One Builds the Bridge:

Structures for "Serving" First Generation Students with Information Literacy Instruction

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- Participants will be able to understand the characteristics of Hispanic Serving Institutions and the multidimensional model of "servingness."
- Participants will be able to adapt strategies discussed to enhance information literacy instruction for all students, particularly graduate students from historically marginalized groups.

Learning Outcomes

Agenda

Servingness

Gina Garcia's multidimensional framework and Culturally responsive pedagogies
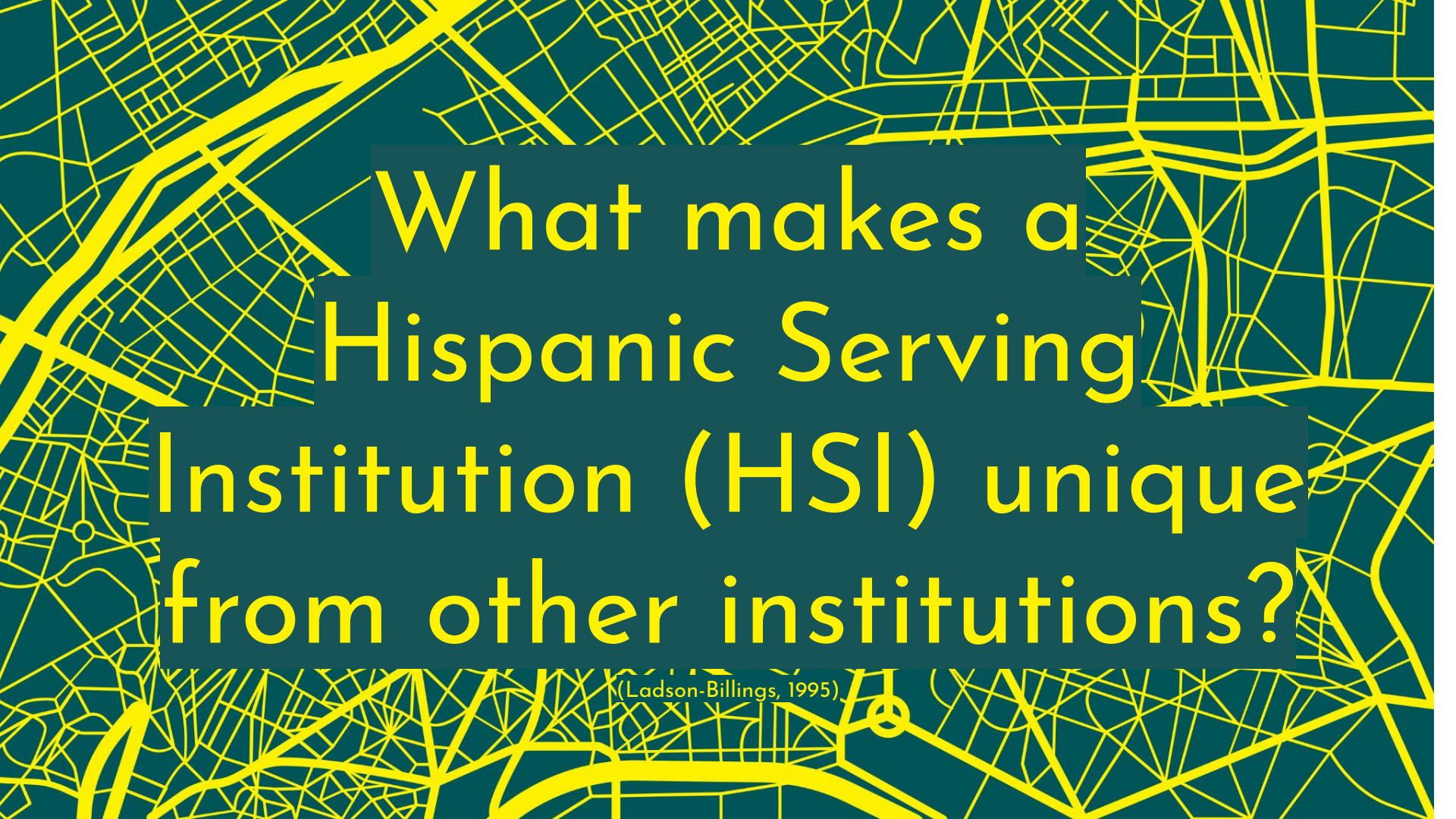
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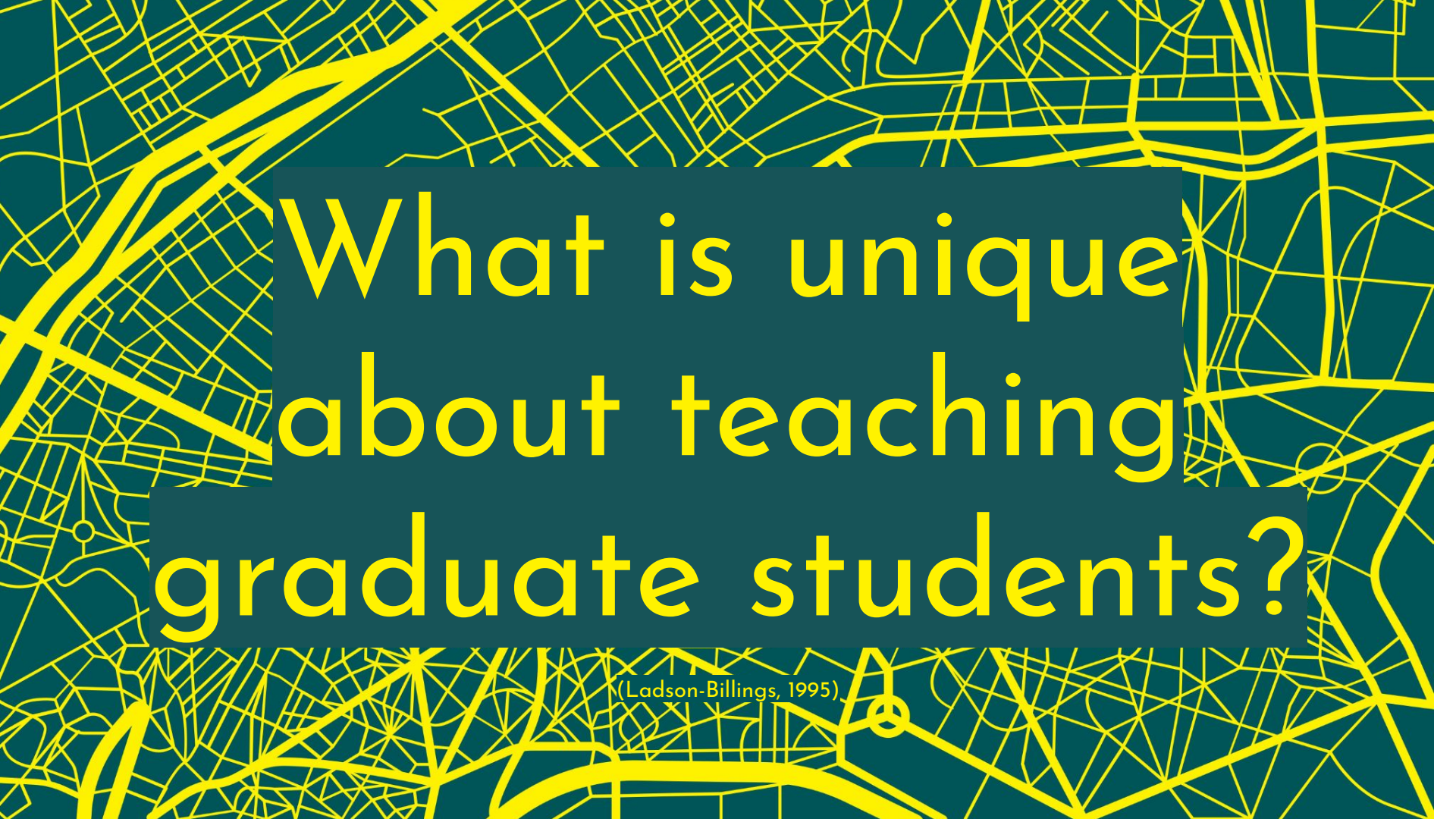
First-gen graduate students

First generation students at HSI's through a social capital theory lens and instructional strategies.

What makes a Hispanic Serving Institution (HSI) unique from other institutions?

(Ladson-Billings, 1995)

What is unique about teaching graduate students?

