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8. Feminist Pedagogy and Information Literacy Instruction: The Hero(ine)'s Journey. Jessica Kohout-Taylor

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A hero/heroine can be an individual or a group working together, and are those “who are able to battle past their personal, cultural, and limitations to a higher form of humanity” (Brown & Moffett, 1999, p. ix). In this chapter, I use the metaphor of the hero’s journey (Campbell, 1949) to outline how I implement feminist pedagogy in information literacy instruction and how it has helped me navigate my transition to academic libraries. Feminist pedagogy has also given me a new purpose and has served as a compass in my educator journey.

The hero’s journey is a common narrative, often found in storytelling, film, and art, which involves a hero going on a journey and coming back transformed. Although I use this narrative to tell the story of my own journey, I also view critical librarians as a group of hero(ine)s who are on journeys to transform librarianship. I lean on *The Hero’s Journey: How Educators Can Transform Schools and Improve Learning* by Brown and Moffett (1999), as their framework for educator and school renewal aligns with elements found within feminist pedagogy, such as collaboration, consensus-building, and prioritizing and care for students. According to the authors, the book is intended for any educator “who wishes to gain insight, understanding, and a clear sense of purpose regarding the most appropriate direction for educational reform” (p. ix). At its core, feminist pedagogy is about educational reform, where the classroom serves as a site of transformation for systematic change and social justice. Otherwise, as bell hooks (1994) notes, the politics of domination become reproduced in educational settings.

Although using a narrative in a practical pedagogy guide may seem out of place, feminist pedagogy values experiential knowledge, and I use the narrative of the hero’s journey to lay bare my path of change through reflection with the hopes that readers find in it a path for their own transformations. As educators, we must go on a reflective journey to improve our practices and ultimately to reform education. Feminist pedagogy provides a lens to guide our reflection and challenges us to examine our beliefs and attitudes about learners, teachers, the learning process, and how we view the classroom and education systems.

Breakdown and the Call

When I started my new position at a large, public institution in the southeastern United States, I was thrilled to have the opportunity to work with undergraduate students. As a former elementary and middle school librarian, I found joy in empowering students with the skills and knowledge they needed to be successful. In a school library, success could look like being able to find a book to read or connect with, being able to navigate a library space or resources, the ability to problem solve and use information and technology, or just feeling comfortable asking questions. During my K-12 experience, I was fortunate to collaborate with classroom teachers and I had opportunities to be embedded within their classrooms. Working collaboratively with teachers was a part of the daily practice as a school librarian, as it allowed me to best meet the needs of students. It allowed me to get to know students and to build strong relationships with them as their librarian. Collaboration helped me grow as an educator because I learned from veteran teachers, administrators, families, and the community.

My current position as the Undergraduate Experience Librarian allows me to reach out to undergraduate students within their first-year composition course in a 50- or 75-minute one-shot session format. I also participate in a workshop series provided by an academic success entity on campus and have about eight workshops per academic year. In addition to these sessions, I work to create outreach opportunities to engage with students, the goal of which is to connect them to library resources and services through events and programs. My main mode of teaching within these opportunities, however, is a one-shot format with content that is introductory and not subject-specific. Although I had experiences with one-shots in K-12, I was able to get to know students because I would see them in their classes or work with them on research projects over weeks, months, or even years. I was also more familiar with their needs and was able to scaffold learning outcomes over a specific period of time.

Early on in my first semester in my new position, I was struggling with the transition from one arena of librarianship to another. I was not able to connect to as many students and get to know them like I was used to, and I was no longer helping students as much as I did in my previous school libraries. Being limited to a one-shot where I may never interact with the students again felt like I was on the periphery of student learning and support. In addition, I had always felt a part of a larger team in my K-12

work, where the environment was collaborative in order to support students and one another. Although I was placed on various groups or committees in my new position, I did not get the sense I was on a collaborative team or that we were always student-centered. I wondered if I was making a difference and was struggling in general with the culture of the library and of higher education. I found it challenging to connect professionally and learn my new environment. Workflows felt siloed and the lack of collaboration between colleagues felt isolating. I was trying to learn many new acronyms, systems of information, and institutional knowledge, and I felt overwhelmed.

As in the beginning of a heroine's journey, I remained in a state of innocence as an educator. Or, as Brown and Moffett (1999) discuss, I was longing for the familiarity of the school library environment where I once worked and I began thinking in "if only" statements, such as "if only I had more time with first-year students," or "if only it were more collaborative in the library." I also found myself focusing on the limitations of my new position rather than the possibilities. I had the mindset of believing that powers outside of myself could provide solutions to the challenges I faced.

Reflection is imperative in the heroic educator's journey, as it helps us to be critical of our own practices and the educational systems of which we are a part. Heroic educators take bold actions in order to enact change in our libraries and institutions, and part of that change is reflecting on who we are, what we are doing, and why. This breaking down of innocence, or of clinging to the familiar, is necessary for the heroic educator to begin the transformation process.

