

Clowns to the left of me, data to the right; stuck in the middle with you:

Seeking middle ground for data
instruction to non-specialists

Terrence B. Bennett, The College of New Jersey, USA
Shawn W. Nicholson, Michigan State University, USA



The big picture of big data

"It's not just that any one data repository is growing exponentially, the *number* of data repositories is growing exponentially...As a country, I think we're investing close to zero analyzing any of that data."

Dr. Atul Butte, Institute for Computational Health Sciences at the University of California, San Francisco, quoted in a recent National Public Radio Story: *Big Data Coming In Faster Than Biomedical Researchers Can Process It*. [28 November 2016]. <http://www.npr.org/sections/health-shots/2016/11/28/503035862/big-data-coming-in-faster-than-biomedical-researchers-can-process-it>



Images courtesy Wikimedia Commons
https://commons.wikimedia.org/wiki/Main_Page

Library instruction aims to advance critical thinking skills

Promotion (not marginalization) of data resources in library instruction may better equip students to synthesize and apply information within and across disciplines.



D|I|L
data information literacy



Data literacy: a recognized need with many potential solutions

January 20, 2005

Quantitative Literacy Task Force Final Report and Recommendations

Prepared by:
Douglas W. Estry and Joan Ferrini-Mundy

Task Force Members:

George Allen (NUR), Melissa Baumann (EGR), Charles Ballard (EC/SSC), Samuel Drake (UUD), Ross Emmett (JMC), Richard Enbody (EGR), Dennis Gilliland (STT), Kay Gross (KBS), Jonathan Hall (MTH), Nicole Johnson (GA), Karen King (MTH), Andy McCoy (UN), Matthew McKeon (PHL/A&L), Kathy Petroni (ACC/BUS), Victor Piercey (GR), Mark Reckase (TE/CE), Donnie Reinhard (EGR), Robert Tempelman (ANS/ANR), Connie Tingson (GR), Cliff Wei (MTH)

Consultant to the Committee
John Beck
Labor and Industrial Relations

The screenshot shows the homepage of the ACRL Framework for Information Literacy Sandbox. At the top, the ACRL logo is on the left, and the title 'ACRL Framework for Information Literacy Sandbox' is in the center, with the tagline 'A platform and repository for sharing Framework materials'. To the right is a search bar with a 'GO' button and tabs for 'RESEARCH', 'CONTRIBUTORS', and 'SITE'. Below the header is a navigation bar with links: 'Welcome', 'Resources', 'Contributors', 'About', and 'Help Center'. The main content area has a 'Welcome' heading. On the left, a box states 'Searching is open to everyone – a user login is not required.' and provides instructions for becoming a contributor or logging in. On the right, the 'Welcome' text explains the purpose of the sandbox and provides links to resources and the help center. At the bottom left, there is a 'CONTRIBUTOR LOGIN' section with a username input field.

ACRL
Advancing learning
Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association

**ACRL Framework for
Information Literacy Sandbox**
A platform and repository for sharing Framework materials

SEARCH: **RESEARCH** CONTRIBUTORS SITE

GO »

Welcome Resources Contributors About Help Center

**Searching is open to everyone –
a user login is not required.**

To become a contributor, [create an account](#).

If you already have a contributor account, log in here:

CONTRIBUTOR LOGIN

Username *

Welcome

Welcome to the ACRL Framework for Information Literacy Sandbox, a place to discover ways to use the [Framework for Information Literacy for Higher Education](#) in instructional settings, as well as share your own activities and teaching resources related to the Framework.

Searching is open to everyone – a user login is not required.

To get started searching, click on the [Resources](#) tab to browse for resources or use the search box at the top of the page. For further information, see "Searching and Browsing" in the [Help Center](#).

To contribute your own resources and enrich the Sandbox, you can [create an account](#).

Searching is open to everyone –
a user login is not required.

To become a contributor, [create an account](#).

