

Critically (re)envisioning graduate research orientations for the 21st century

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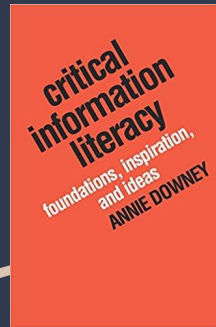
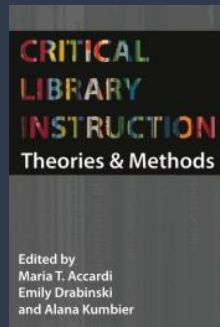
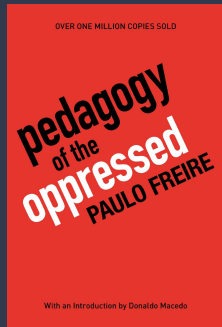


@soccerbrarian and #CriticalOrientations

Tell us about yourself

<https://bit.ly/2Jmsak6>

Background of our research questions



- Limitations of a one-shot session
- Importance of building relationships with students
- Dialogue with students about prior experiences with libraries and research
- ACRL shift from **Standards** to the **Framework**; critiques of both
- Critical theory in Education, Libraries

Decolonization in a global context



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The original title for this presentation was --
Decolonizing the academy: (re)envisioning the
graduate research workshop for the 21st century.

“Most simply, when information literacy is seen to form a single way of knowing, **we limit our understandings about the nature of information literacy by marginalizing other forms of knowledge that support literate practice**, such as the cultural and social practices that students bring with them to a classroom.

...when this culturally specific model of information literacy is positioned both as standard and as autonomously having a positive effect on an individual, **the purpose of education is presented as a one-way or unilateral process of assimilation to Western values**. They are also particularly problematic given the emphasis within higher education on internationalization and the ‘decolonisation of education’... There is a further risk that ideas such as these position ... information literacy as an imperial project.”

(Lloyd & Hicks, 2016)

Critical Pedagogy

“According to Freire, the model characterizing normal pedagogy’s function is the bank. It is targeted to reproduce power relations that dominate current society and realize the hegemonic ideology in school. He asserts that normal pedagogy accomplishes this project while blocking possibilities for dialogue. In dialogue he sees equal, open, and critical intersubjectivity between students and their world, and between teachers and students and the space in which they are situated, as an alternative to power relations in the school and apparatuses and hierarchies that constitute it. In Freire’s opinion, it is of vital importance to transform these powers, hierarchies, and procedures into counter-educational praxis, on that his critical pedagogy is commented to constituting.”

(Gur-Ze’ev, 1998)

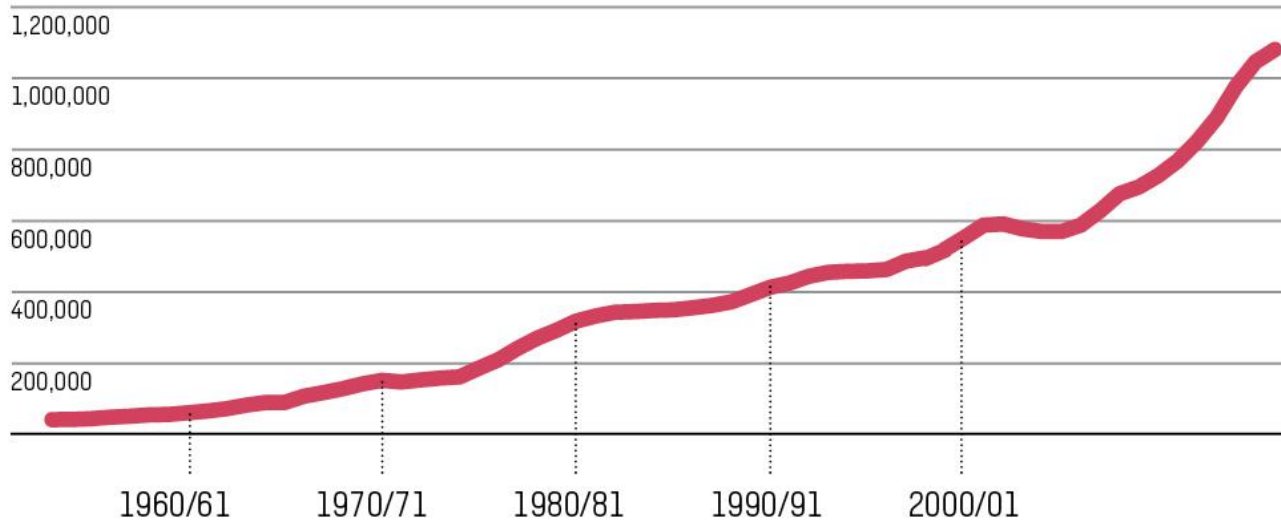


Wolowski, R. J. (2011) [CI Bankco currency money exc hange in Puerto Vallarta, Mexico](#). All Rights Reserved.