Reflective Questions to Ask:

1. In thinking about my own heroic educator journey, what are my "if only" beliefs about teaching or learning?
2. To what extent do I avoid "if only" thinking in my practice? (Brown & Moffett, 1999).

Chaos and Complexity

In the heroine's journey, the next stage is one in which the heroine leaves their state of innocence to face times of complexity and/or chaos. In this process, the heroine must look at the "dark side" of themselves, and as

educators we must unearth our limitations and reflect on how we are working and whether our work aligns with the values we hold (Brown & Moffett, 1999). These complexities also challenge the educator to identify how professional isolation can be overcome and to examine how one handles the change process. In my new position, I was struggling to feel authentic in my work and I needed to examine why I felt disconnected, and to think of ways to push through the isolation. I thought if higher education or the institution I now worked in felt siloed, that being deliberately collaborative with others could be a solution to the chaos I felt. Although my institution did not feel highly collaborative to me, I began to think that part of my educator quest was to disrupt this dominant trend found in higher education, which values more specialized knowledge and is characteristically more competitive. By collaborating with those outside of my unit and external to the library, I could be a part of efforts to decentralize the power inherent in the work of higher education, in order to better support students.

As educators, we face internal and external challenges and limitations—or chaos and complexity. However, in order to transform ourselves and our institutions, this stage is necessary for us because “chaos and complexity are the wake-up calls that challenge us to quest for new, creative, and more collaborative approaches to realizing our personal and shared visions for education” (Brown & Moffett, 1999, p. 60).

Reflective Questions to Ask:

1. As an educator, to what extent do I feel any professional isolation or inauthenticity and what would have to be different in my professional environment for those to be eliminated (Brown & Moffett, 1999)?
2. How might I change any resistance I may experience with the change process (Brown & Moffett, 1999)?
3. What collaborative efforts could be used to break down the silos often found in higher education?

The Quest

Brown and Moffett (1999) describe the quest of an educator as including how we can as a collective group make our institutions more heroic to

meet the needs of our students. The quest to do so includes how quality curriculum (what is taught) and the best practices for instruction and assessment manifest in our institutions. It also includes identifying our personal vision of what is important to us about our students, institutions, and education (Brown & Moffett, 1999). The authors encourage educators to reflect on what our role in education is and to identify what we are searching for as educators, as this vision is imperative to our quest.

Reflective Questions to Ask:

1. What is my role in the education process?
2. What role do I think libraries should play in the lives of their students?

Companions and Mentors

In my efforts to redefine my personal vision and my role in education, I delved into the literature to see what I could find to connect to, and in doing so, I came across feminist pedagogy. I discovered Maria Accardi's (2010) *Feminist Pedagogy for Library Instruction* and then bell hooks' (1994) *Teaching to Transgress: Education as the Practice of Freedom*. In her book, hooks discusses her experiences as a teacher and how she practices pedagogies (including feminist pedagogy) based on freedom. Accardi (2010) describes how she uses feminist pedagogy as a librarian and in her teaching experiences. Within scholarship, there are many articulations of what feminist pedagogy looks like and what it means. Accardi (2010) writes that feminist pedagogy is about subverting both the patriarchal content that is taught, and also about *how* content is taught. Feminist pedagogy is a form of critical pedagogy, and it is an approach to education that uses a feminist framework (Accardi, 2010). It is concerned with social justice and sees education as a place for social change (Accardi, 2010). For their handbooks, Nicole Pagowsky and Kelly McElroy (2016) define "critical pedagogy as engaging in the theory and practice (or praxis) of inclusive and reflective teaching in order to broaden students' understanding of power structures within the education system and society" (p. xvii), where the goal is to create change in order to improve the world by making it a more just place. As I was reading the work of Accardi and hooks, I began to reconnect with the joy of teaching that I had forgotten. bell hooks writes that teachers who care about and honor the whole student, or the "souls of

students,” find opportunities within teaching that respect the students’ agency, knowledge, and their autonomy (as cited in Accardi, 2010, p. 25). The whole student, not just their intellectual growth—this is what I ultimately cared about and why I went into school librarianship. As I read more about feminist pedagogy and critical pedagogy, I found new motivation to express care for students in my new position, as well as reframe how I viewed libraries, teaching, and learning.

Reflective Questions to Ask:

1. Who are some possible mentors or companions to help me in my journey?
2. How can I grow in my knowledge in an area?

Trials, Tests, and Staying the Course

I had newfound inspiration, but I needed to continue to reflect more deeply on my role as a teacher, and critically think through my own positionality. Moreover, I needed to critically assess my position within the systems of oppression that our educational system propagates. Although I was familiar with student-centered learning activities from my K-12 experience, I acknowledge my privilege as a white, cisgender, heterosexual female teacher, and needed to think through what I could do in my day-to-day practice to disrupt the systems of oppression I use, teach, participate in, or continue to pass along to students. My journey to rethink who I am included examining and critically thinking through my lesson plans and my daily practice as a librarian. As a teacher, I asked myself what was I explicitly teaching or supporting? What was the hidden curriculum that I was perpetuating and/or teaching? If I expand the classroom to a broader context, what was my practice as a librarian with both students and my colleagues?

