
The Innovative Library Classroom (TILC)
Conference

Jun 2nd, 11:10 AM - 12:00 PM

Building (and Rebuilding) an Inclusive Information Literacy Lesson from Inception to Assessment

Brittany O'Neill
University of North Carolina - Wilmington

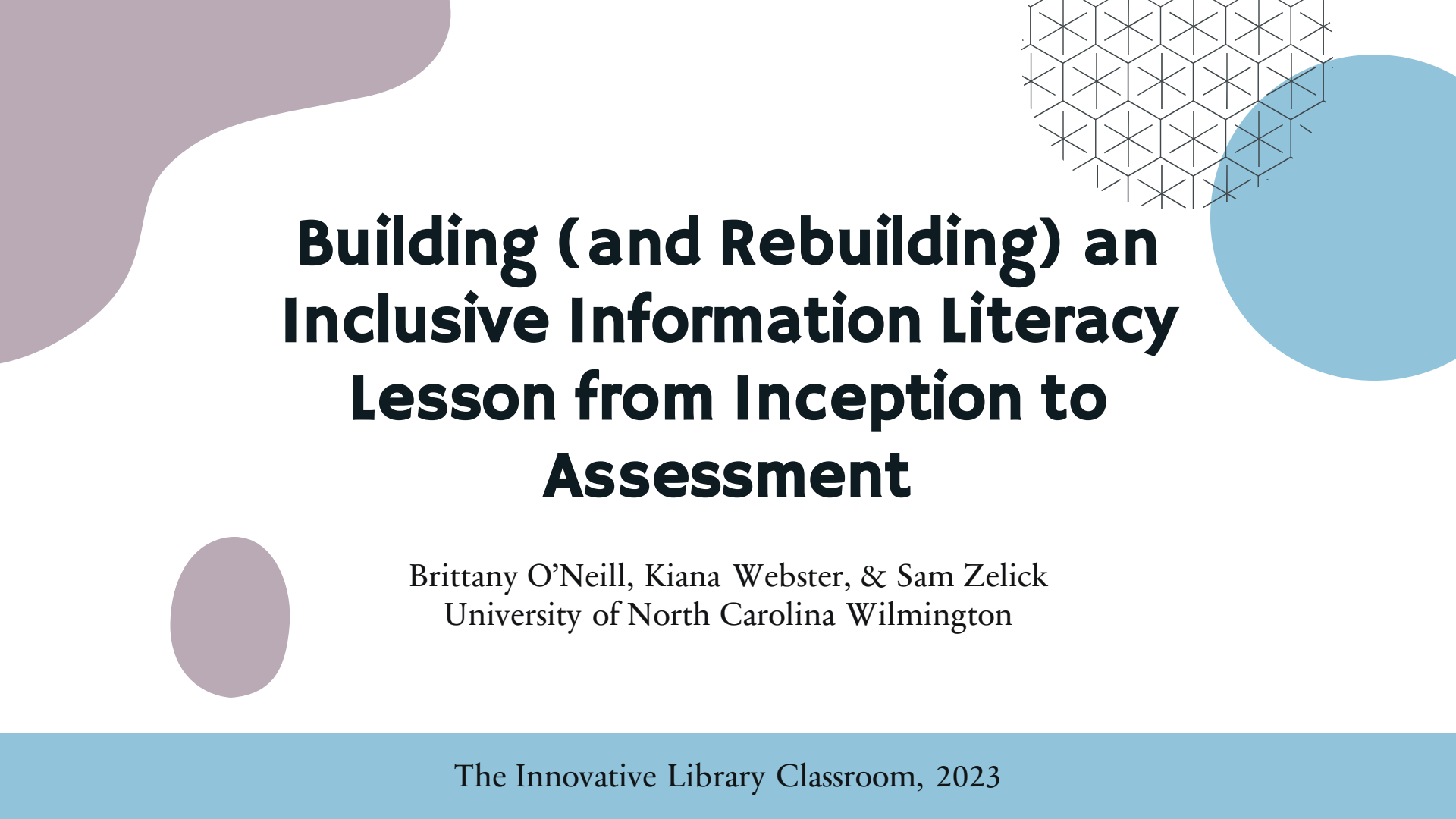
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University of North Carolina - Wilmington

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Building (and Rebuilding) an Inclusive Information Literacy Lesson from Inception to Assessment

Brittany O'Neill, Kiana Webster, & Sam Zelic
University of North Carolina Wilmington

The Innovative Library Classroom, 2023

About Us

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Librarian**

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Indigenous Acknowledgement

We acknowledge the value of Native existence, futures, and sovereignty and urge you to get involved in the MMIW Movement in your community

What is the MMIW movement?