(Ladson-Billings, 1995)
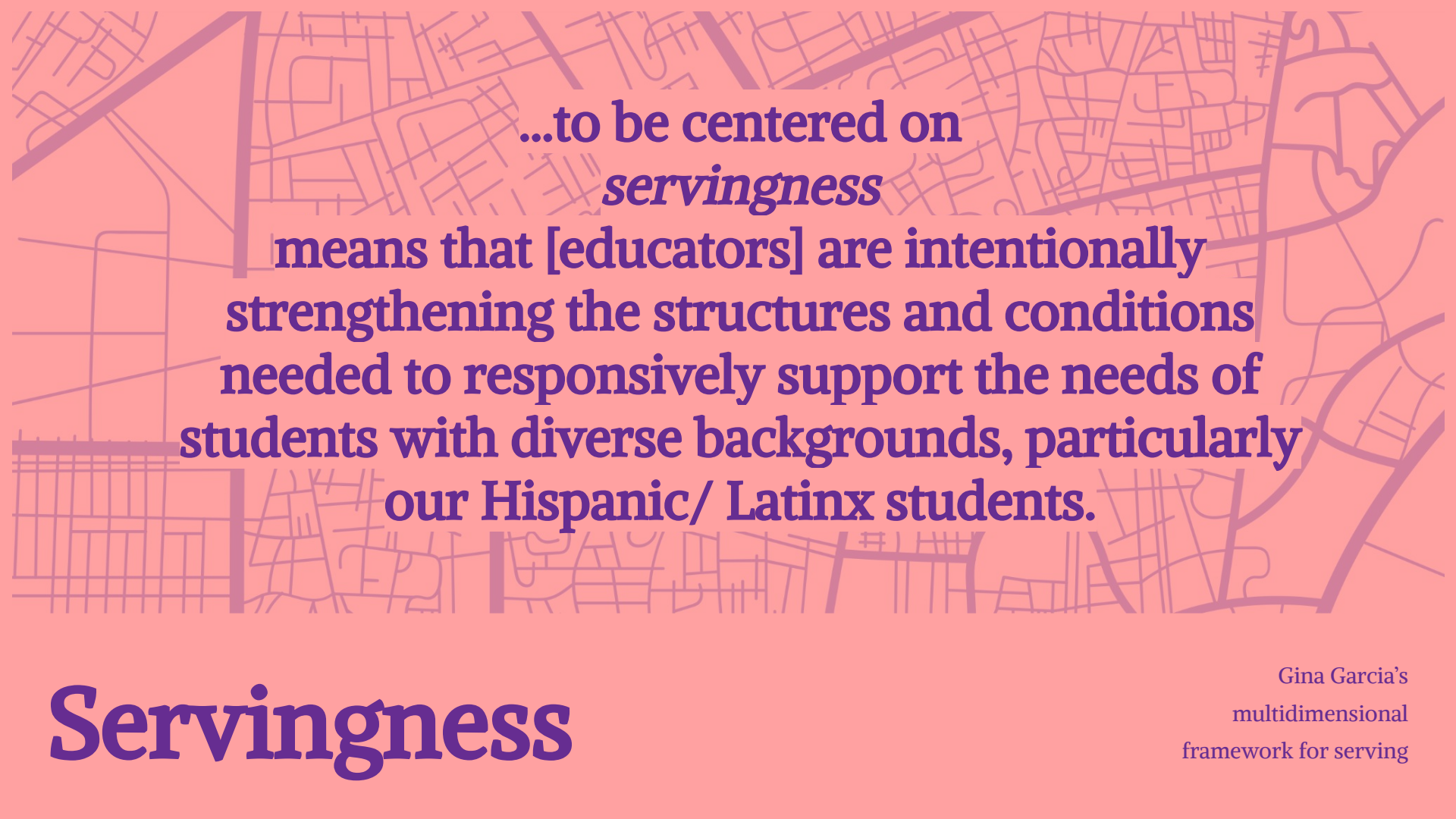
Hispanic Serving Institutions

We use the terms **Latine, Hispanic, and Latinx interchangeably** for people who self-identify as having an ethnic, cultural, historic connection to the process of Spanish colonization and the Indigenous peoples of modern-day Mexico, Central America, South America, and parts of the Caribbean. **For further information, see our references list.**

Servingness

...to be centered on *servingness* means that [educators] are intentionally strengthening the structures and conditions needed to responsively support the needs of students with diverse backgrounds, particularly our Hispanic/ Latinx students.