Feminist pedagogy “seeks to bring about social change by raising consciousness about oppression that values personal experience” (Accardi, 2010, p. 25). Accardi (2010) writes about the various feminist teaching strategies that can be used within any classroom and her own experience using these strategies. Accardi also discusses that trends within the feminist pedagogy literature include seeing the classroom as a collaborative, democratic, and transformative place, raising consciousness about sexism and oppression, and the valuing of personal knowledge through lived

experience as valid ways of knowing. For critical pedagogy, Keer (2016) notes that it is not a set of teaching strategies, rather, it is a rethinking of the roles of both students and teachers in the creation of knowledge. Both of these pedagogies include being aware of oppression and being intentional with teaching and learning strategies.

In my own journey, I continue to try small disruptions with teaching and learning. In the following section, I explain these attempts in more detail using both examples of the strategies and descriptions of the new mindset I am cultivating. Many of these ideas are from the literature on information literacy instruction. With one-shots, I am pushed to cover content and find it limits learning. Therefore, all of the ideas I discuss do not find their way into all sessions I teach. I continue to practice and reflect as I work both inside and outside of the traditional classroom. I sometimes feel frustrated with the limitations of the one-shot, as I am unable to delve deeper. As a school librarian, I might have been more involved with the assignment design, co-teaching, and assessment of student learning. I would partner with the classroom teacher(s) and collaborate with them during their planning period to provide support to teachers and to embed information literacy into their curriculum. I struggle to make this happen in my current position.

Disruption of Oppression in Information Systems

One theme that has transformed my learning as a teacher is the awareness of power imbalances, both within library content and with instruction. Two areas of content in which I have worked to incorporate this awareness are search terms and subject headings. In a one-shot session, I have found it difficult to have extended conversations, but my goal is to help students begin to question the literature or lack thereof, as well as the systems that house and retrieve this literature. In my K-12 experience, I could have facilitated more dialogue and discussion over multiple sessions with students. I would have had more time and impact with developing learning outcomes so that I could scaffold knowledge and skills. The more I experience one-shots, the more I see a need to continue to have conversations with students. Although the one-shot format is out of my hands, I use the one-shot to encourage students to come see me for help, as this is where we can expound upon these conversations. In K-12, building relationships with students was central to student success and this does not change in higher education, as the opportunity to interact with

students one-on-one can provide powerful learning moments for both teacher and student.

Search Terms and Subject Headings

Inspired by Accardi (2010) and Shanley and Chance (2016), when I show examples in a session, I may use or suggest search terms or topics that serve to expose students to issues of sexism and/or other forms of oppression.

In-Class Example: If I am demonstrating how to use a database or Google Scholar, I let students know I am interested in educational issues, as that is what I studied, so I may use or suggest search terms such as “African American women AND higher education administration,” or “LGBT students AND public schools AND safety.” When I use this strategy, I ask students what they think about the topic and the results found. They may be exposed to areas of oppression that they were unaware of, simply by looking at the results list, including dates of publication and types of publications. If there are few results, I may ask students why they think there are so few, or conversely, why there might be a greater amount for this topic. We may quickly discuss possible reasons for more or fewer conversations taking place around the topic, such as researchers trying to fill a gap in their field, or that there may be a potential need for research to take place within the field regarding the topic. Instead of using random search terms with this demonstration, being intentional with the topic I explore in this activity exposes students to topics related to oppression and social justice, and possibly increases their awareness of larger social issues.

These are generally quick conversations in a one-shot session, though sometimes I am able to go more in-depth. I have been able to have deeper conversations with students I consult with individually, such as discussing their research topics where intersections of race, gender, class or other power imbalances occur. Another aspect I may discuss in a one-shot session is subject terms and/or a subject term thesaurus, encouraging students to think about power and information creation and dissemination, as the terms used to describe the content are dictated by experts and are exclusionary by their nature. Controlled vocabulary, while meant to keep language consistent, is not user-centered as is evident by all the available

tools in a database that help the user navigate how best to understand how experts categorize and describe information.

In-Class Example: When I review how students can use or think about subject headings or a subject term thesaurus in a database, I make sure to tell them that I find these words are often not intuitive and that part of searching is like trying to read the minds of those who created these terms. This can be frustrating because we may not know or be familiar with the terms/language used, and these terms can be limited in scope. I ask students what biases may be evident in these terms. How might these terms help or hinder in their search processes for relevant results? How might a subject term thesaurus as a tool limit us as information seekers? I ask these questions to encourage students to question and be critical of the information sources they are often recommended to use. These questions also serve to help students recognize that systems of information can be exclusionary even if, or indeed because, they have traditional scholarly authority.