"[it] advocates for the end of violence against **Native women**. It also seeks to draw attention to the high rates of disappearances and murders of Native people, particularly women and girls."
-We R Native

Email Kiana Webster (websterk@uncw.edu) for more info

More Information

United States

- <https://mmiwusa.org/>
- <https://www.wernative.org/articles/what-is-the-mmiw-movement>
- <https://www.nativehope.org/missing-and-murdered-indigenous-women-mmiw>

North Carolina

- <https://mmiwnc.com/>

Canada

- <https://www.mmiwg-ffada.ca/>

The REDress Project

- <https://www.jaimeblackartist.com/exhibitions/>
- <https://americanindian.si.edu/explore/exhibitions/item?id=973>

Our LibGuide

- <https://libguides.uncw.edu/c.php?g=1298743&p=9541169>



UNIVERSITY of NORTH CAROLINA WILMINGTON

WILLIAM MADISON RANDALL LIBRARY



Wells, L. (2021). Orientation welcome event, class of 2025.
Retrieved from <https://uncwphotography.photoshelter.com>

About UNCW

- Large, public university – UNC system's coastal university
- Nearly 18,000 students (up 35% from 2009)
- 2018: gained R2 status
- PWI (Predominantly White Institution)
- One (growing!) library, Randall Library

UNI IOI & Information Literacy

UNI 101: First-Year Seminar

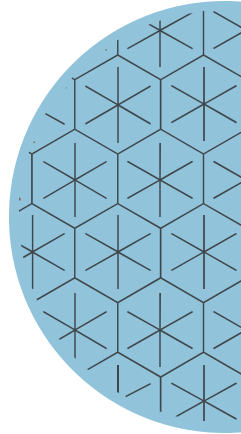
- IL-designated, 3-credit course
- ~110 sections
- Over 1,000 students

University Studies curriculum

- Requires 6 hours of IL credits - FYS + 1 course in major
- New IL SLOs (tied to Framework) approved in 2021

IL @ Randall

- Pre-COVID: face-to-face one-shots with librarians
- Early COVID: Canvas modules
- 2022/2023: lesson plan (library-created, instructor-delivered)





Problematic Pedagogies & Student Confidence



Deficit Thinking & Associated Theories

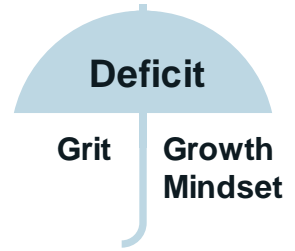
- What is **Deficit Thinking**?

Theories centered around people's lack of a desired quality—where the lack is a problem that must be "fixed"

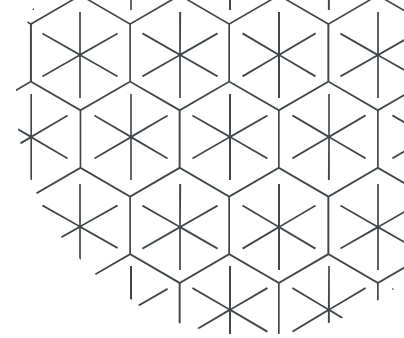
- **Deficit Model** assumes cognitive/motivational deficits exist (Tewell 139)
- **Grit** and **Growth Mindset** fall under Deficit Thinking (Tewell)

What problems can it cause when applied to education?

- Focus on lack harms confidence
- Rooted in oppression, promotes ignorance, reinforces norms
- Blames students for being affected by harmful systems



Hidden Curriculum



- What is **Hidden Curriculum**?

The covert, informal, and implicit demands students learn to meet through a combination of observation, social consequences, and trial & error

Why does it matter here?

- Reproduces social inequities, reinforces the "norms, values, beliefs, and processes" of our oppressive society (Soria in Heinbach et al.)
- Socializes students not just for the classroom but also for future workplaces and other contexts (Giroux and Penna)
- Asks marginalized students to leave their whole selves at home (Morrison 177)

Demonstrating Harm

- What is **Imposter Syndrome/Phenomenon?**

"an inability to accurately self-assess performance," typically coupled with "diminished self-confidence and self-efficacy..."
(Parkman, cited in Addison et al. 19)

