An evolution of the idea of teaching to specific information literacy criteria, PADRE grew into a user-centered way of teaching. Working from the center (the choices & actions of the student) outwardly to more specific rules & criteria, the student is reinforced as an engaged participant/partner in the research process.

**Purpose**

The intentions (Purpose) of the provider of the information should be clear:

Self-directed Questions: Do I know, or can I tell why the information exists? What is the intended purpose of the information?

Range of Answers:
- [ ] don't know
- [ ] To mislead, provoke, frighten
- [ ] To persuade
- [ ] To sell or make money
- [ ] To entertain
- [ ] To inform

Deliberate Self-directed Questions: What kind of information do I want? What do I need? What am I going to use this information for? Who am I speaking for?

Range of Answers (from least concern to greatest concern/effort):
- [ ] don't know
- [ ] I just need a quick answer
- [ ] I'm representing myself in a presentation, term paper, etc.
- [ ] I'm representing my organization with a presentation, paper, media release, etc.
- [ ] I'm representing an entire group of people or field of scholarship/work/discipline

**R**

**Relevance**

The burden of what is "good enough" (Relevance), falls to the user/citer of the information:

Range of Answers:
- [ ] I don't know
- [ ] Misrepresenting their authority (Fakery)
- [ ] Self-representing or self-published experts and professionals
- [ ] Scholar

**Editor(s)**

(Editors) Who agrees with the author? Whom do they represent? (A group, a company, a national organization?)

Range of Answers:
- [ ] I don't know
- [ ] Published as an opinion piece/editorial
- [ ] Published in an edited volume or publication (like a book, newspaper, professional journal)
- [ ] Published in a peer-reviewed journal
- [ ] Nobel prize winner or other high-impact

**PADRE**

Early sketch - putting 'relevance' in the center

**DATE**

When was the statement or work produced? and does that matter?

Range of Answers:
- [ ] don't know
- [ ] No Date Available
- [ ] Too old OR Out of context due to date
- [ ] Timely and Contextually relevant
- [ ] Timelessly applicable

**FURTHER POTENTIAL GROUP EXPERIMENTS**

Citizen literacy in the public library context
- Government information
- Voting & political/Policy information
- Local/Community/Government news
- K-12 information literacy and school library contexts
- General audience
- Health marketing campaigns
- "Fake news" literacy programs

Dale Larsen
The University of Utah J. Willard Marriott Library

**KEY**

- Not enough information to proceed: Student confusion may cause them to fall back on "just sticking something in there, and hoping for the best"