Student responses and the discussions vary from class to class and some go more smoothly than others. Because time and content are very limited in a one-shot session, the goal with these activities is simply for me to model the types of questions that students can ask in order to be critical of their information sources and systems.

Voices Left Out of Scholarly Conversations

Shanely and Chance (2016) discuss some ideas that employ intersectional feminist pedagogy including “design[ing] exercises that challenge students to ask what voices have been left out of scholarly conversations” (p. 156). The following example is one that I use when working with primary and secondary sources in a first-year composition one-shot session.

In-Class Example: I use the following in a lesson about evaluating resources regarding our institution’s history. After I model some questions to ask when evaluating a source, I give some guiding questions for students to use as they practice this skill on a given resource (e.g., books on our institution’s history, student year books, student newspaper, etc.). Each group of students are given a resource

and students are given time to work through examining their resource. The guiding questions include:

1. Did you find any relevant information on your topic? Why or why not? What was your strategy for finding information?
2. Who created the documents and who is the intended audience?
3. What bias or potential bias do the creators have? Whose voices are being left out?
4. What evidence do these documents give you? What evidence is absent?
5. What additional sources would you need to seek out?

Students share their answers with the class, and we are able to discuss the limitations of what is available in our institution's scholarly conversations, and why students' research papers are helping to fill in those gaps in the conversation. By intentionally designing an activity in which students have to critically think about the voices left out of the scholarly conversation, they can begin to critically evaluate the historical narrative of their institution. This activity provides an opportunity for students to identify dominant and marginalized groups in society included or left out of the historical and/or scholarly conversation.

Disparities in Information Access

Pagowsky and McElroy (2016) suggest expanding what we are already teaching to include critical aspects, such as going beyond demonstrating how to use a database by engaging students in conversations of the costs, ownership, and production of scholarly information. In my one-shot session for first-year composition students, I show a video made in-house called "Going Beyond Google" that gives an overview on how library resources can help researchers search the deep web. The video mentions that users might encounter paywalls when using a search engine. Below is an in-class example of a brief discussion I facilitate after the video, however the video is not necessary to discuss the topic.

In-Class Example: I ask students if they have ever faced a paywall while conducting research. I then ask why they think there is a paywall. Sometimes students will say that researchers need to be paid and then I

am able to clarify that academic researchers are typically not paid for their work by a publisher. Students are typically surprised by this, and are even more surprised when I tell them that publishers can have up to a 40% profit margin. I then ask them why they think such a huge profit margin exists. I usually have a student who mentions that it is about money, and I build off their answer to discuss the fact that they are able to charge such high prices because we as “academic researchers” create demand for it. I ask students how this might limit access to information and how do they feel about this. My goal in this very quick discussion is to have students begin questioning the value of information and thinking about the privilege that goes along with access to information. Often I will describe the open access movement for students to be aware of during these discussions, but it depends on how much time I have in the session. During a 75-minute session, we can delve deeper into this topic, but during a 50-minute session, I typically have to skip over this discussion entirely. Lack of time with students continues to be one of the biggest barriers for me to engage in these critical discussions with students. When I am able to have this discussion, the goal is to help empower them to start questioning where information comes from and other structures that create and perpetuate information production and dissemination (Accardi, 2010).

Disruption of Oppression in the Classroom

Valuing Student Experiences and Voices

bell hooks (1994) discusses the importance of voice in the classroom and she writes that the issue of voice is about asking “Who speaks? Who listens? And why?” (p. 40). Accardi (2010) writes that feminist pedagogy is concerned with “privileging students’ voices over the teacher’s voice, which is no longer viewed as the ultimate authority” (p. 38). When reflecting on my own lesson plans, and even how I approached teaching requests, this was something that I realized I was not prioritizing. I pushed myself to think about how to create lessons and sessions that allow for the voices of students to be expressed and how I could lift up the experiential knowledge that they bring with them to the classroom. So much of the literature out there is on what students do not have or cannot do, rather than what they already bring to the classroom. By examining my own thoughts, I realized I had formed a deficit view of student information

literacy skills. I realized I needed to disrupt my own thoughts and reframe them to focus on what students do bring to the classroom and ways in which they can share this knowledge.

I reflected on making the class sessions that I facilitate anti-hierarchical. I examined my lesson plans and the time allotted for students to share their own experiences, use their voices, and where I could guide them to help to construct new knowledge together. One helpful strategy was to re-examine my previous lesson plans, which are fairly detailed and structured. Although I know that my plans may change with each set of learners, it has helped me to think about using intentional learning activities, and to look at how much direct instruction I am doing and how much I am talking versus how much time I am allowing the students an opportunity to talk. I also focused on how we could create knowledge together.

When I think about how to create a community of learning within such a short time, it can seem daunting and nearly impossible. Yet, I believe it can start in the one-shot and further develop over time, such as through individual consultations and by me emailing students to check back in with them. During consultations, this may look like me expressing my genuine interest in their topic and/or reassuring students of the value of their own experience and the knowledge they bring with them, or as Reale (2012) says, “to trust their own thoughts in exploring a topic” (p. 85). I often see students doubting their thoughts and their work, so when I consult with them, I can provide reassurance or explore issues along with them as a guide through the use of questions and discussions. Feminist pedagogy seeks to decentralize power in the classroom, and this includes when I consult with students. I strive to have a dialogue with students where we can both learn from one another, instead of students seeing me as the authority.

