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."

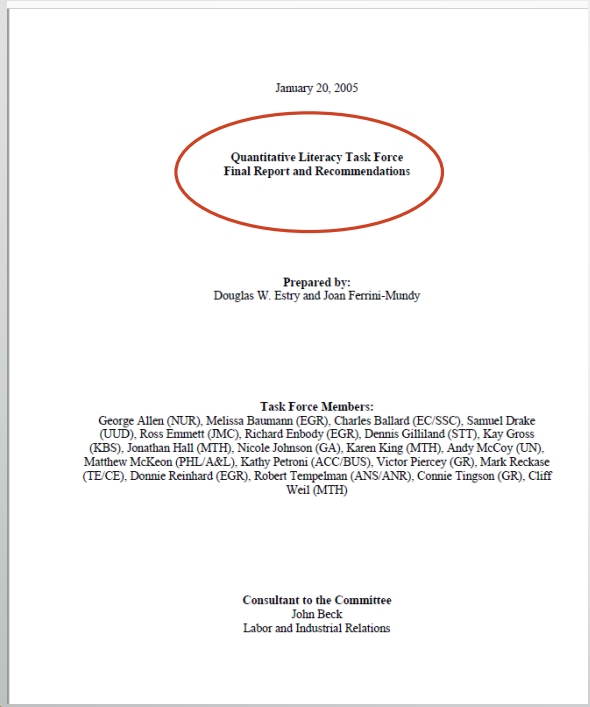
Dr. Atul Butte, Institute for Computational Health Sciences at the University of California, San Francisco, quoted in a recent National Public Radio Story: *Big Data Coming In Faster Than Biomedical Researchers Can Process It*. [28 November 2016]. http://www.npr.org/sections/health-shots/2016/11/28/503035862/big-data-coming-in-faster-than-biomedical-researchers-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

