>