If you already have a contributor
account, log in here:

CONTRIBUTOR LOGIN

Username *

Password *

LOG IN

- [Request new password](#)
- [Become a contributor](#)

Search Resources

GO »

Visual Literacy

This assignment has students analyzing data presented in graphs, charts and infographics that are pre-selected by librarian and instructor based on how poorly the information is being presented through various outlets.

Posted on February 13, 2017

Contributor: [Spencer Brayton](#)

Resource Type(s): [Activity](#)

Information Literacy Frame(s) Addressed: [Authority is Constructed and Contextual](#), [Information Creation as Process](#), [Information Has Value](#), [Scholarship as Conversation](#)

Tags:

Discipline(s): [Communication Studies](#), [Criminal Justice](#), [Multidisciplinary](#), [Political Science](#), [Sociology](#)

Type of Institution: [Community or Junior College](#), [College](#), [University](#)

Scope: [Classroom-level](#)

License Assigned: [All Rights Reserved](#)

The Hip Hop Lib Guide

The Hip Hop LibGuide is a scholarly, comprehensive online resource about Hip Hop, Information Literacy and the artform in general. The libguide has been developed to engage novice, intermediate, and advanced learners that are interested in learning more about the culture, social issues, and artistic components of Hip Hop.

Posted on December 8, 2016

Contributor: [kYmberly Keeton](#)

Resource Type(s): [Research Guide](#)

Information Literacy Frame(s) Addressed: [Research as Inquiry](#), [Scholarship as Conversation](#), [Framework as a Whole](#)

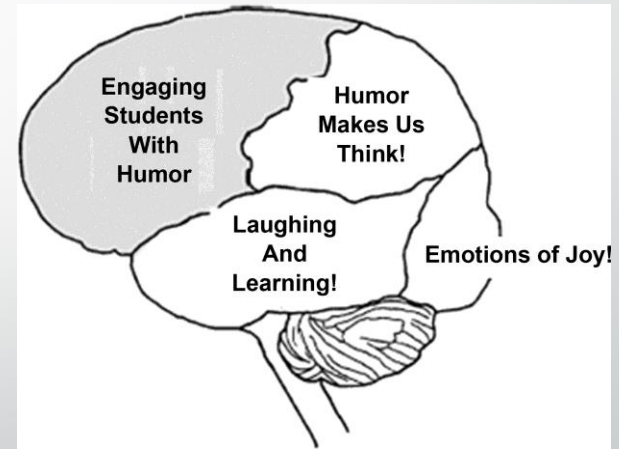
Tags: [Hip Hop](#), [Hip Hop Information Literacy](#), [Lib Guide](#), [visual literacy](#), [Data Literacy](#), [writing](#), [Citations](#)

Engaging your audience with humor – not just because it's fun

“Finding a treatment that is free and without side effects and helps to improve learning and memory would seem to be an improbable task. However, based on numerous scientific studies ...on the psychophysiological effects of humor, mirthful laughter may be the magic pill.”

“Candidly, humor and laughter may not directly cause learning; however, humor and laughter create conditions conducive to learning.”

Heidi L. Lujan, Stephen E. DiCarlo (2016) Humor promotes learning!, *Advances in Physiology Education*, Vol. 40 no. 4, 433-434 DOI: 10.1152/advan.00123.2016



But is there enough data humor for effective pedagogy?

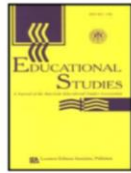


ModernAnalyst.com



Image courtesy Wikimedia Commons https://commons.wikimedia.org/wiki/Main_Page

Pedagogy through popular culture



Educational Studies

A Journal of the American Educational Studies Association



ISSN: 0013-1946 (Print) 1532-6993 (Online) Journal homepage: <http://www.tandfonline.com/loi/heds20>

Pop Culture Pedagogies: Process and Praxis

Julie Garlen Maudlin & Jennifer A. Sandlin

To cite this article: Julie Garlen Maudlin & Jennifer A. Sandlin (2015) Pop Culture Pedagogies: Process and Praxis, Educational Studies, 51:5, 368-384, DOI: [10.1080/00131946.2015.1075992](https://doi.org/10.1080/00131946.2015.1075992)