Data literacy: a recognized need with many potential solutions



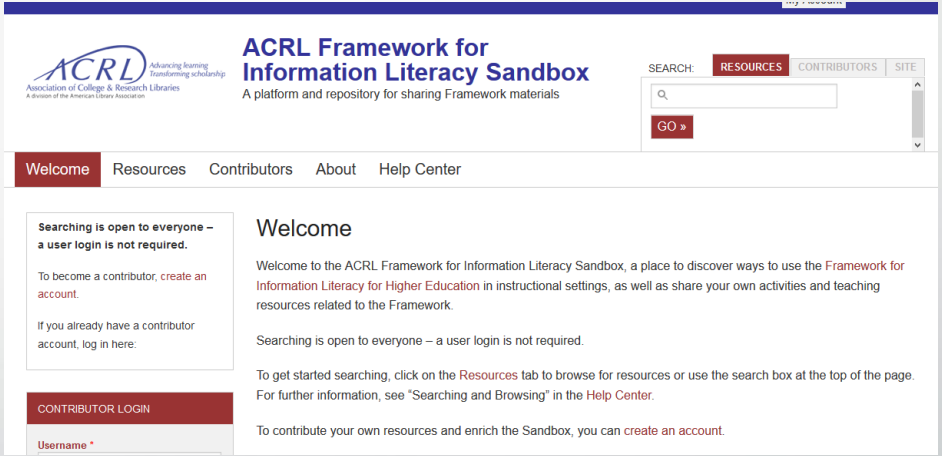
January 20, 2005

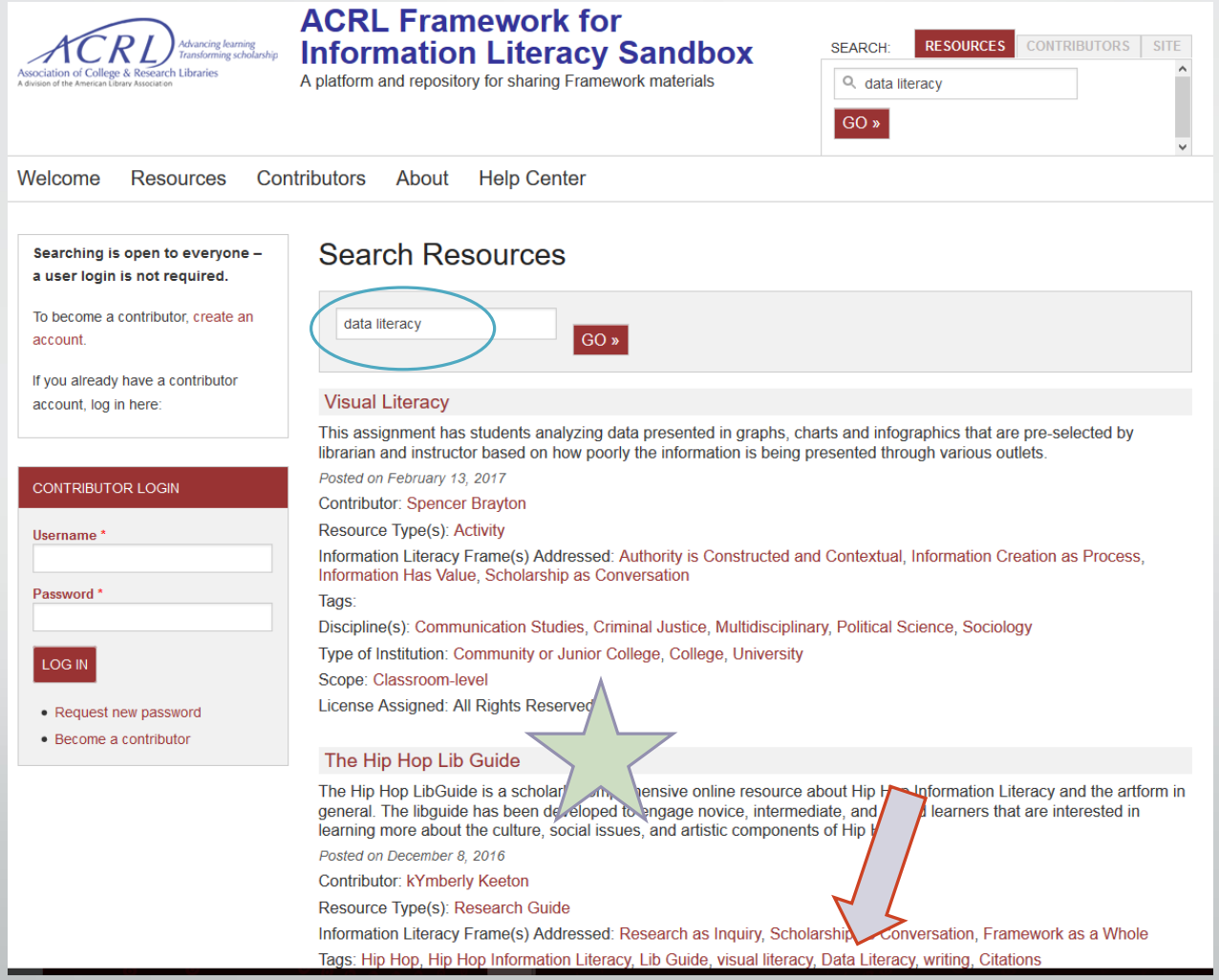
Quantitative Literacy Task Force
Final Report and Recommendations

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 Weil (MTH)

Consultant to the Committee
John Beck
Labor and Industrial Relations

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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
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Search Resources
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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
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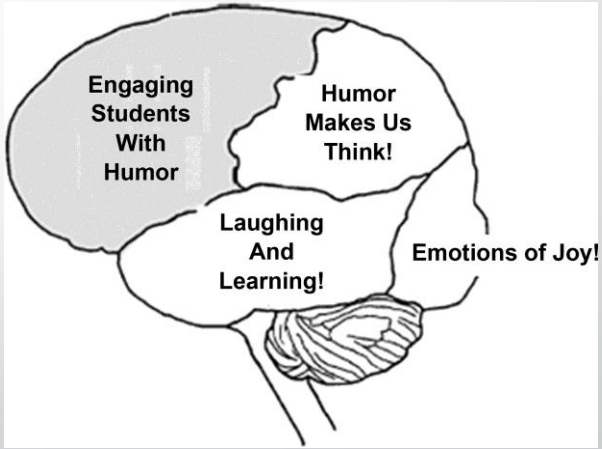
The Hip Hop Lib Guide
The Hip Hop LibGuide is a scholar
nsive online resource about Hip H
Information Literacy and the artform in general. The libguide has been de
veloped to
ngage novice, intermediate, and
learners that are interested in learning more about the culture, social issues, and artistic components of Hip
Posted on December 8, 2016
Contributor: kYmberly Keeton
Resource Type(s): Research Guide
Information Literacy Frame(s) Addressed: Research as Inquiry, Scholarship
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."