From the literature

- Increasing number of international students in the US
- Freirean approach to information literacy
- “Effect[ing] social change”
- Librarians as educators vs. service providers
- Learning from students
- Multiple literacies

INTERNATIONAL STUDENTS IN THE U.S. 1953/54 – 2016/17

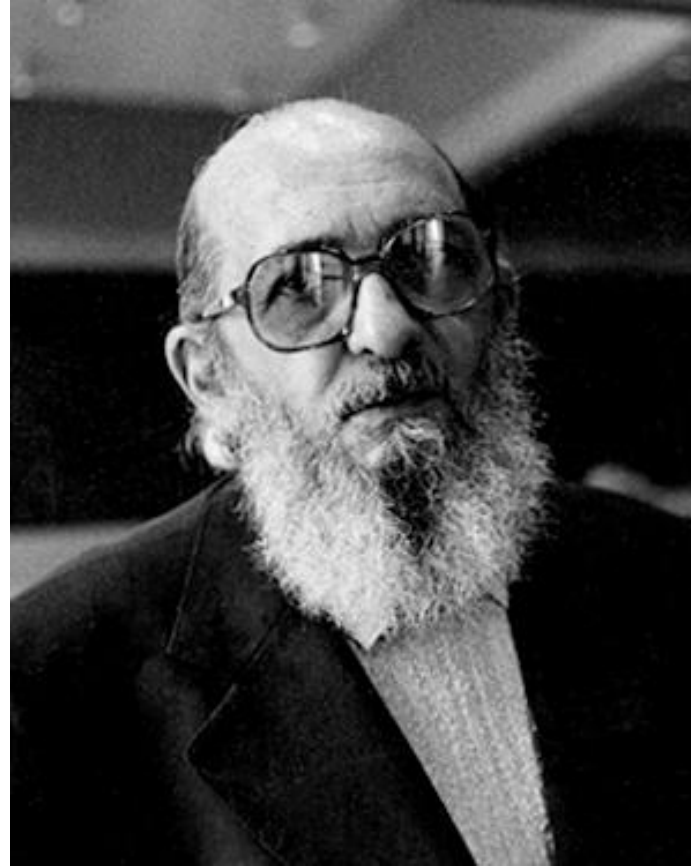


In 2016/17 there was **an increase of 3.4%** over the prior year in the number of international students in the United States.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. **Online at: www.iie.org/opendoors**

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Paulo Freire



Dimitrov, S. (1977). [Photo of Paulo Freire](#) Used under a CC BY-SA 3.0 License.

New Literacy Studies and Sociocultural Theory

Table 1.6: GeST windows

Table from Lupton & Bruce (2010)

	Generic window	Situated window	Transformative window
<i>Information literacy is taught by...</i>	practising: search strategies, Internet evaluation checklists, ICT skills, citing and referencing in generic workshops and lectures	providing authentic information practices in contextualized settings	empowering learners to engage in information practices for the transformation of society
<i>Information literacy is learned by...</i>	practising search skills and following a series of stages	engaging in authentic information practices	engaging in collaborative and participatory information practices that critique society and lead to social action
<i>Information literacy is assessed by...</i>	standardized tests, including online tutorials	the process and outcome of engaging in authentic information practices	the process and outcome of social critique and action

Critical Information Literacy

"My favorite definition of critical information literacy is from Accardi, Drabinski, and Kumbier's 2010 book *Critical Library Instruction*. They define it as "a library instruction praxis that promotes **critical engagement** with information sources, considers **students collaborators** in knowledge production practices (and creators in their own right), recognizes the **affective dimensions** of research, and (in some cases) has **liberatory aims**."

(Downey in an interview, 2016)

Critical Librarianship

Downey (2016) mentions 3 approaches to teaching:

- Dialogue-based approach
- Problem-posing
- Create a student-centered learning environment

What else can librarians do?

