Using Feminist Pedagogy to Transform Information Literacy Instruction

Jessica Kohout-Tailor

Follow this and additional works at: https://tigerprints.clemson.edu/lib_pres
Part of the Library and Information Science Commons
Using Feminist Pedagogy to Transform Information Literacy Instruction

DR. JESSICA KOHOUT-TAILOR
UNDERGRADUATE EXPERIENCE LIBRARIAN
CLEMSON UNIVERSITY LIBRARIES
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
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
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?
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?
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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will be able to use search techniques in order to find relevant results in databases.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to evaluate types of research in order to use appropriate sources.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to evaluate credibility of authors and sources in order to use high quality sources.</td>
<td></td>
</tr>
</tbody>
</table>

| 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                         |

<table>
<thead>
<tr>
<th>Needs Assessment (1 minute)</th>
<th>Fist to Five: Where are you with developing your research question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction (5 minutes)</td>
<td>- Introduce databases and how they search</td>
</tr>
<tr>
<td>Student Collaboration (4 minutes)</td>
<td>- Ask students to think of synonyms for their research topic and then pair up to brainstorm additional words</td>
</tr>
</tbody>
</table>
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


Jessica Kohout-Tailor
Undergraduate Experience Librarian
Clemson University Libraries
Clemson, South Carolina, USA

Email: jkohout@Clemson.edu
Telephone: 1.864.656.4177
Twitter: @jkohout_tailor