

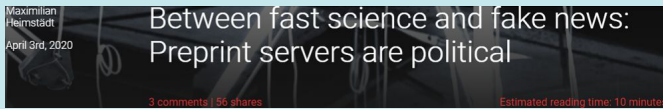
Grappling with Unknowns: Building Empathy through Interrogating Preprints in Information Literacy

In a synchronous workshop on the rise of preprint publishing during the COVID-19 pandemic, we instructed librarians to read several articles:

How the coronavirus is changing science

In the face of this crisis, we need research to be shared faster.

By Kelsey Piper | Updated May 22, 2020, 10:44am EDT



APRIL 6, 2020

Stanford researchers discuss the benefits – and perils – of science without peer review

Science moving forward without traditional forms of peer review could shorten the path to solutions – but it also increases the chances that low-quality science gets overhyped.



BY TAYLOR KUBOTA

Imagining yourself as an undergrad, what are your thoughts on these articles and their ideas? Thinking about these articles, identify barriers to pre-major undergrad student engagement in this space [...]

Workshop creators: Je Salvador & Penelope Wood working at UW Bothell – Cascadia College Campus Library

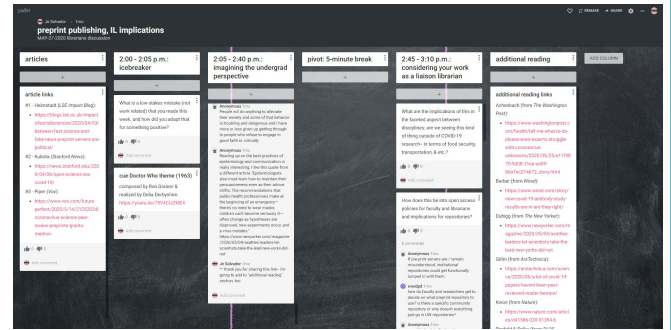
Librarians expressed care and empathy for our library's primary users through imagining how students could be grappling and reckoning with contradicting, rapidly changing scientific information, as well as interrogating misinformation.

Positionality exercises included:

- role playing, imagining
- sharing thru verbal and written methods
- engaging ambiguity
- identifying potential discomfort
- stating empathy for students

Tools used:

- a “sticky notes” collaboration app
- conference software



We aim for the following questions to inform our information literacy instruction:

- How can we be continually called back to empathy with learners and users during times of upheaval and unknowns?
- How can imagining and empathizing with students grappling with rapidly changing scientific information and preprint publishing help librarians who are teaching information literacy (IL)?
- How can librarians include preprint publications and open access, not yet peer-reviewed information, in IL instruction?

We read:

Piper, K. (May 14, 2020). [How the coronavirus is changing science](#). Vox.

Kubota, T. (April 6, 2020). [Stanford researchers discuss the benefits – and perils – of science without peer review](#). Stanford News.

Heimstadt, M. (April 3, 2020). [Between fast science and fake news: Preprint servers are political](#). LSE Impact Blog.