To link to this article: <http://dx.doi.org/10.1080/00131946.2015.1075992>

“...in this article, we explore the depth and breadth of contemporary popular culture, describe some of the ways that popular culture functions pedagogically, and outline a framework for self study that, when practiced by educators, can serve as a locus for instructional decision-making and a catalyst for enacting what we call *pop culture pedagogies*.”[p. 369]

“...it becomes clear that popular culture is constituted by data about popular culture.” [p.61]

Beer, D. & Burrows, R. (2013). “Popular Culture, Digital Archives and the New Social Life of Data.” *Theory, Culture & Society* 30(4), 47–71.

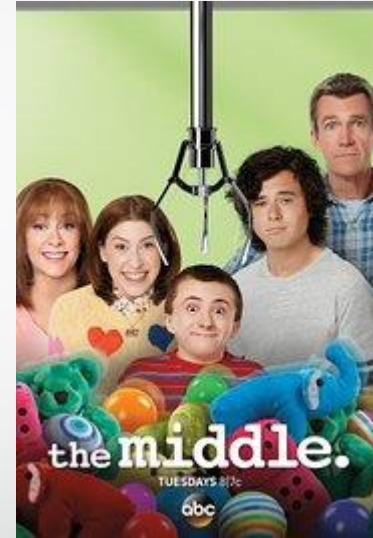
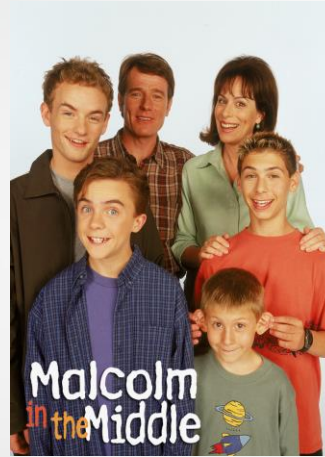
“In order to understand new forms of social data we need to understand the part played by popular culture in its accumulation and flow; that is to say that we need to think about the way in which popular culture is folded into this ‘performativity of circulation.’” [p.48]



“...popular culture, and therefore the everyday experiences of myriad individuals, are being shaped and constituted by the social life of data.” [p. 67]

Humor? Pop Culture?
Or [for this conference]...something *in the middle!*

Disney
**Stuck
IN THE
MIDDLE**



More prompts that focus on the middle...



THE MIDDLE AGES



Songs of The Ohio State University

Song Scores

Ohio State Links



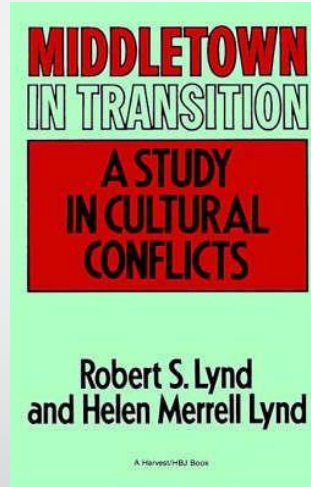
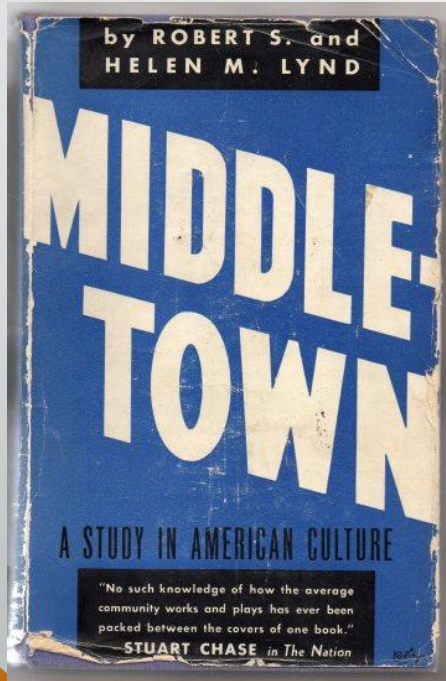
Round on the End and High in the Middle

Old man Biddle gave me a riddle just the other day,
I guessed it right away, I am glad to say,
The riddle he gave to me, I will give to you--,
If you think you're smart like me, Let's see what you can do.