Lesson Plan Example: Below is an example of a lesson that my colleagues help me teach, but the structure is how I typically organize my lesson plans. By keeping track of time and the corresponding learning activity, it helps me examine student talk time vs. teacher talk time.

Conducting Academic Research

Total Time: 50 minutes

<p>Setting the Stage - Review Learning Outcomes</p> <p>(1 minute)</p>	<ul style="list-style-type: none"> ● You will be able to identify information needs and strategies for some appropriate search tools ● You will be able to examine indicators of authority to determine the credibility of sources ● You will be able to construct searches using keywords and parameters ● You will be able to design and refine needs and search strategies as necessary, based on search results
<p>Introduction and Context</p> <p>(7 minutes)</p>	<ul style="list-style-type: none"> ● Use Think-Pair-Share or Back-to-Back protocol <p>How do you feel about research?</p> <ul style="list-style-type: none"> ● Circulate around the room listening to student conversations ● Reassure students that everyone experiences a range of emotions, and often this begins with uncertainty before choosing a topic, and when seeking relevant information, feelings can include confusion, frustration, and doubt (Kuhlthau, 2016) ● What is “academic research” <p>Validate student answers</p> <p>Add that it is discipline-based, problem-solving, part of a larger conversation that they get to participate in, and requires researchers to read to hear all parts of the conversation taking place</p> <p>Students can have a seat if standing up at this point</p> <ul style="list-style-type: none"> ● Show Going Beyond Google video and discuss (1:25) (https://www.youtube.com/watch?v=THH3VuZQ4as)

	<ul style="list-style-type: none"> ● Discuss how students may have succeeded with using Google search for projects in the past, but they may experience some walls when conducting academic research ● Discuss paywalls ● Note that you want them to have the tools in their toolbelt to be able to push through those walls and where to access scholarly information
<p>Grapple (27 minutes)</p>	<ul style="list-style-type: none"> ● Divide students into three groups ● Have groups look at a particular electronic resource: Library Catalog, Academic Search Complete, and Google Scholar (show slide with guiding questions) ● Explain to students that they will become the experts on their resource and will share search tips and tricks with their classmates ● Explain that you would like all students to contribute to teaching if they are comfortable ● Encourage students to use their research proposal topic if they have one, and if they don't have one, encourage them to search for something they are interested in ● Walk around the room to assess exploration and guide as needed ● Have students come to the front to present and remind about audience norms ● As students present, fill in information or correct misinformation ● Groups are striving to answer the following questions:

	<p>What is the resource and how do you access it? What sources can you find with it? (be specific)</p> <p>How do you use the resource/how do you search?</p> <p>What tools can you use in your resource to help you evaluate the source's authority and currency?</p> <p>Why should your classmates use your resource?</p>
<p>Practice and Application (10 minutes)</p>	<ul style="list-style-type: none"> • Have students practice using a source they did not explore to find a potential scholarly source that will help them with assignments. If they are not at the point of having a topic, have them practice using: <ul style="list-style-type: none"> Gender equity in sports Black women in higher education administration Transgender students in public education • Circulate around the room, helping students talk through topics, searches, and research tools
<p>Debrief and Assessment (5 minutes)</p>	<ul style="list-style-type: none"> • Ask students: Were you convinced by your classmates to use a particular source? • What source is the best? • Remind students that there is not one "right" or "best" resource, as they need to use all of them to ensure they are "listening" to all sides of the conversation happening on their topic.

In one-shot sessions, one strategy that I use to increase student agency is to provide opportunities for students to present and share their knowledge or their experiences with a resource, as Accardi (2010) suggests. The lesson plan shown above outlines how I ask students to become teachers.

I introduce the session by letting them know they will be teaching their classmates, and I explicitly acknowledge to students that they bring with them lots of knowledge and experience that the whole class would benefit from. I let students know I want them to be honest with their responses and teaching because if they think that something is frustrating, others will likely experience that, too. This student teaching can look like student groups presenting how to use a database or other research tool with their feedback on what works well and what does not. I also ask students to share their tips and tricks as they present. This activity allows for students to bring their background knowledge to their group, sharing the information they may already know about the resource. If they are new to the resource, it allows them to learn from their peers within a group space. I also continually learn from students when they share what they found helpful.

