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Using Feminist Pedagogy to Transform Information Literacy Instruction

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Using Feminist Pedagogy to Transform Information Literacy Instruction

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UNDERGRADUATE EXPERIENCE LIBRARIAN

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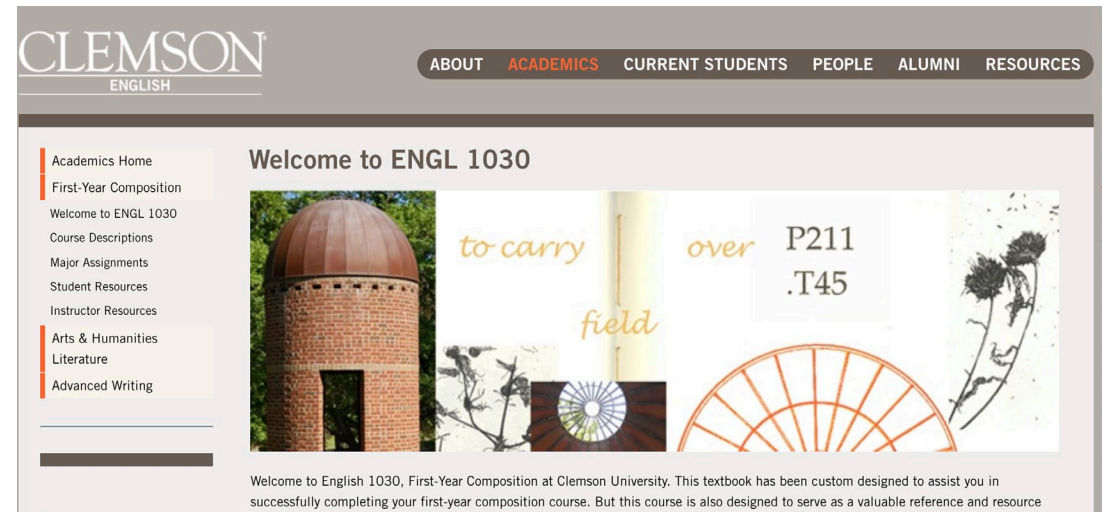
Learning Outcomes

- ▶ By the end of the session,
 - ▶ you will be able to explain what feminist pedagogy is
 - ▶ you will be able to identify strategies to implement feminist pedagogy in the information literacy classroom
 - ▶ you will be able to describe how to reflect on your instruction using a feminist pedagogical lens

Learning
Outcomes

My Background

- ▶ Professional background in school libraries
- ▶ Project based learning, student-centered learning experiences, social reconstructionism curriculum
- ▶ Moved to a large public research institution in a rural area of the southeastern United States
- ▶ First-year rhetoric and composition course and academic support groups



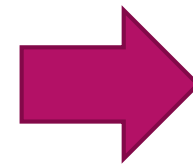


Feminist Pedagogy

- ▶ Form of critical pedagogy
- ▶ Approach to education that is informed by feminist framework (Accardi, 2010)
- ▶ Concerned with social justice and views education as a vehicle for to expose and end the oppression of women and other kinds of oppression (e.g., racism, ableism, sexism)
- ▶ Centers on what we teach, as well as how we teach
- ▶ Move from lecture-based, passive learning experience to an active and collaborative experience for students
- ▶ Student voice

My Journey using Feminist Pedagogy

- ▶ One-shot sessions were typically taught using traditional modes
- ▶ Active learning
- ▶ Investigation of power
 - ▶ Who has power in the classroom?
 - ▶ Who is the knowledge keeper?
 - ▶ What message does this send to students?



**Collective
knowledge
creators**

Strategies

- ▶ Activities that engage student voice and listening
- ▶ Pulling from background knowledge and experience
- ▶ Student as teacher
- ▶ Student-driven learning outcomes
- ▶ Community of learning (teacher included)



Strategies

- ▶ Awareness of deficit thinking
- ▶ Explicit acknowledgement of the value students bring to the classroom
- ▶ Content: use of search terms to begin conversations
- ▶ Extend conversations one-on-one
- ▶ Critical thinking questions
 - ▶ Why do you think there are many/few results for this topic?
 - ▶ Whose voice is heard? Whose voice is not heard?

What students
don't know



What do
students already
know and can
share?

Reflective Practices

- ▶ Role of reflection in my teaching
 - ▶ What worked well?
 - ▶ What would I improve on?
 - ▶ What could I do differently next time?
- ▶ Lesson plans
- ▶ Feedback and revision – as teachers, we never arrive!

Advanced Searching Lesson Plan ENGL 1030 50 Minutes

| | |
|--------------------------------------|---|
| Learning Outcomes | -Students will be able to use search techniques in order to find relevant results in databases. -Students will be able to evaluate types of research in order to use appropriate sources. -Students will be able to evaluate credibility of authors and sources in order to use high quality sources. |
| Introduction (8 minutes) | -Introduce self and how I can be contacted -goals and outcomes -Ask students to pull up and bookmark ENGL 1030 LibGuide and access Academic Search Complete -Distribute Guided Notes document |
| Needs Assessment (1 minute) | Fist to Five: Where are you with developing your research question? |
| Direct Instruction (5 minutes) | -Introduce databases and how they search |
| Student Collaboration (4 minutes) | -Ask students to think of synonyms for their research topic and then pair up to brainstorm additional words |

What Has Changed

- ▶ Self-Reflection
 - ▶ My self-awareness as teacher and librarian
 - ▶ Lens of power and oppression
 - ▶ Personal challenge to incorporate
 - ▶ Where is student voice?
- ▶ Colleagues and Instruction Program
 - ▶ Share experiences

Next Steps

- ▶ Rethinking workshop requests
- ▶ Continue to practice and take risks
- ▶ Read and study

Debrief

- ▶ What is feminist pedagogy?
- ▶ What strategies do you use or could use to uplift student voice in your instruction?
- ▶ How might you use a feminist pedagogical lens when designing student learning opportunities?

Thank you!

Questions?

References

- ▶ Accardi, M. T. (2010). *Feminist pedagogy for library instruction*. Retrieved from <https://ebookcentral.proquest.com>
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