

Your high school students are swimming in data. From BuzzFeed quizzes to charts and tables in textbooks, from statistics flouted by politicians to figuring out what student loans really mean, data plays a big role in how they navigate the world.

Data — both raw and displayed in visualizations — can clarify or confuse, confirm or deny, persuade or deter. Students often learn that numbers are objective, though data in the real world is rarely so. In fact, visualized data — even from authoritative sources — can sometimes be anything but objective.

There is growing recognition among librarians that students are either making poor decisions about the quality of statistics, data, and related visualizations or that they lack the ability to comprehend these resources altogether. How do students interpret statistics, data, and related visualizations and issues “in the wild” when conducting research?

Librarians and classroom educators need to be as fluent with quantitative data as they are with text in order to support high schoolers as they engage with data in formal and informal settings. We asked contributors to this volume — experts in high school curriculum, information literacy and/or data literacy — to explore the intersections between data and curriculum and identify high-impact strategies for demystifying data for educators and students alike.

Creating Data Literate Students provides high school librarians and educators with foundational domain knowledge to teach a new subset of information literacy skills — data and statistical literacy, including:

- » statistics and data comprehension
- » data as argument
- » data visualization

Working in concert, these concepts can help librarians and educators make better sense of real-world data concerns and have the confidence and content knowledge to share those skills with the high schoolers they serve.

94.6%

CREATING

52.6%

DATA

86.7%

LITERATE

100.0%

STUDENTS

EDITED BY

Kristin Fontichiaro Jo Angela Oehrli Amy Lennex