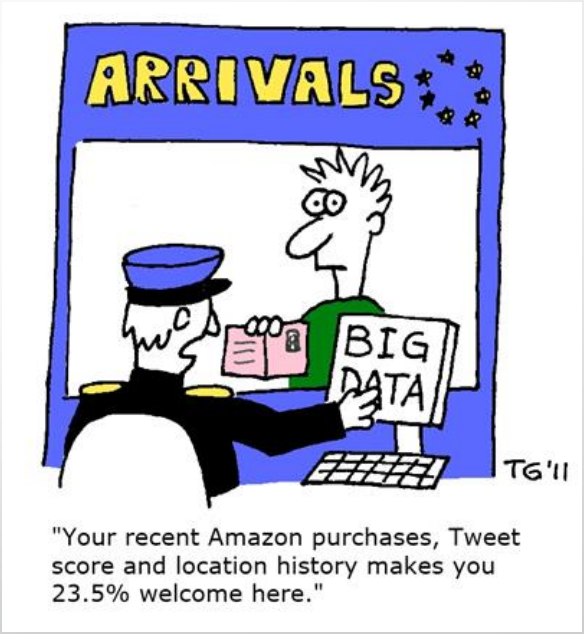
"Candidly, humor and laughter may not directly cause learning; however, humor and laughter create conditions conducive to learning."



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



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Pedagogy through popular culture

Routledge
Taylor & Francis Group

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

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]

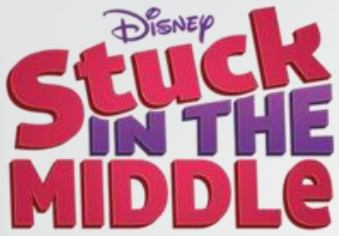
Beer, D. & Burrows, R. (2013). "Popular Culture, Digital Archives and the New Social Life of Data." *Theory, Culture & Society 30*(4), 47–71.

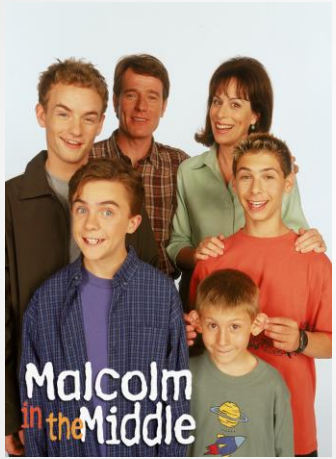
"In order to understand new forms of social data we need to understand the part played by popular culture in its accumulation and flow; that is to say that we need to think about the way in which popular culture is folded into this 'performativity of circulation.'" [p.48]

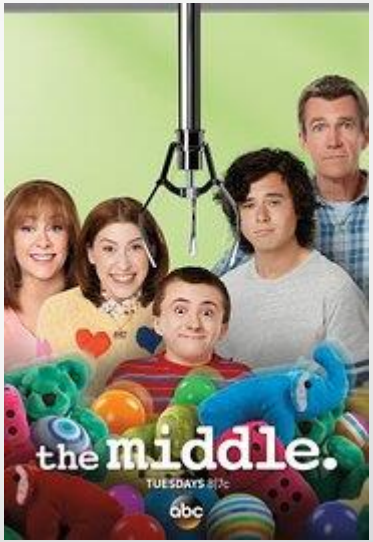
"…popular culture, and therefore the everyday experiences of myriad individuals, are being shaped and constituted by the social life of data." [p. 67]

Humor? Pop Culture?

Or [for this conference]…something *in the middle*!