Servingness

Gina Garcia's multidimensional framework for serving

Federal, State, local legislation

Alumni

Community leaders

White supremacy

Institutional or State governance boards

Advocacy groups

Servingness

Gina Garcia's multidimensional framework for serving

Validating experiences

GPA
Course completion
College completion
Transfer
Post-baccalaureate enrollment
Labor market outcomes

Academic self-concept
Social agency
Racial identity
Leadership identity
Critical consciousness
Civic engagement
Graduate school aspiration

Racialized experiences

Servingness

Gina Garcia's multidimensional framework for serving

Within the Institution

Structures of Serving

Mission and values statements	Incentive structures	Compositional diversity of faculty, staff, administration, graduate students
Diversity plans	External boundary management	
Institutional advancement activities	Culturally relevant curriculum & pedagogy	Leadership and decision-making practices
Engagement with the Latinx community	Programs and services for minoritized students	HSI grants
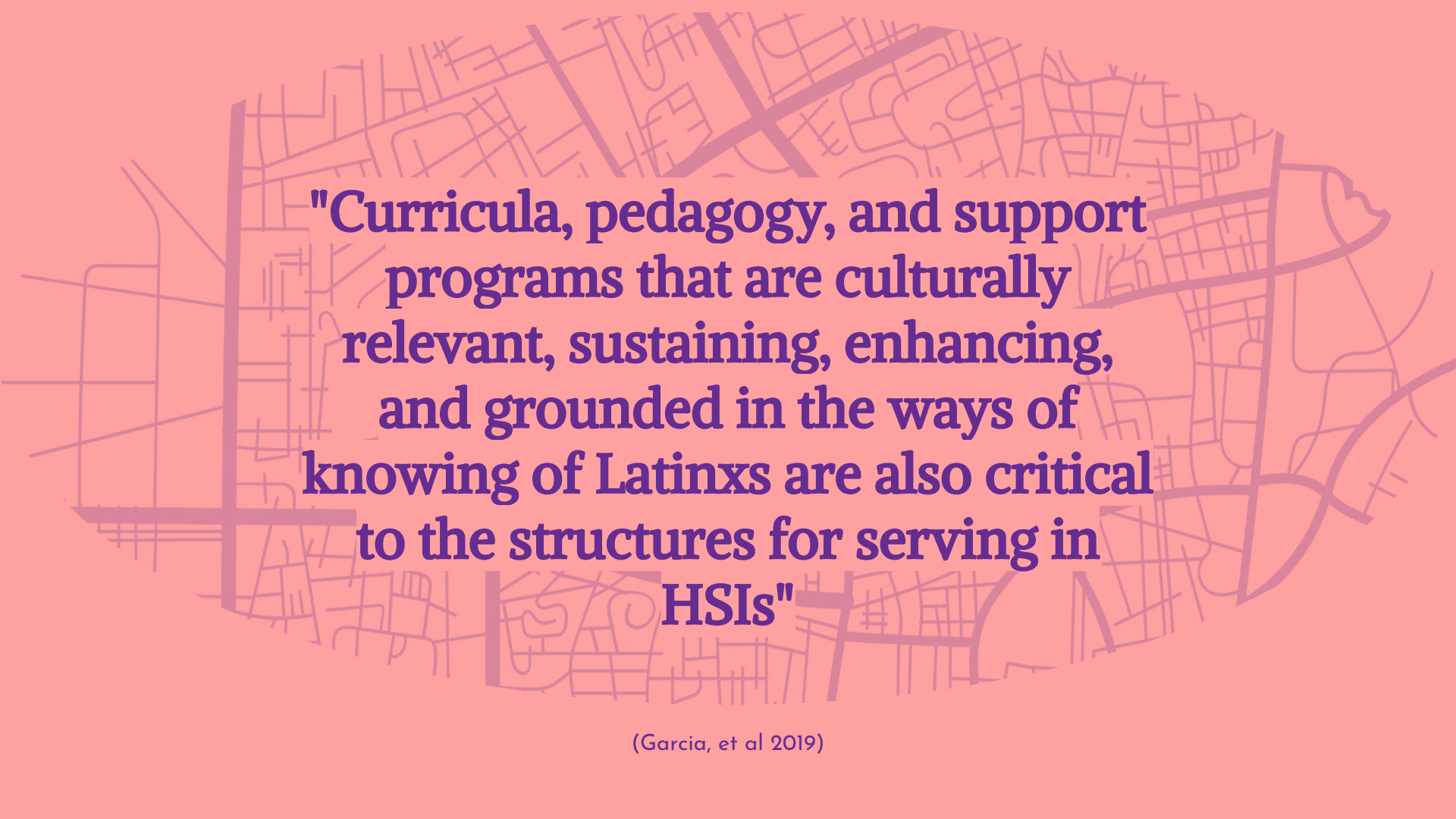
"Curricula, pedagogy, and support programs that are culturally relevant, sustaining, enhancing, and grounded in the ways of knowing of Latinxs are also critical to the structures for serving in HSIs"