Even though I want them to be honest about how clunky information sources can seem and to share with their group what works best to push through these barriers, sometimes students instead try to teach to me or to their instructor. This may be related to their understanding or beliefs about the power structures in the traditional classroom. They may be used to a classroom hierarchy where the teacher has the ultimate authority and they participate in activities because of this structure. Feminist pedagogy seeks to be critical of these traditional patriarchal power structures in the classroom by making the classroom democratic and collaborative. In grappling with how to help change this belief within a one-shot, I articulate that I am asking for their participation as teachers because they have insights that are worth sharing with the class and that I do not have all the knowledge. I also find it helpful to emphasize that they are sharing their own tips and tricks for their classmates and answering the question, “why should your classmates care about the resource,” or “how can this resource make your classmates’ lives easier as researchers?” Feminist pedagogy includes activities where all student voices can be heard and support collaborative problem solving. Providing the space and time for students to discuss their experiences and teach their classmates allows for a shared learning experience for all of us.

Valuing Personal Experience

At the beginning of a one-shot session, I may use an icebreaker activity to help introduce “the why” of the lesson. In one of the prompts for this activity I ask students “how do you feel about research?”

This was inspired by Graf's (2016) prompt that she provides students: "Doing research is like ____" (p. 12). I tell students this is an open-ended question and encourage them to be honest as they share. As students share their answers, we discuss why they may experience stress, frustration, and both negative and positive emotions towards research. This quick prompt allows for students to voice their own feelings from experience and for us to reach a commonality as researchers. I quickly discuss the research of Carol Kuhlthau (2016) and her years of research on the Information Search Process. Over decades of research Kuhlthau (2016) found that we as information seekers tend to have a common experience when given an information-seeking task. I briefly share with students that when they feel frustrated, it is not something they alone experience, rather, it is a common experience we share together. I also include myself in these examples, as I want them to see that I face the same struggles and successes that they do, even though they may see me as the expert in the room.

In-Class Example: The following prompts allow for students to share their own thoughts/feelings/experiences with their classmates. I may use a protocol called "back-to-back" that I learned about in my K-12 experience and/or think-pair-share, both of which "keeps the classroom interesting and lively by encouraging students to speak, work in groups, and move around the classroom" (Accardi, 2010, p. 52). For "back-to-back," students find a partner and stand back to back as they are able or comfortable. This activity works staying seated, so I also let them know they can find a partner and stay seated if that is more comfortable. Once they partner up, I then present the question on the screen and provide students time to think about their answer individually. Then, I tell them to face their partners and each take a turn sharing their answers to the questions. I may use the following questions:

- How do you feel about research?
- What does "research" mean to you?
- What is "academic research"?

Feminist pedagogy includes ethics of care, where we need to be aware of the affective side of learning (Accardi, 2010). My goal with this activity is to express that I care about students' thoughts and feelings. By discussing how we feel about research, we can better understand how we approach the process and disrupt the usual discussion, which

focuses only on how to think about, access, and use information during the research process.

With these prompts, I explain it is imperative for students to “share the air” and use active listening so that their classmates’ voices are heard. During protocols like back-to-back or think-pair-share, I quickly review what active listening is and ask students to actively listen to their classmates as they engage in conversation. I may model what these protocols look like or sound like, and/or model them with a student. I have observed in some of my classes that some individuals are often silent, and others may dominate the discussion. When I see this happening, I provide additional norms for group work in order to help everyone have a voice in the group. I tell students their experiences matter and deserve to be shared and that active listening is a tool to help with this. I may use the norm “share the air” in group work when I feel like some students are dominating the conversations or ask the student who has a lot of background knowledge to share with their group mates instead of retaining the knowledge. When I have a group present, I encourage each one of them to provide an insight, but only if they are comfortable. My goal in using activities like this is for students to share their own experiences, provide a space for students to speak and be heard, and validate our common emotions as researchers.

Self-Direction and Empowerment.

Linda Keesing-Styles discusses an approach to assessment wherein values and practices of assessment include “results [that] are used in a way to reflect on student learning and teaching” (as cited by Gardner & Halpern, 2016, p. 44). I have used self-assessment based on the learning outcomes that were presented to students as goals at the beginning of a session. Toward the end of the session we go over the goals, but I may re-state them as questions to check for learning or as a formative assessment. It is during this time we can clarify concepts or questions before students assess their own learning and progress toward meeting the goals of the session. For one-shots, this can be challenging because I make the assessments anonymous, and it is difficult to follow up. However, I can reach out to the instructor to provide additional clarification. These formative assessments shape my teaching, as any trends I see with the session inform the content or strategies I use in subsequent classes.

In-Class Example: The context for the following assessment is that copyright is an area often requested for the first-year composition course, as students are required to complete a multi-modal argument. Our Learning Technologies Librarian and I worked together to create a lesson centered on empowering students to become ethical users and creators of works. Instead of focusing on what students cannot do or use, we reframed the topic on what students as creators *can* do, use, and how they can participate in the creative community with their own work. The statements on the following self-assessment tool were the learning outcomes for the session, which were identified for students at the beginning of the lesson and which I referred to throughout.

- I am able to describe Copyright Law and plagiarism and how you can avoid breaking this law and plagiarizing.

Strongly Disagree			Neutral	Strongly Agree
1	2	3	4	5

- I am able to explain who decides how creative works can be used and how they communicate their decisions.