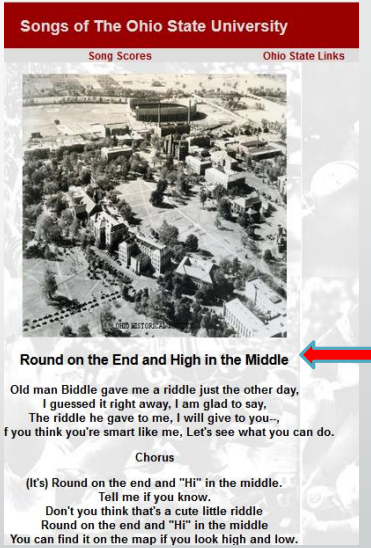


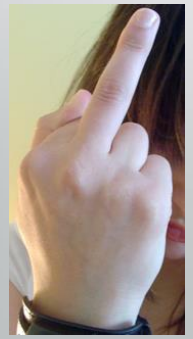




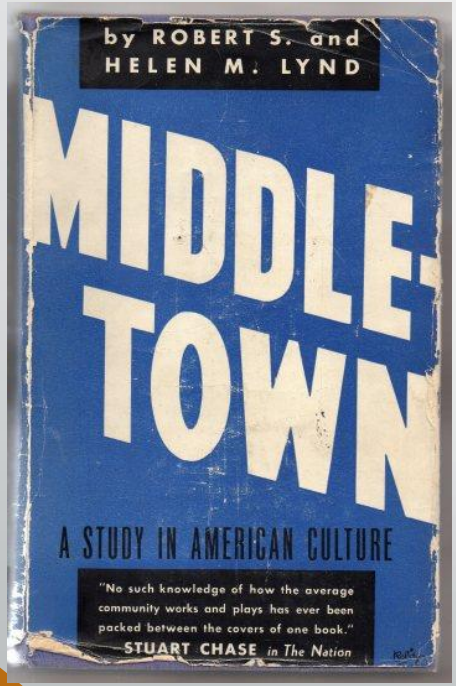
More prompts that focus on the middle…

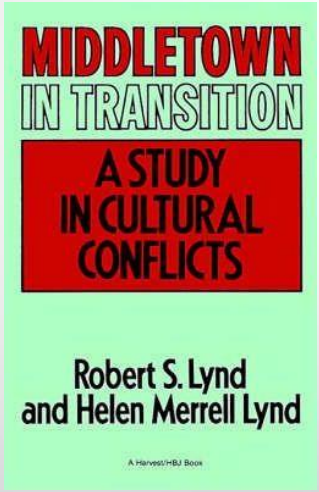
THE MIDDLE AGES





Inspiration from the Middle[town]





“Middletown”

Greetings from
MUNCIE
INDIANA

BALL BROTHERS GLASS MANUFACTURING COMPANY
(Continued from other side)
Ball Brothers expanded its operations in Muncie and into other states. Company diversified holdings into plastics, rubber, and aerospace technology. Closed Muncie plant 1962; moved corporate offices 1998. Company and owners contributed to the state and nation's economy and culture in many significant ways.

BALL STATE
UNIVERSITY

Ball

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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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Bracken Library (BL), Room 203
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Muncie, IN 47306

Hours: Monday-Friday 8 a.m.-5 p.m.
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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.

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  - 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
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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

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Center for Middletown Studies

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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Table of Contents

- Access Notes
- 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 an... (more info)

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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DS2: Middletown III: High School Survey (1977)

Documentation: Codebook.pdf

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DS3: Middletown III: High School Survey (1989)

Documentation: Codebook.pdf

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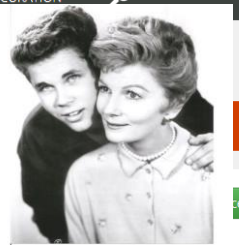

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June Cleaver: Myth or Reality?: A Data-Driven Learning Guide

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], 20011-11-15. 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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age Work: A History of Marriage and Divorce in the Twentieth-Century United States