(Garcia, et al 2019)

Funds of Knowledge

Types of Capital: Social, Cultural, Symbolic

"Cultural capital was acquired through the learning of particular authors, jargon, vocabulary, or learning the writing style for literary criticism." (Winkle-Wagner & McCoy, 2016)
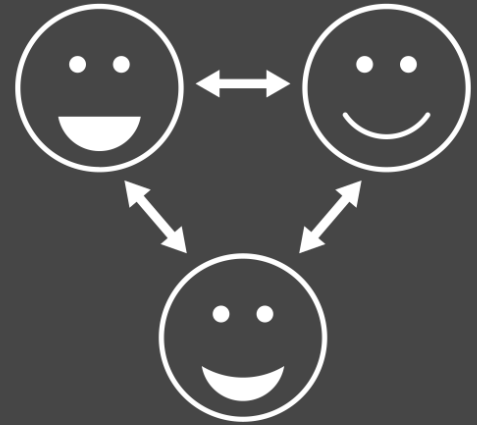
Social Capital

Costs of Attending College

Financial
-$$$

Temporal
-Years

Ethical
-Relationships

Familismo

-Placing family needs over individual needs
-Importance of higher education varies

"[F]amilismo includes a belief in the importance of maintaining strong family ties, the expectation that family is the primary source of support, an emphasis on loyalty to family, and a commitment to the family over individual needs" (Kiyama et al., 2015).

Ethical Costs

Socialization Alignment

Modify (-, +)   Adapt (+, +)

Social Capital Congruence

Excluded (-, -)   Defy (+, -)

(Miner, M. A. (2022). Conceptual mapping of social spaces in graduate school [Graph] p. 401)
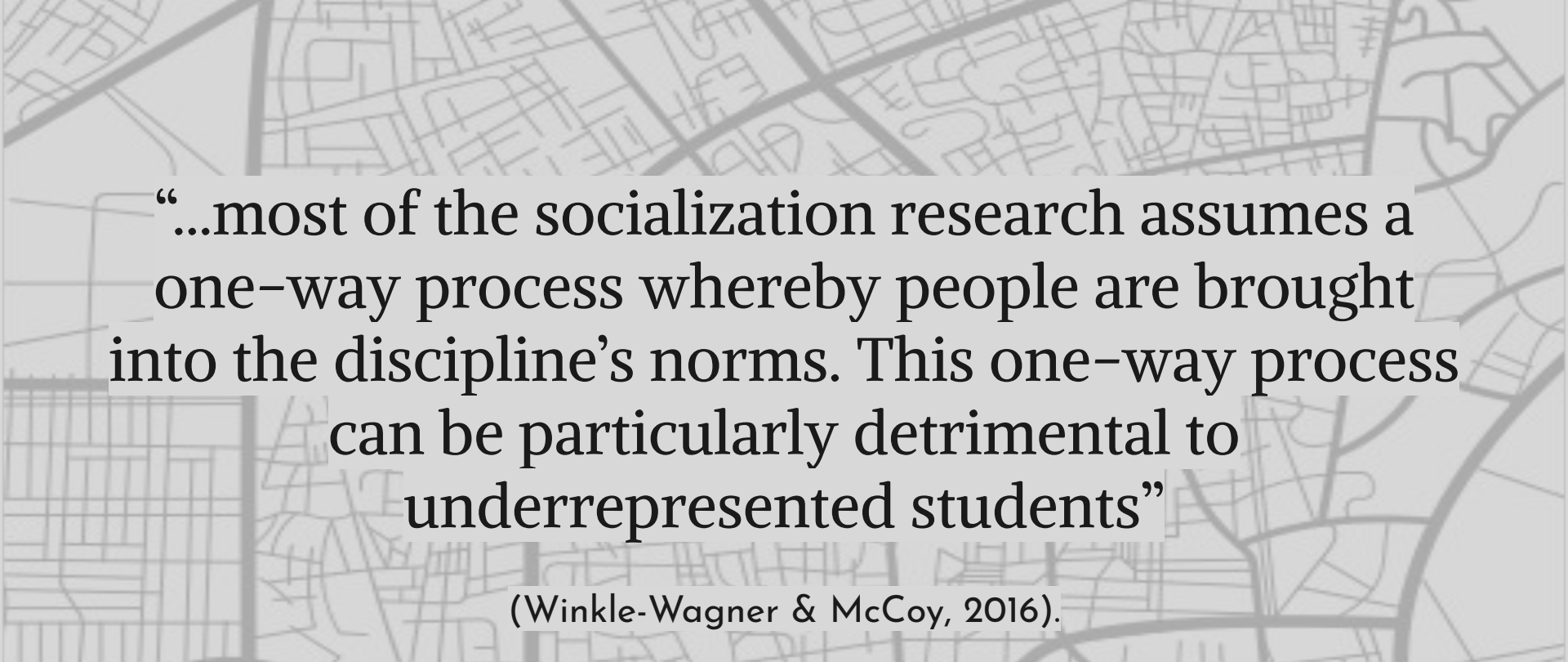
"Graduate education tends to be about professional socialization, in which students adopt the identity and values of their expected profession"
(Miner, 2022)