Chorus

(It's) Round on the end and "Hi" in the middle.
Tell me if you know.
Don't you think that's a cute little riddle
Round on the end and "Hi" in the middle
You can find it on the map if you look high and low.

Inspiration from the Middle[town]



“Middletown”



Ball State University



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Center for Middletown Studies

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The mission of the Center for Middletown Studies is to build on the scholarship inaugurated by Robert S. and Helen Merrell Lynd in their landmark studies *Middletown* (1929) and *Middletown in Transition* (1937). These in-depth accounts of life in Muncie, Indiana, became classic sociological studies and established the community as a barometer of social trends in the United States.

In the years since, scholars in a variety of fields have returned to Muncie to follow up on the Lynds' work, making this small city among the most studied communities in the nation. The center continues this tradition by sponsoring and promoting [research](#) on Muncie as Middletown, on [small cities](#) generally, on the sociocultural impact of [large-scale economic change](#), and on other themes and issues the Lynds explored. It aims as well to develop new forms of [digital scholarship](#) that advance research and teaching in these areas.

Recently, the Center has explored [historical reading experiences](#), documented the process of [consolidating local high schools](#), explored the impact of a [factory closing](#), and welcomed

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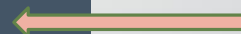
Center for Middletown Studies

Bracken Library (BL), Room 203
Ball State University
Muncie, IN 47306

Hours: Monday–Friday 8 a.m.–5 p.m.

Phone: 765–285–8037

Fax: 765–285–3571





Center for Middletown Studies

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Research and Reports

The Center for Middletown Studies offers opportunities for visiting scholars to conduct research on Middletown, U.S.A. Typically, scholars are offered lodging and transportation assistance while in Muncie. Occasionally, the center will also offer a modest stipend.

Since 1990, a number of international scholars have conducted research at the center, including social scientists from Scotland, Russia, the Netherlands, and France. Anyone desiring more information about research opportunities at the center should contact [James Connolly](#).



Center for Middletown Studies

About the Center

News & Events

Digital Initiatives

Research and Reports

- ▶ [Middletown Studies Collection and Digital Archive](#)
- ▶ [High School Consolidation Project](#)
- ▶ [Middletown Media Studies](#)
- ▶ [Print Culture Histories Beyond the Metropolis Conference](#)
- ▶ [Small Cities Conference](#)
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Past Research and Reports

The Center for Middletown Studies has sponsored or supported a wide range of research and commentary since its inception in 1980. Among them are the Middletown III and Middletown IV projects, the Middletown Film Series on PBS, *The Social Change Report*, and the Middletown Area Studies.



Research and Reports

Middletown Studies Collection and Digital Archive

High School Consolidation Project

Middletown Media Studies

Print Culture Histories Beyond the Metropolis Conference

Small Cities Conference

Comparative Urban Studies

Documenting Deindustrialization

What Middletown Read

Other Resources

Past Research and Reports

- ▶ [Middletown III and IV Data](#)
- ▶ [The Social Change Report](#)
- ▶ [Middletown Area Studies](#)





Center for Middletown Studies

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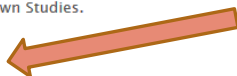
Middletown III and IV Data

Middletown III was a replication of the 1924–1925 survey research done for the original Middletown study by Robert and Helen Lynd in Muncie, Indiana. Middletown III included the Family Roles Survey (1977), the High School Survey (1977, 1989), the Community Survey (1978), the Government Services Survey (1978), the Kinship Survey (1978), the Neighborhood Survey (1978), the Religion Survey (1978), the Women's Occupational Survey (1978), and the Recreation Survey (1982). Middletown IV was a 1999 replication of two of the most important surveys that had been conducted in 1924 and 1977: the Community Survey and the High School Survey.