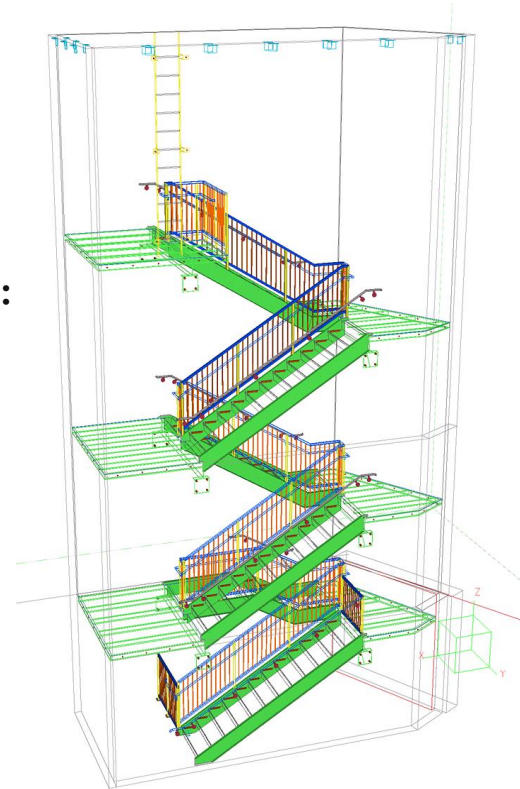
What do we need to know about Imposter Syndrome/Phenomenon?

- First appeared in Clance and Ives, 1978
- Not individual; it's a systemic consequence of rewarding norm alignment and punishing outsiders (Maddison 20)
- Statistically, these "outsiders," those most likely to be experiencing IS/IP, are marginalized and non-traditional students



Theories That Build on Prior Knowledge

- **Strengths-Based** Education
- **Asset-Based** Pedagogy
- Pedagogies that value lived cultural **experiences**:
 - Culturally Responsive pedagogy [Billings]
 - Culturally Relevant pedagogy [Paris]
 - Culturally Sustaining pedagogy [Gay]
- **Context-Based** Information Literacy
- **Critical** Information Literacy





**Our Solution:
CATS!**



“The Cats Activity”

Scenarios

Familiar, everyday problems solved by evaluating information

Group Work

Small groups answer questions about which sources they trust

Discussion

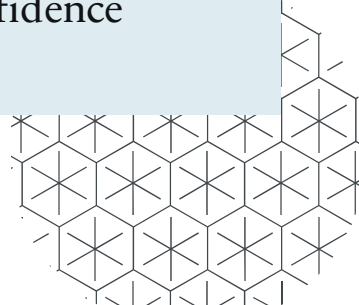
Full class discussion about *why* we trust sources in different contexts, recording responses

Cat Memes



Paw-blem Based Learning

- **Everyday information solutions for everyday problems**
 - Authentic use of prior knowledge
 - Multiple scenarios and group work allows students to combine their prior experiences
- **Low stakes problem-solving**
 - No penalties or wrong answers
 - Lessens fear of failure and boosts confidence



Meow-tivational Design

ARCS Model of Instructional Design (Keller, 1987)

- **Attention:** spark curiosity and encourage participation
- **Relevance:** connect with prior knowledge and explain value to help learners create meaning
- **Confidence:** provide challenges and appropriate feedback to encourage feelings of success and capability
- **Satisfaction:** reward, reflect, and acknowledge contributions

Note: Even when avoiding deficit-based motivational strategies...motivational research is still overwhelmingly explored on white, wealthy, abled, educated US-based students

Teaching to Emp-meow-er

- **Social, discussion-based learning**
 - Students talk to each other as well as to the full class
 - Facilitator models how to listen by validating and recording contributions
- **Consider existing knowledge as expertise**
 - Acknowledge and value personal experiences during discussion
 - Explicitly discuss trusting your own knowledge vs not
- **Humorous/playful scenarios, images, and examples**
 - Humor allows for openness and vulnerability
 - “If there is laughter, a reciprocal exchange may be taking place” (Scapp in hooks 1994, p 145)
 - “Yes, and?” as a way to facilitate discussion

Develop-mew-nt



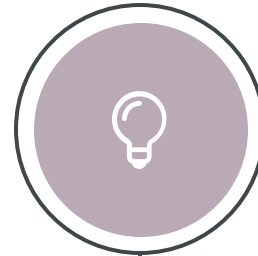
Origins

How do I teach what a “good” source is?



Iteration

How can we increase student comfort and confidence?



Adaptation

How can we use this in different modalities and classrooms?



Implement

How do we make this assessable and use it in First Year Seminars?