Graduate Students

"...most of the socialization research assumes a one-way process whereby people are brought into the discipline's norms. This one-way process can be particularly detrimental to underrepresented students"

(Winkle-Wagner & McCoy, 2016).

Ethical Costs

Break for Questions

Culturally relevant pedagogy

(Ladson-Billings, 1995)

Culturally sustaining pedagogy

(Paris & Alim, 2017)

Applying Culturally responsive teaching to existing library instruction

Preparation

Excavates the instructor's beliefs, implicit biases, and previously held assumptions.

Communication

Library instruction can be most effective when librarians practice cultural humility.
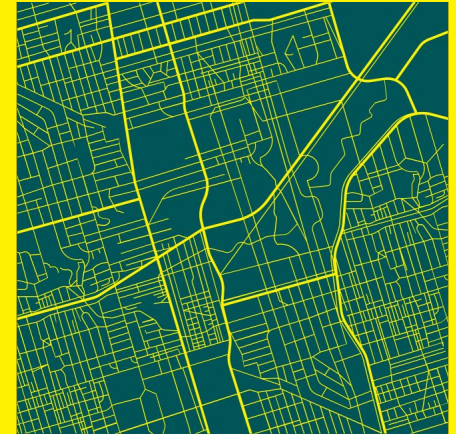
Facilitation

Decentering authority-focused, lecture-based banking model of instruction for student-centered approaches.

