

Excerpt from Information Literacy Presentation reflection paper

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This was my first time co-coordinating a group presentation virtually for an online class, and I was initially concerned about how things would go. How would the logistics work, and would we be able to plan things effectively without seeing each other? Fortunately, most of my anxiety was dispelled during the Canvas group breakout session. During that session, my team members and I exchanged contact information. The three of us also decided to have all the articles read by February 7 so that we could have plenty of time to plan the presentation. From that meeting, it was clear that each of us was committed to getting things done right and on time. This really put my mind at ease.

Our February communication took place via email. Each of us named our “top three” articles. Since “Forces of Oppression” was ranked high on all of our lists, we decided to go with that one. We then started emailing about the presentation requirements and how to present information. We agreed to chat virtually at the beginning of March to iron out details. While working out a meeting time, we shared our thoughts on the article via a Google Doc.

On March 3, we met via Skype. We went over the main ideas as a group, with each of us contributing insights from our own individual Main Ideas list. We then decided what needed more fleshing out and how to organize our ideas. After that, we divvied up the remaining project responsibilities. One team member offered to research the publisher’s background, another offered to research the authors’ backgrounds, and I offered to find a “same points, different angle” piece that we could compare to the Forces of Oppression article. We agreed to meet again on March 10 to finalize any remaining details. In the week prior to that meeting, we each worked on our group’s Google Slide template. On March 10, we completed the slide wording and decided who would be presenting which slides. We were all pleased with the end results of our work and agreed to email each other if any issues came up before March 14.

From the start, I was very conscious of the fact that I was working in a group. I made a point of listening to everyone’s views and asking group members how they felt about any ideas I had. I wanted all of us to be equally invested in the work, and I think we all were. Our communications were informal but respectful and focused on building consensus. We organized our notes and slides carefully, providing feedback to each other throughout the process. Interestingly, each of us “led” the project in a different way. I suggested the main ideas Google Doc and organized the first online meeting. Another team member created the Google Slides template and organized the second online meeting. The third team member suggested a presentation approach and volunteered to lead the presentation on March 14. Best of all, we each gave our all to the content. One team member spent time finding just the right words to describe Paulo Freire’s ideology and the concept of neoliberalism. Another team member identified a Pew Research study that strongly challenged Gregory and Higgins’ views of younger generations. I found an article about teaching social justice within a capitalist framework and a blog post urging librarians to check their own neoliberalist tendencies. We discussed and edited each slide as a group.