

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

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University of North Carolina Wilmington

The Innovative Library Classroom, 2023

# About Us

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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

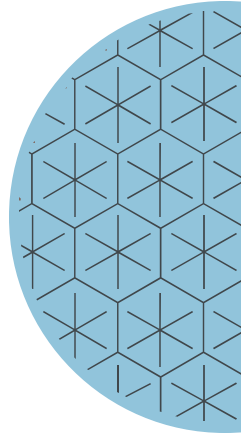
- IL-designated, 3-credit course
- ~110 sections
- Over 1,000 students

## 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

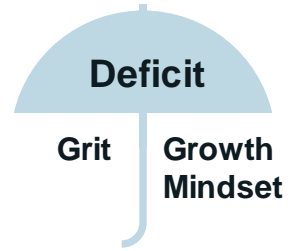
- What is **Deficit Thinking**?

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

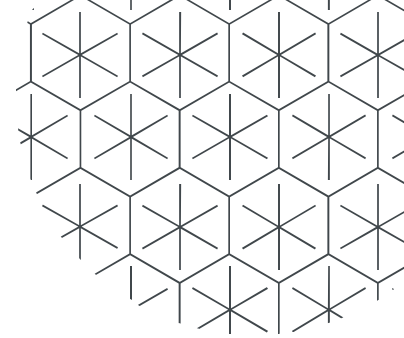
- **Deficit Model** assumes cognitive/motivational deficits exist (Tewell 139)
- **Grit** and **Growth Mindset** fall under Deficit Thinking (Tewell)

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)

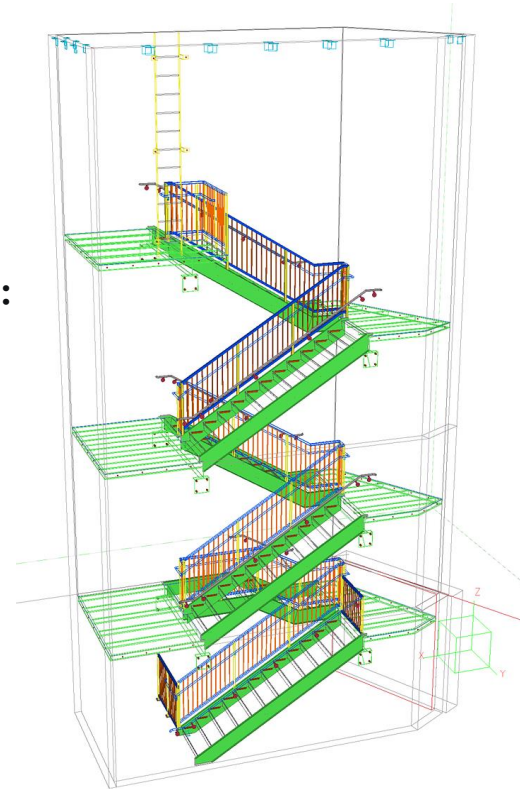
## What do we need to know about Imposter Syndrome/Phenomenon?

- 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

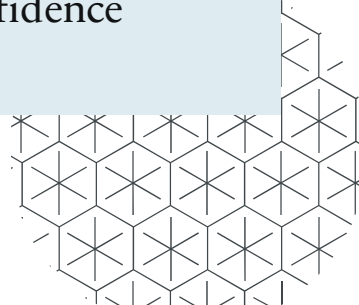
Full class discussion about *why* we trust sources in different contexts, recording responses

## 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

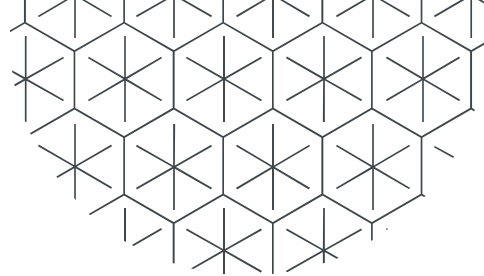
## Sam

- **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





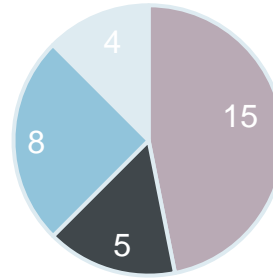
**As-hiss-ment**



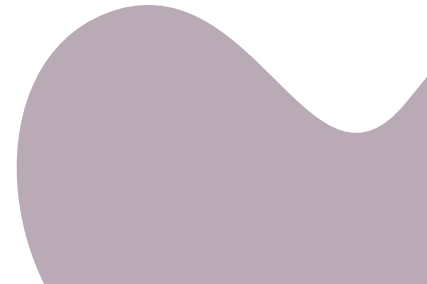
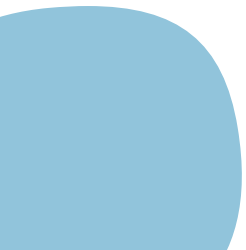
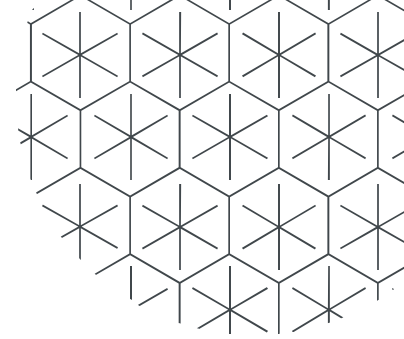
# Instructor Purr-vey

Did you prefer the lesson plan over the previous modules?

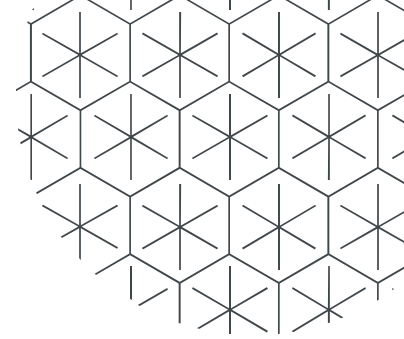
- Disseminated in December 2022
- ~35% response rate



- 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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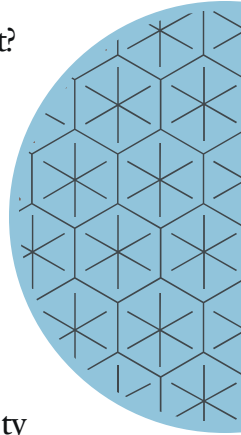
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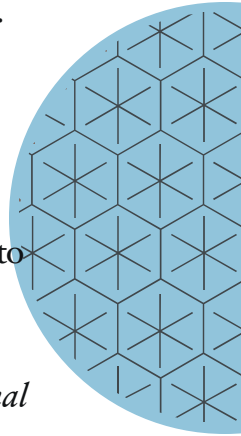
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# Questions?

Thank you for listening!

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