(Cowden et al., 2021)
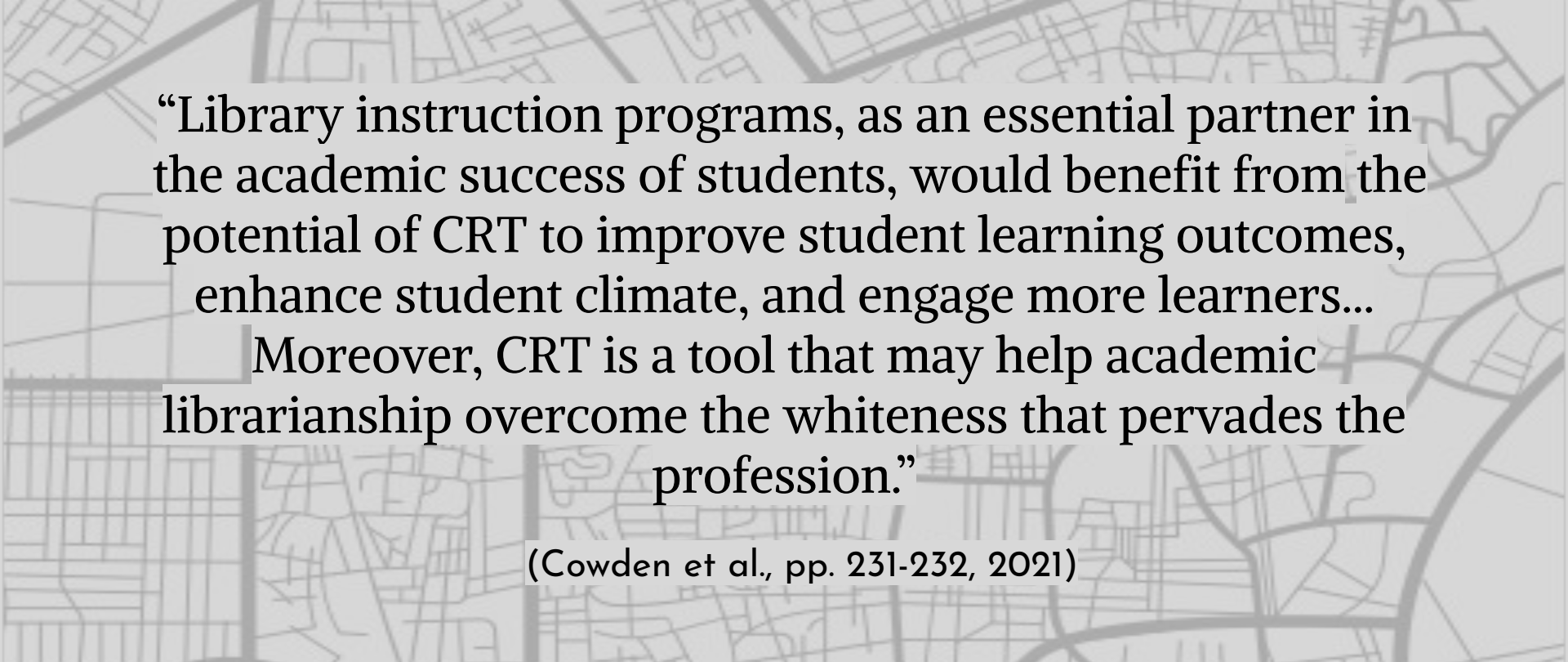
Culturally relevant library instruction tools

QuetzalKuhlthau

Zapatismo

"Library instruction programs, as an essential partner in the academic success of students, would benefit from the potential of CRT to improve student learning outcomes, enhance student climate, and engage more learners... Moreover, CRT is a tool that may help academic librarianship overcome the whiteness that pervades the profession."

(Cowden et al., pp. 231-232, 2021)

Culturally Responsive

Adult Learners: **Andragogy**

-Learners are goal-oriented
-Take ownership of their own learning
-Use their life experiences as resources

(Forest & Peterson, 2006)

"...bidirectional anticipatory socialization for graduate education, where one gains new ideas but does not abandon one's background."
(Winkle-Wagner & McCoy, 2016)

Teaching Graduate Students

There are 11 HIPs

The ones we will focus on:

Collaborative Assignments and Projects

-Working with others and considering the views and insights of others
-Critical to be exposed to working with and opinions from those with different backgrounds and life experiences

Learning Communities

-Learning similar concepts across several courses
-In one-shot BI, librarian can focus on a 'big question' with implications outside the classroom