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nd More: American Women in the 1950s

ta, 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

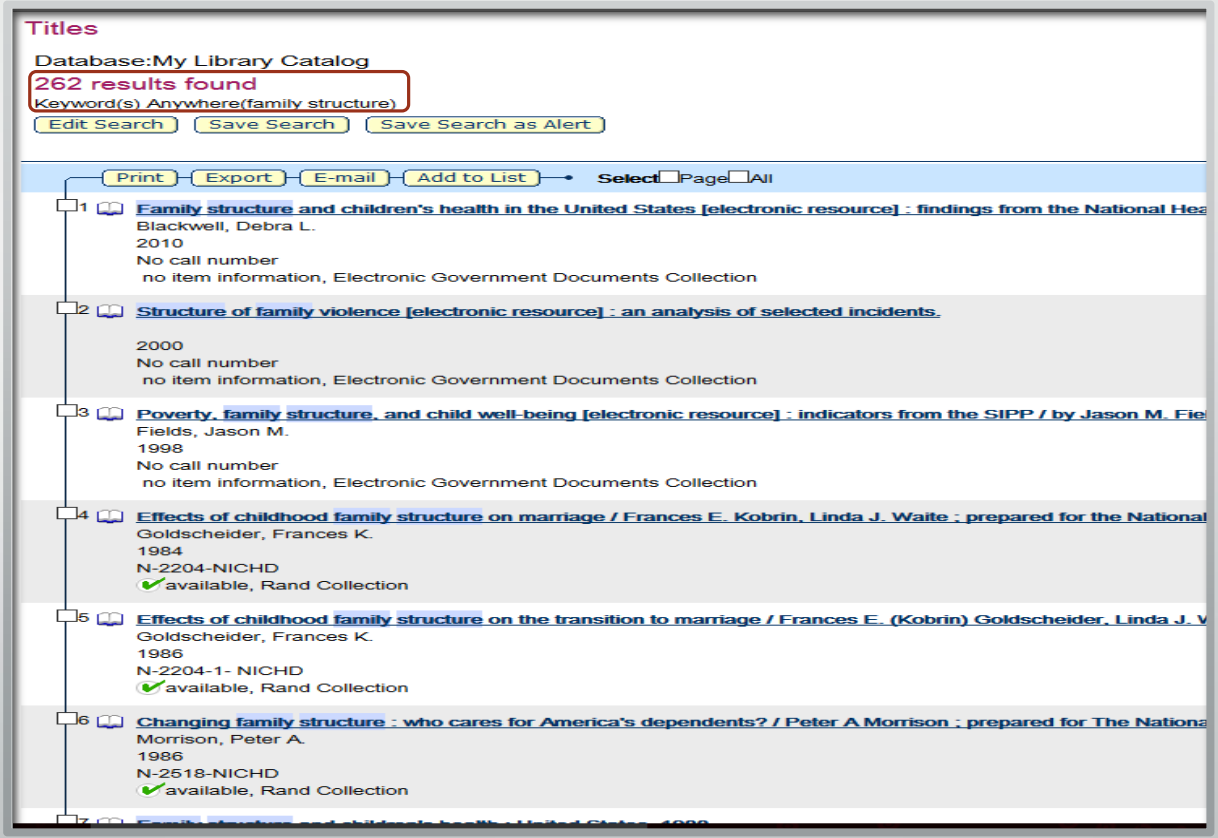
er and Culture in the 1950s

roles and fertility intentions