Kitty-rative Improvemewnts

2019

- Scenarios spread between everyday and academic/class problems
- Broad questions about what sources and what types you trust
- Asking students to generalize reasons to trust or distrust in their groups

2023

- Scenarios are focused on different everyday problems
- What sources do you trust, vs not trust at all?
- A third question + discussion expands thinking by changing the scenario

For more details:
[Kitty-rative Improvemewnts](#)



The Handoff

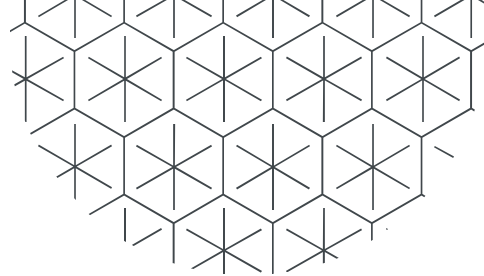
Sam

- **Jan 2022:** UNI 101 (first year seminar) requested IL lesson plan from library
- **April 2022 First Year Seminar Conference:** presented the “cats activity” and lesson plan for use by UNI 101

Brittany

- **July 2022:** Brittany enters for tweaks and flipped content creation for UNI 101 and Honors
- **August 2022 UNI Kickoff:** official launch and demo with all instructors!
 - Lesson Plan
 - Facilitator Guide
 - Slide Deck for UNI 101
 - Scenarios sheets
 - General resources page for FYS instructors





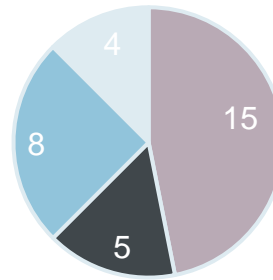
As-hiss-ment



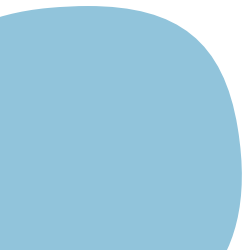
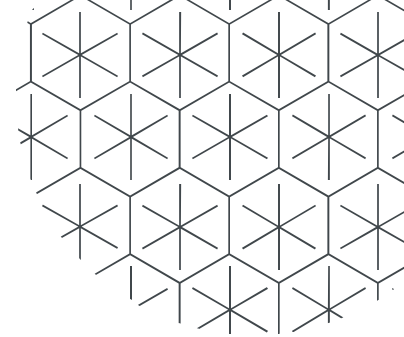
Instructor Purr-vey

Did you prefer the lesson plan over the previous modules?

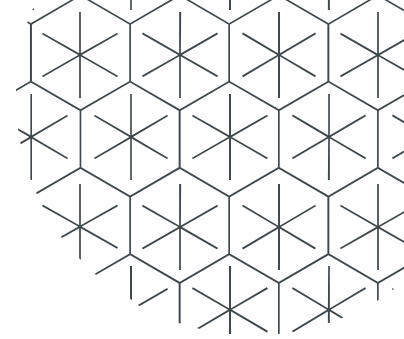
- Disseminated in December 2022
- ~35% response rate



- Preferred lesson plan/no preference
- Preferred modules
- First semester teaching (nothing to compare it to)
- Prefer in-person session with librarian



Instructor Survey



Instructor Preparedness:

- 89% of instructors attended one or both training opportunities
- 71% of instructors felt somewhat or very prepared to lead the session

Student Preparedness:

- Did this lesson prepare students for research? Mixed, but slight majority say yes
- Analysis of final research reflections shows majority of students met SLOs, but some improvement needed
 - Discrepancy between ability to choose and understand sources vs. using them effectively in a paper

Should we use this lesson plan going forward?

- 64% yes or no preference
- Some suggested that more content is needed

Lessons Learned

- Doesn't fully prepare students for the research project on its own (what one-shot really would?)
- Instructor approved + still gave librarians input in IL without the heavy lift of one-shots
- Combatting deficit mindset and other problematic narratives early can help empower students

Future Changes

From Spring 2023:

- Demo video
- Cornerstones of Research workshop series
- First-Year Studies Conference session on IL scaffolding






Future Changes

For Fall 2023:

- Committee redesigning the curriculum
 - Eliminating the research paper + adding 3 lesson plans to support (based on Cornerstones)
 - *Inquire/Explore, Examine, Synthesize, Cite*

 - Additional training & demo videos, made more discoverable
 - Collaboration with English Composition
 - "IL consultant" for UNI instructors

 - UNI OER!
 - Savings of ~\$150,000 in one semester alone
 - Easier to effect change in the textbook content (baby steps)
- 

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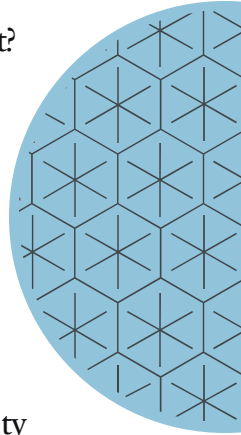
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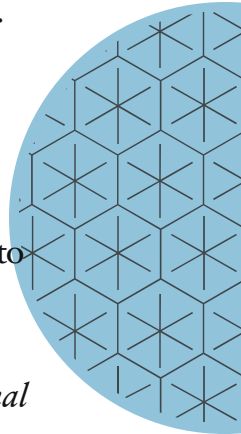
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Questions?

Thank you for listening!

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