

HSLG Virtual Journal Club

Thursday, 18th July 2024



Article:

Lacey, P. (2022). Google is goodish: An information literacy course designed to teach users why Google may not always be the best place to search for evidence. *Health Information & Libraries Journal*, 39, 91–95. <https://doi.org/10.1111/hir.12401>

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- Five libraries:
- Waterford x 2, Carlow, Wexford and Wicklow
- Library Learning Support
- Embedded library training programme for Nursing students Year 1 to Year 4



Source: Waterford City & County Council

Background



- Need:
- Over reliance or un-questioning reliance on Google
- After the course, participants would be able to discern the issues around relying on Google for an evidence search
- Format :
- Flexible - designed to be delivered online or in-person
- Use of storytelling and videos

Course Content

1. Common myths about Google
2. Search results
3. Fake websites
4. Problems with Google Scholar
5. Google searching
6. Other forms of 'fake' information
7. How to fact check



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Course Content - Highlights

1. Common
myths about
Google

results are not
without biases

2. Search
results

results are not
static, but fluid

3. Fake
websites

"manufacturing
influence"

Course Content - Highlights



4. Problems with Google Scholar

quality of research
and where this
research comes
from

5. Google searching

Searching tips

Course Content - Highlights



[6. Optional]

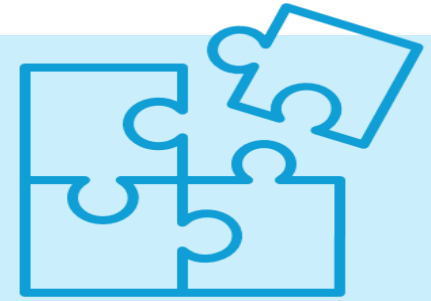
6. Other forms
of 'fake'
information

how to
recognise

7. How to fact
check

how to fact
check
websites

Evaluation



- Feedback from participants and incorporated feedback into the course for the next time.
- Find "key promoters/key users" (p. 93)
- Suggestion – to run the course as part of a larger training event.
- Course needs to be checked and updated regularly as Google is constantly changing.

To Conclude

- "In the current climate, good **information literacy skills** have never been so important."
- "As librarians and information professionals, we deal with information resources as part of our profession and, as a result, have **invaluable skills** at recognising reliable information from 'authentic and dependable sources'" (p. 94).



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Discussion Questions:

- How do you deal with Google/Google Scholar in your library training?
- Discuss the good side to Google. Does being able to search Google transfer to being able to search library databases?
- Does Google Scholar and its Library Links feature lead students/researchers/healthcare staff to researching with library resources?

Discussion Questions:

- Discuss the importance and value of accepting what students are using and working with that resource to guide students to library resources.
- The article highlights the need for a library training course to be “informative, but light-hearted” (p. 92). Do you have any suggestions on how to do this? What has worked for you?