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

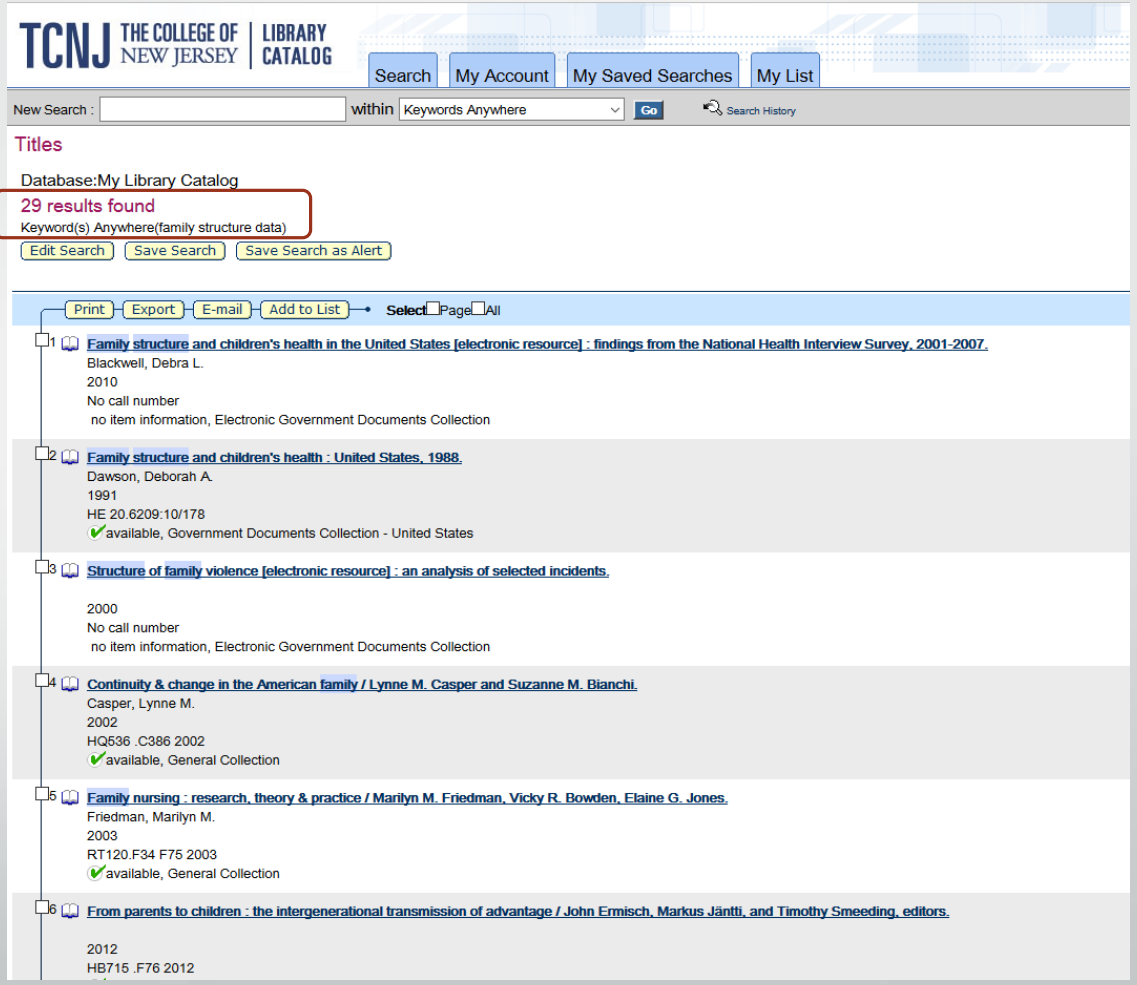
A typical
OPAC search

Keyword "family structure"
= 262 results



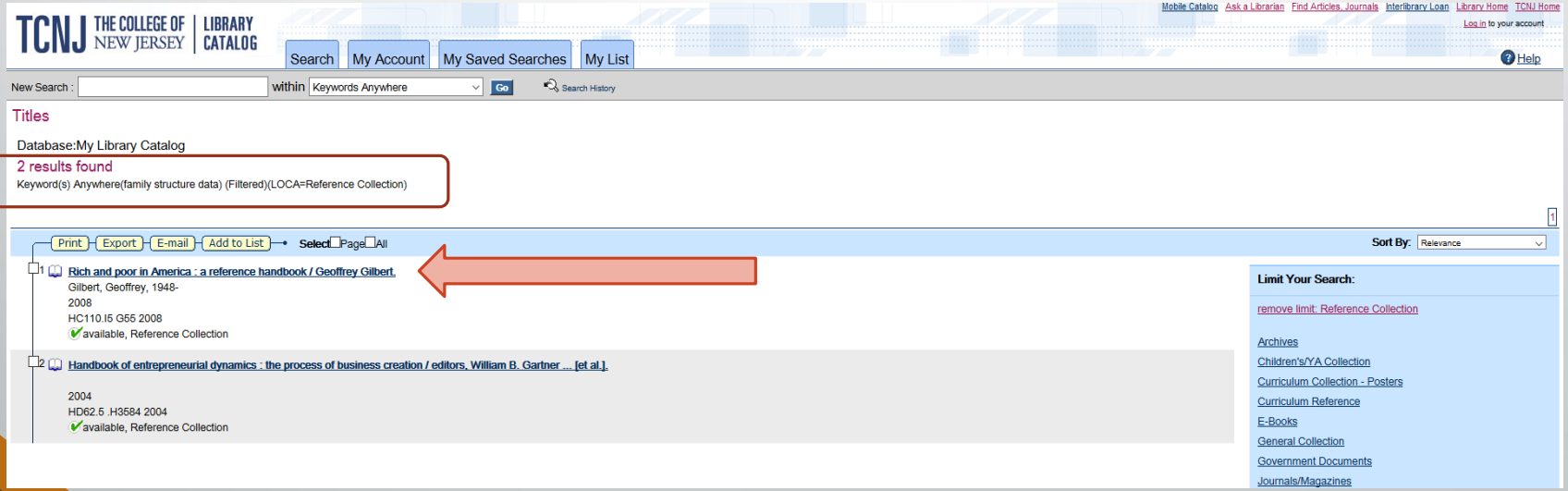
Try a radical variation!