Middletown III research formed the basis for Caplow et al., *All Faithful People* (1983) and Caplow et al., *Middletown Families* (1985), as well as numerous articles. Middletown IV research is featured in Caplow, Hicks and Wattenberg, *The First Measured Century* (2000), its companion television program and website, and in numerous articles.

Principal Investigators on these projects were Theodore Caplow, University of Virginia; Howard Bahr, Brigham Young University; Bruce Chadwick, Brigham Young University; Vaughn R. A. Call, Brigham Young University; and Louis Hicks, St. Mary's College of Maryland. Both projects were supported by the Center for Middletown Studies.

A link to the data can be found [here](#)



Past Research and Reports

Middletown III and IV Data

The Social Change Report

Middletown Area Studies

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(12 datasets; 116,344 KB)

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- [Dataset\(s\)](#)
- [Study Description](#)
 - [Citation](#)
 - [Funding](#)
 - [Scope of Study](#)
 - [Methodology](#)
 - [Version\(s\)](#)
- [Variables](#)
- [Utilities](#)
- [Metadata Exports](#)
- [Download Statistics](#)

Compilation of Middletown III and Middletown IV Data, 1977-1999 [Muncie, Indiana] (ICPSR 4604)

Principal Investigator(s): [Caplow, Theodore](#), University of Virginia; [Bahr, Howard](#), Brigham Young University; [Chadwick, Bruce](#), Brigham Young University; [Call, Vaughn R.A.](#), Brigham Young University; [Hicks, Louis](#), St. Mary's College of Maryland

Summary:

Middletown III was a replication of research done in 1924-1925 by Robert and Helen Lynd in Muncie, Indiana. Middletown III included the Family Roles Survey (1977), the High School Survey (1977, 1989), the Community Survey (1978), the Government Services Survey (1978), the Kinship Survey (1978), the Neighborhood Survey (1978), the Religion Survey (1978), the Women's Occupational Survey (1978), and the Recreation Survey (1982). Middletown IV was a 1999 replication of two of the most important surveys that had been conducted in 1924 and... ([more info](#))

Access Notes

- Data in this collection are available only to users at ICPSR member institutions. Please [log in](#) so we can determine if you are with a member institution and have access to these data files.

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Dataset(s)

WARNING: Because this study has many datasets, the **download all files** option has been suppressed, and you will need to download one dataset at a time.

DS1: Middletown III: Family Roles Survey (1977)

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS2: Middletown III: High School Survey (1977)

Documentation: [Codebook.pdf](#)

Download: No downloadable data files available.

DS3: Middletown III: High School Survey (1989)

Documentation: [Codebook.pdf](#)

ICPSR

This study is provided by [ICPSR](#). ICPSR provides leadership and training in data access, curation, and methods of analysis for a diverse and expanding social science research community.



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RESOURCES FOR TEACHERS



Export Citation

Choose one of the links below to export this citation to your own bibliography application.

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June Cleaver: Myth or Reality?: A Data-Driven Learning Guide

Summary

Sociologists consider the family one of the most important social institutions, a building block of society. Indeed the family is responsible for the biological and social (re)production of individuals, and it is widely understood that the norms, values, statuses and roles that organize it are designed to meet the wider needs of society.

In the US at the turn of the 21st century, it is not unusual for commentators to lament the collapse of the traditional family, along with the commitments and values that it represented. Many who express concern over the state of the family see women's changing roles as partly responsible for destroying the warmth, security and stability of family life, thereby giving rise to a number of social issues.

The goal of this exercise is to determine whether the realities of women's lives in the 1950s match the idealized view of that time period we have today. Crosstabulation and comparison of means will be used.