Strongly Disagree			Neutral	Strongly Agree
1	2	3	4	5

- I am able to identify resources with Creative Commons licenses.

Strongly Disagree			Neutral	Strongly Agree
1	2	3	4	5

- I am able to identify where to go to get multimedia help and tools for ENGL 1030 Assignment 5.

Strongly Disagree			Neutral	Strongly Agree
1	2	3	4	5

- This session will help me succeed on my ENGL 1030 assignments.

Strongly Disagree			Neutral	Strongly Agree
1	2	3	4	5

My goal in using self-assessment is to make assessment anti-hierarchical, in which students are empowered to measure their own learning, a shift from the traditional classroom where the teacher assesses students.

Accardi (2010) writes that feminist library instruction can look like the librarian collaboratively working with students towards goals and learning outcomes during library sessions. Below are some examples of strategies I have tried in an effort to accomplish this within the constraints of the one-shot.

In-Class Example: I have used Google Forms to send out a survey to students to better understand their needs before the one-shot session. Based on the results on the survey, I categorized students' expressed needs on a Google Document, and then created a note-taking editable document shared with all learners for use during and after the one-shot. The directions I gave to students were that when their question/concern was met as I was teaching, they could erase it from the document. The goal was to have students' voices be heard when it came to what their needs were, and to be able to ensure I met those needs within the one-shot session.

Here is what part of the shared Google Document looked like:

Library Resources Collective Notes

Collective notes directions: Your requests are listed below.

- Please feel free to take notes that would help the group within the Notes column on the right.
- When your expressed need has been met, please erase it.
- Please do not erase a classmate's expressed need, just your own.

<i>Category</i>	<i>Expressed Need</i>	<i>Notes</i>
Books, scholarly articles, and databases	<p>Get access to papers that cost money online-</p> <p>I would also like to know how to use the library system online as well so I can reserve books.</p> <p>I would like to know how to find and check out a book and how exactly you create and print a research poster.</p>	<p>Libraries website</p> <p>Catalog (uses controlled vocabulary)</p> <p>Databases (uses controlled vocabulary)</p> <ul style="list-style-type: none"> ● Select subject database(s) ● Use keywords and synonyms ● Use Boolean operators (AND, OR, NOT) ● Use Advanced Searching ● Use “Cite” button to create citation <p>Google Scholar (uses natural language)</p> <ul style="list-style-type: none"> ● Check: go to Google Scholar, go to Settings, and then Library Links to make sure all boxes are checked, press Save, this will ensure that Google Scholar and Library Resources talk to one another ● Use Advanced Search feature ● Press quotation marks (“) to cite

With the workshops I facilitate for the academic success entity on campus, I already have learning outcomes formed for advertising purposes. However, in those workshops I use two strategies to facilitate students creating the learning outcomes.

In-Class Example: At the beginning of the workshop, I may ask one of the following questions of participants:

- What do you specifically want to get out of this workshop?
- What do you want to walk away with?
- What are your own goals for attending the workshop?

I have sometimes written their responses on a dry-erase board as a learning outcome, other times I simply make a note of it myself. I revisit their responses toward the end of the session and review to see if we have met them. If their outcome has not been met, I can clarify any questions or provide additional information. The goal of providing these strategies is to create a meaningful learning opportunity in which the voices of students are heard, and the instruction is tailored to their learning goals. In this way, I seek to disrupt the traditional classroom power dynamic wherein the teacher creates all of the learning outcomes.

Creating Safer Learning Environments

Some strategies teachers may use to create a safer and more inclusive learning environment include creating a space with expectations and norms, getting to know their students, and providing expectations for feedback. With one-shot sessions, this is difficult for librarians to do, as this culture is created by both students and the instructor over a period of time through relationship-building. As librarians, we are often a guest in the classroom. However, we can still implement simple strategies into the learning process to help to make the learning environment more comfortable for students to share their experiences and ideas.

In-Class Example: Getting students to participate in class can be challenging, as they do not know me. I often use “warm calls” instead of “cold calls,” to provide an opportunity for students to share their thinking or to choose not to share. This is something I learned in my K-12 experience and it is a strategy that respects the space and preferences of the learner. Cold calls are where the teacher picks out a student to elicit participation. A warm call is when students are discussing an answer in small groups or pairs, and the teacher goes to a student and asks if they would be willing to share their answer/responses with the class. The student has the choice to say yes or no and to not be put on the spot in front of their classmates. When I use this strategy, I listen to students responding and provide some encouraging feedback, and then I ask if they might be willing to share their thoughts with the class. Feminist pedagogy is pedagogy that respects students’ agency and in which students are seen as dynamic individuals that bring valuable knowledge and experiences into the classroom. By providing students the opportunity to share or not share their ideas, I seek to respect their agency in the learning process.