Keywords “family structure data” = 29 results

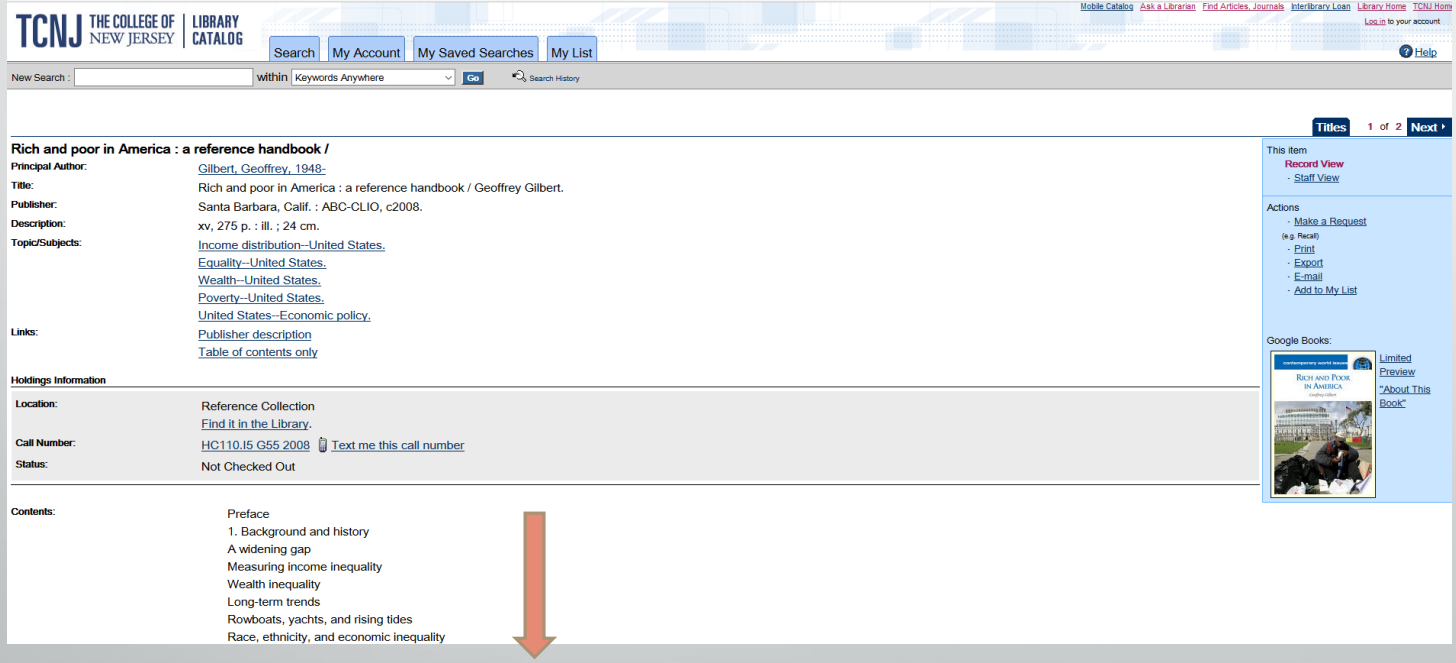


Then try a quick limiter:

Reference collection = 2 results



Skim for relevant content



Terrific Leads!