Subject Term(s): [Sociology](#), [History](#), [Family](#), [Women](#), [Descriptive](#)

Analysis Type(s): [Comparison of means](#)

Citation: [Inter-university Consortium for Political and Social Research](#) . June Cleaver: Myth or Reality?: A Data-Driven Learning Guide. Inter-university Consortium for Political and Social Research [distributor]. 2001-11-15. <https://doi.org/10.3886/1950swomen>

Related Studies

This publication is related to the following dataset(s):

- [Growth of American Families, 1955](#)



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[Sage Work: A History of Marriage and Divorce in the Twentieth-Century United States](#)
[We Never Were: American Families and the Nostalgia Trap](#)
[And More: American Women in the 1950s](#)

za. Amy Mehraban; Brown, Tyson H. [Women of the 1950s and the 'normative' life course: The implications of childlessness, fertility timing, and marital being in late midlife](#)
[er and Culture in the 1950s](#)
[roles and fertility intentions](#)



Thinking more broadly: infuse data into the middle of any search

A typical
OPAC search

Keyword "family structure"
= 262 results

Titles

Database: My Library Catalog

262 results found

Keyword(s) Anywhere(family structure)

[Edit Search](#) [Save Search](#) [Save Search as Alert](#)

[Print](#) [Export](#) [E-mail](#) [Add to List](#) [Select](#) ☐ Page ☐ All

- [Family structure and children's health in the United States \[electronic resource\] : findings from the National Health and Medical Examination Survey, 1981-1986](#)
Blackwell, Debra L.
2010
No call number
no item information, Electronic Government Documents Collection
- [Structure of family violence \[electronic resource\] : an analysis of selected incidents.](#)
2000
No call number
no item information, Electronic Government Documents Collection
- [Poverty, family structure, and child well-being \[electronic resource\] : indicators from the SIPP / by Jason M. Fields, Jason M.](#)
1998
No call number
no item information, Electronic Government Documents Collection
- [Effects of childhood family structure on marriage / Frances E. Kobrin, Linda J. Waite ; prepared for the National Academy of Sciences, National Research Council on the Effects of Family Structure on Children.](#)
Goldscheider, Frances K.
1984
N-2204-NICHD
✓ available, Rand Collection
- [Effects of childhood family structure on the transition to marriage / Frances E. \(Kobrin\) Goldscheider, Linda J. Waite ; prepared for the National Academy of Sciences, National Research Council on the Effects of Family Structure on Children.](#)
Goldscheider, Frances K.
1986
N-2204-1- NICHD
✓ available, Rand Collection
- [Changing family structure : who cares for America's dependents? / Peter A. Morrison ; prepared for The National Academy of Sciences, National Research Council on the Effects of Family Structure on Children.](#)
Morrison, Peter A.
1986
N-2518-NICHD
✓ available, Rand Collection
- [Family structure and children's health in the United States, 1981-1986](#)

Try a radical variation!

Keywords "family structure
data" = 29 results

TCNJ THE COLLEGE OF NEW JERSEY | LIBRARY CATALOG

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New Search : within Keywords Anywhere Go Search History

Titles

Database: My Library Catalog

29 results found

Keyword(s) Anywhere(family structure data)

Edit Search Save Search Save Search as Alert

Print Export E-mail Add to List Select Page All

- Family structure and children's health in the United States [electronic resource] : findings from the National Health Interview Survey, 2001-2007.**
Blackwell, Debra L.
2010
No call number
no item information, Electronic Government Documents Collection
- Family structure and children's health : United States, 1988.**
Dawson, Deborah A.
1991
HE 20.6209:10/178
✓available, Government Documents Collection - United States
- Structure of family violence [electronic resource] : an analysis of selected incidents.**
2000
No call number
no item information, Electronic Government Documents Collection
- Continuity & change in the American family / Lynne M. Casper and Suzanne M. Bianchi.**
Casper, Lynne M.
2002
HQ636 .C386 2002
✓available, General Collection
- Family nursing : research, theory & practice / Marilyn M. Friedman, Vicky R. Bowden, Elaine G. Jones.**
Friedman, Marilyn M.
2003
RT120.F34 F75 2003
✓available, General Collection
- From parents to children : the intergenerational transmission of advantage / John Ermisch, Markus Jäntti, and Timothy Smeeding, editors.**
2012
HB715 .F76 2012