In-Class Example: When I am a guest in the classroom, especially if I am introduced as a guest lecturer, I begin by introducing myself and explain why I am there. I then provide a quick overview of what the session is going to look like for all of us, or the agenda of the session. I also ask if there are any questions or concerns, and then I explain that they can feel free to interject and ask questions throughout the session. Expressing how the session will go and encouraging them to ask questions at any time allows for learners to know what to expect in the session and to be more prepared for what the following hour will look like. By providing this information to learners at the beginning of the session, I am trying to decentralize the power I bring into the classroom and help to create a community of learning. I clarify that I will not be lecturing and that by providing information of what to expect with our time together, my goal is to empower students with information and reduce any anxieties they might have.

Broader View of Pedagogy

As part of my journey, I started thinking bigger. With my lesson plans, I was reflecting on the intended curriculum, as well as the hidden curriculum in the classroom. However, teaching is also found throughout my daily interactions with learners outside of the traditional classroom. Jacobs (2008) argues that librarians should broaden their definition of pedagogy beyond teaching information literacy sessions. Amy Lee defines this broader view of pedagogy as:

tak[ing] place in multiple and sometimes simultaneous spheres of action in the “classroom” (whether that’s a public meeting, a committee, a place of worship, a workplace) and outside of it. That pedagogy is teaching, working with students, committee members, colleagues, citizens, and parishioners in specific contexts. And that pedagogy is also thinking about what, how, who, and why we are teaching in those specific sites. (as cited in Jacobs, 2008, p. 256)

For me, this broader view of pedagogy includes reference consultations, committee meetings, professional development work, professional activity, and other informal interactions with both colleagues and students. Feminist pedagogy helps me think more deeply about my role within my work, and how I can empower those I work with within these learning opportunities.

Reflective Questions to Ask:

1. What is the hidden curriculum in my information literacy classroom?
2. Outside of the traditional classroom, what, how, who, and why am I teaching?

Staying the Course

I often wonder if I am really making a difference and if any of my efforts empower students, given the minimal interaction I have with them. My one-shot sessions do serve for me to meet students and encourage them to contact me if they need help, but am I really making a difference for them or helping them to become agents of change? My traditional modes of assessment do not, and possibly cannot, measure this. Although I have

received positive feedback from instructors and colleagues, it does not tell me anything about the bigger picture.

I take comfort in Accardi's (2010) belief that consciousness-raising about sexism and other forms of oppression is important in moving forward with making changes in the world. Additionally, I believe that creating spaces and pathways for students to voice their knowledge and experience can enrich the classroom and shared learning experiences. I also appreciate Accardi's (2010) encouragement to continue to have hope. I know that I am disrupting how thinking about student learning and teaching is done at my library, a process that will take time and sustained effort. I do not have all the answers, nor are all the strategies I use my original ideas. However, part of achieving educational reform requires heroic changes in our libraries and institutions. It also requires us to keep trying and to be somewhat okay with not having answers. It is about questioning myself and my librarianship, because reflection is how I can start to be more critical of my own practices, in order to contribute to reshaping librarianship and education writ large.

Insight and Transformation

I am pushed and challenged by the journey to learn more about feminist pedagogy and critical pedagogy. As a practitioner, I am always in a state of revision and process, knowing I will never "arrive," and that reflection is part of our practice as educators. Not all my sessions go as I plan and/or I may only be able to include some strategies during a given class session. Being able to use feminist pedagogy as a lens to view my work helps me to stay student-centered and find motivation within the constraints of a one-shot session in an educational system often shaped by systematic oppression. It has also given me direction and inspiration to change what instruction looks like in our library. It has pushed me to be a better and more conscientious teacher, librarian, and educator, helping me to better serve students.

A New Call

In the heroine's journey, the last phase the heroine experiences is to receive a new call in their journey. In my own journey, this includes reflecting on, and being critical of, myself and my pedagogy. Reflection is crucial to understanding our new call and next steps as educators.

Reflection Questions to Ask:

1. Am I increasing student learning?
2. With my focus on pedagogy, am I making students the object of my pedagogy instead of agents (Lee, 2000)?
3. How can I help to empower students to be agents of change?

Within my own educator journey, the phases I have outlined in this chapter have not been linear or clear. Rather, it has been an iterative process of reflection, knowing that as educators, we continue to refine in order to better serve our students.

Conclusion

Feminist pedagogy helps me to reexamine my teaching and ways of practicing librarianship. Exploring feminist pedagogy challenges me to reflect on power dynamics in the classroom, on my own pedagogy, and on the ways in which I can foster student engagement with the topics of power and oppression. It pushes me to reflect on the curriculum, or what is taught, and the hidden curriculum, or what is not intended to be taught but is still conveyed to students. Yet, I continue to grapple with my purpose and intent. Feminist pedagogy gives me direction and purpose; and in a library world where librarians give both professionally and emotionally (Hicks, 2009), where emotional labor is tied to burnout (Douglas & Gadsby, 2017), and where instruction librarians' burnout is even higher (Affleck, 1996; Sheesley, 2001), we all need to find hope and strength for the journey ahead.

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