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Are CEOs overpaid?
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Series: Contemporary world issues.

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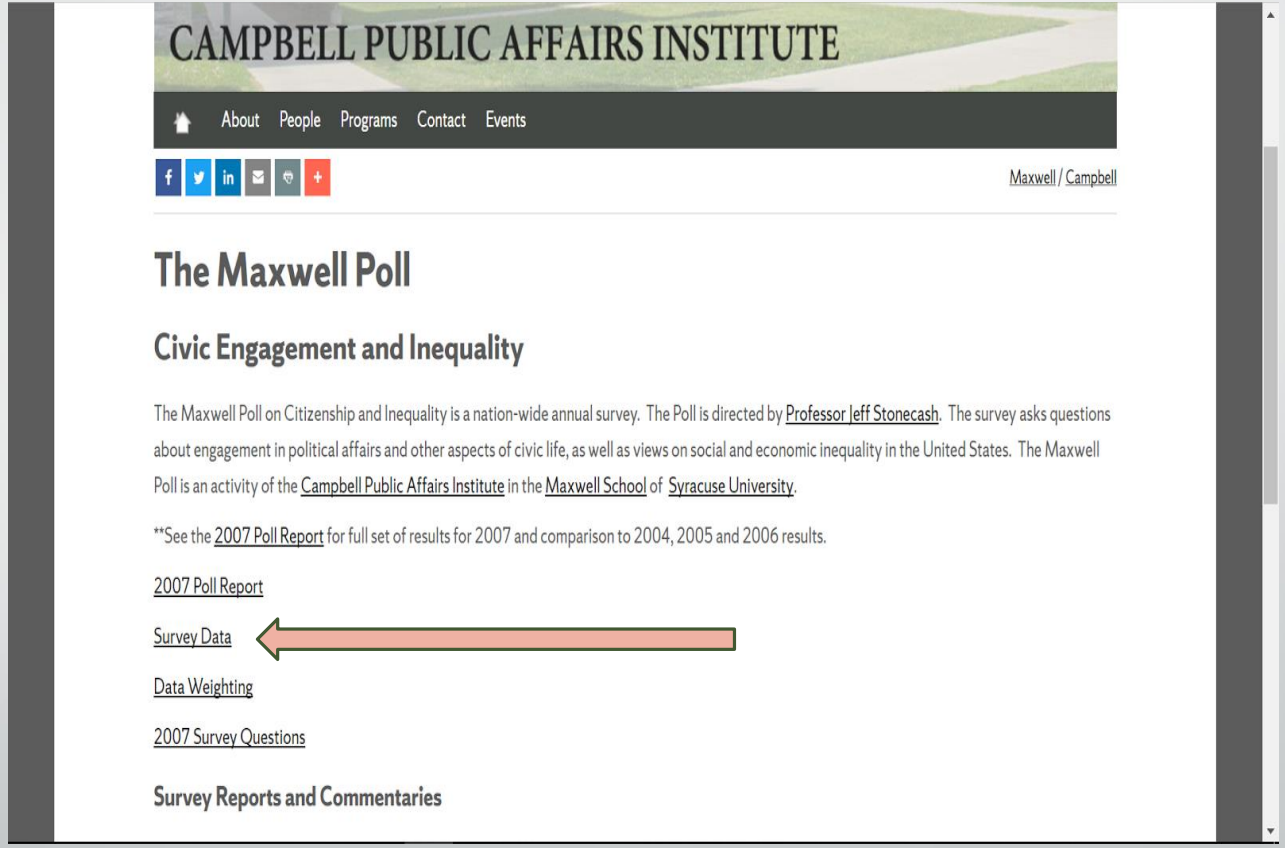
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Civic Engagement and Inequality
The Maxwell Poll on Citizenship and Inequality is a nation-wide annual survey. The Poll is directed by Professor Jeff Stonecash. The survey asks questions about engagement in political affairs and other aspects of civic 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
2007 Survey Questions
Survey Reports and Commentaries

Data sources : information :: dessert : lunch