Then try a quick limiter:

Reference collection = 2 results

TCNJ THE COLLEGE OF NEW JERSEY LIBRARY CATALOG

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Titles

Database: My Library Catalog

2 results found

Keyword(s) Anywhere(family structure data) (Filtered)(LOCA=Reference Collection)

Print Export E-mail Add to List Selected Page All

Sort By: Relevance

1 **Rich and poor in America : a reference handbook / Geoffrey Gilbert.**
Gilbert, Geoffrey, 1948-
2008
HC110 .I5 G55 2008
✓available, Reference Collection

2 **Handbook of entrepreneurial dynamics : the process of business creation / editors, William B. Gartner [et al.]**
2004
HD62.5 .H3584 2004
✓available, Reference Collection

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Titles 1 of 2 Next >

Rich and poor in America : a reference handbook /

Principal Author: [Gilbert, Geoffrey, 1948-](#)

Title: Rich and poor in America : a reference handbook / Geoffrey Gilbert.

Publisher: Santa Barbara, Calif. : ABC-CLIO, c2008.

Description: xv, 275 p. : ill. ; 24 cm.

Topic/Subjects: [Income distribution--United States](#),
[Equality--United States](#),
[Wealth--United States](#),
[Poverty--United States](#),
[United States--Economic policy](#).

Links: [Publisher description](#)
[Table of contents only](#)

Holdings Information

Location: Reference Collection
[Find it in the Library](#).

Call Number: [HC110.I5 G55 2008](#) [Text me this call number](#)

Status: Not Checked Out

Contents:

- Preface
- 1. Background and history
- A widening gap
- Measuring income inequality
- Wealth inequality
- Long-term trends
- Rowboats, yachts, and rising tides
- Race, ethnicity, and economic inequality


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[Staff View](#)

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- (e.g. Recall)
- [Print](#)
- [Export](#)
- [E-mail](#)
- [Add to My List](#)

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[Limited Preview](#)
"About This Book"



Terrific Leads!

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John D. Rockefeller
Paul G. Schervish
Thomas M. Shapiro
Michael Sherraden
Ronald J. Sider
Timothy M. Smeeding
Samuel Walton
Richard Wilkinson
Edward N. Wolff

6. Data and documents

Inequality and the American public : the Maxwell School Survey

Perceptions of inequality trends

Concerns about inequality

California Kids Investment and Development Savings (KIDS) accounts

Ben Bernanke on U.S. income inequality

pay without performance : the great CEO guarantee

Are CEOs overpaid?

The Estate Tax 'recycles' opportunity

Being profitable is giving back

Andrew Carnegie on what to do with a fortune

Giving back, big time : the Carnegie-Buffett connection

Being poor

7. Directory of organizations

8. Selected print and nonprint resources

Print resources

Articles

Books

Nonprint resources

Web sites

Video

Contact information for video distributors and vendors

Glossary

Index

About the author.

[Contemporary world issues.](#)

Includes bibliographical references and index.

Series:

Notes:

Link to this page: <http://libcat.tcnj.edu:7009/vwebv/holdingsInfo?bibId=689163>

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Maxwell / Campbell

The Maxwell Poll

Civic Engagement and Inequality

The Maxwell Poll on Citizenship and Inequality is a nation-wide annual survey. The Poll is directed by [Professor Jeff Stonecash](#). The survey asks questions about engagement in political affairs and other aspects of civic life, as well as views on social and economic inequality in the United States. The Maxwell Poll is an activity of the [Campbell Public Affairs Institute](#) in the [Maxwell School](#) of [Syracuse University](#).

****See the [2007 Poll Report](#) for full set of results for 2007 and comparison to 2004, 2005 and 2006 results.**

[2007 Poll Report](#)
[Survey Data](#)
[Data Weighting](#)
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Data sources : information :: dessert : lunch