- Critically evaluate what libraries and librarians do
- Embrace students' backgrounds and experiences while asking them to consider new ideas
- Move away from checklist-based notions of what constitutes "Information literacy"
- Realize the library is not a neutral space for everyone

Findings from focus groups

Implications for practicing librarians



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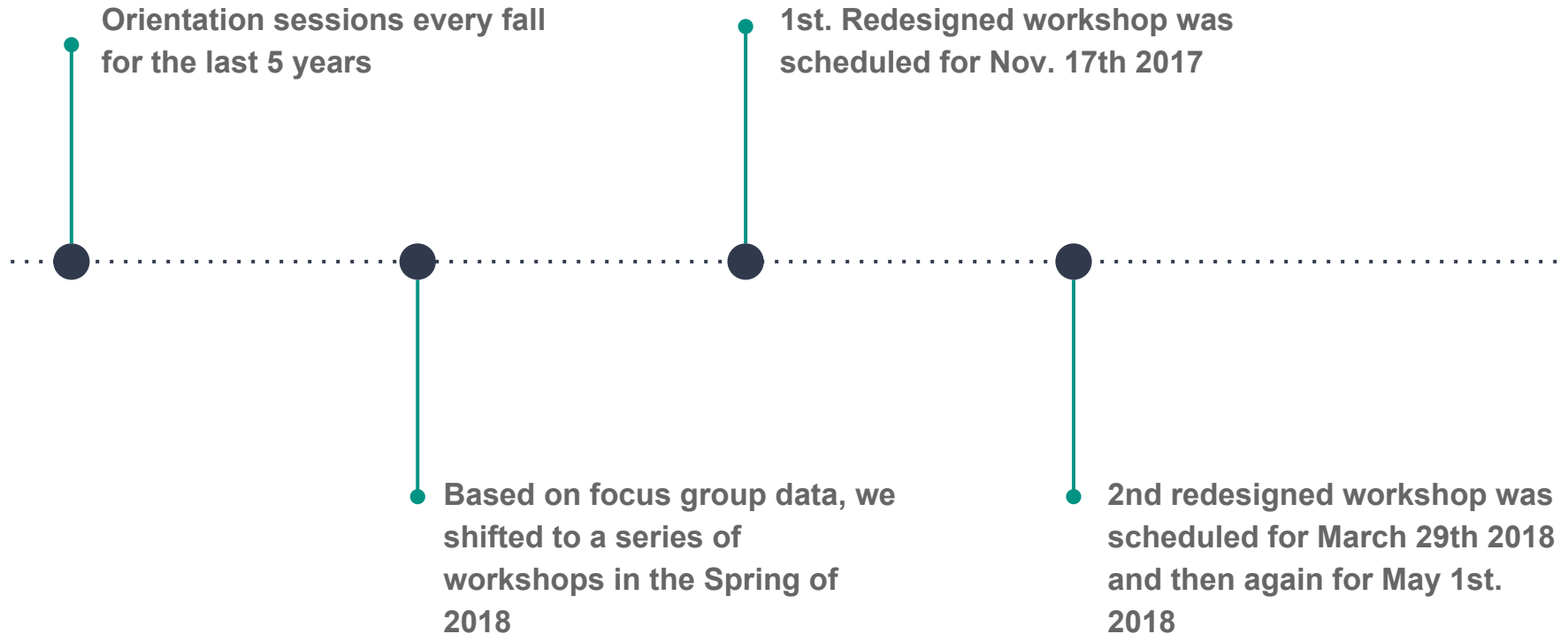


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From orientation session to a series



Challenges

- Scheduling
 - Finding the right time and the right tool
- Language
 - “Latin American Studies” vs. Iberian Studies
 - Jargon

Strategies for narrowing down your search

looking at peer review articles only

reading abstracts or the first paragraph of the article

review and editing of the research question. Consulting with others

Identify the expert and then follow his/her publications

Global south

Use Google Scholar, Redalyc, Scielo, etc. to locate articles from other regions

Mexican scholars/ship is well established in my field

In Chile in linguistics, people really look at the "further research" portion of a paper and they actually pursue those lines of inquiry

It would be good to have a central place to add all of those "further research" ideas

Opportunities

- Sociocultural perspective
- A critical look at the resources we use & how we talk about them
 - “free” ≠ “bad”
- Collaborating with other professionals in and outside of the library



Goals

These are our goals for our work that we hope you find valuable as well.

- Incorporate critical theory and scholarship into the practice of librarianship
- Recognize students as sources of knowledge & expertise
- Use open-ended methods (focus groups, informal workshops) to engage with diverse groups
- Help others see librarians as partners in education and teaching
- Shift the librarian's role from gatekeeper to gateway

Padlet

<https://bit.ly/2sABv1w>



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