High Impact Practices

*A*nalyze
*D*esign
*D*evelop
*I*mplement
*E*valuate
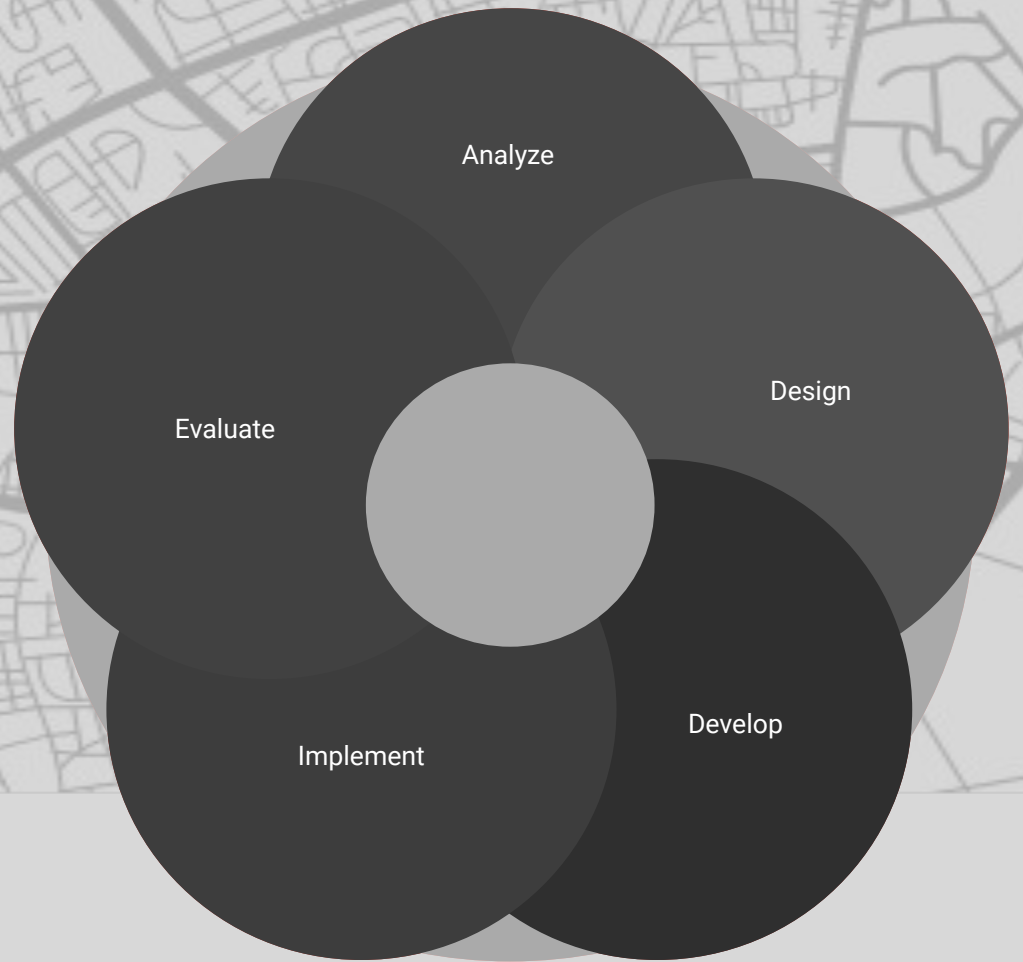
ADDIE Model

Analyze

What is important to your students? What backgrounds do they come from?
What are my assumptions and implicit biases about my students?

Evaluate

How will I ensure all voices are heard?
Did my interactions with students challenge my assumptions and biases?

Design

Am I using culturally responsive resources and artifacts/manipulatives?

Implement

Do I let students take ownership of some portion of the lesson?
How do I make sure to include all students?

Develop

How will I use my students' backgrounds and experiences as a resource and teaching tool?
Do I include authors/sources from a wide array of backgrounds?

ADDIE & CRT

Cultural humility

(Hurley et al. 2019)

Conocimiento

Anzaldúa

7 Stages of Conocimiento

Arrebato

Nepantla state

Coatlicue state

Compromise

Coyolxauhqui

Clash of realities

Spiritual activism

7 Step Lesson Plan Template

Lesson Title: _____

Duration: _____ min/hours

Standards: These can be your Institution Standards (SLOs), General Learning Outcomes (GLOS), ACRL Framework, etc. or a combination of	
Objectives: Following instruction, students will be able to ___ 2 or 3 objectives are ideal, try to avoid more than 3	
Materials: Not necessarily a step in this process, but it's good to list out what you'll need (e.g. worksheet 1, writing utensils, whiteboard, etc.)	
Anticipatory Set (Warm Up): Something they can do quickly and relatively independently. E.g. write down two sentences or why you use Google to look for coffee shops	

CRT ADDIE Outline

Lesson/Program Name: _____

Analyze

Prepare for your Audience
- Who is your audience? What are the demographics of your learning community? Age, ethnicity, etc.
- What is the campus culture?
- What is important to your students? What backgrounds do they come from?

[text box]

Self-Reflection
- What are my assumptions / implicit biases about my students?
- How will I ensure I practice effective communication?

[text box]

Learning Environment

LINK TO FOLDER

Resources

How do you build bridges currently?

Tlazocomatli / Thank you!
Questions???

Email us if you have any follow up

questions

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