Design Justice and Information Literacy Instruction: Re-Centering Our Instructional Design

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WHAT WE'LL DISCUSS

The principles of Design Justice

Applying the principles to reflect on how we approach instructional design

A FEW THINGS OF NOTE

Designer = us / design = instructional lesson planning / community = students

This will not be a **holistic** view of how to apply the ten principles.

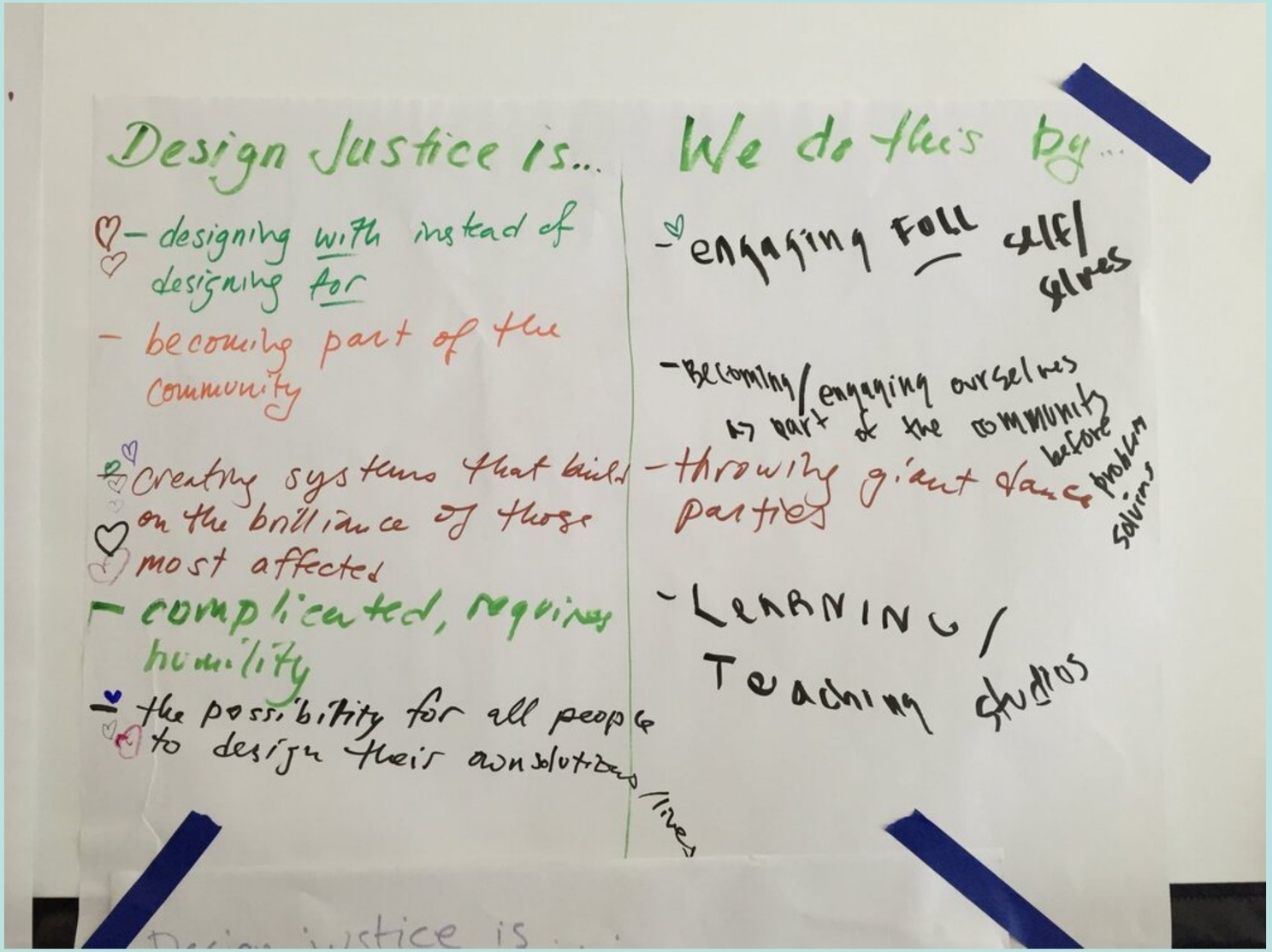
Framing around the one-shot

Principles act as a framework in-line with other pedagogical approaches: anti-racist pedagogy; inclusive teaching; participatory action design; feminist pedagogy; etc.

DESIGN JUSTICE NETWORK

EST. 2016

DESIGNJUSTICE.ORG

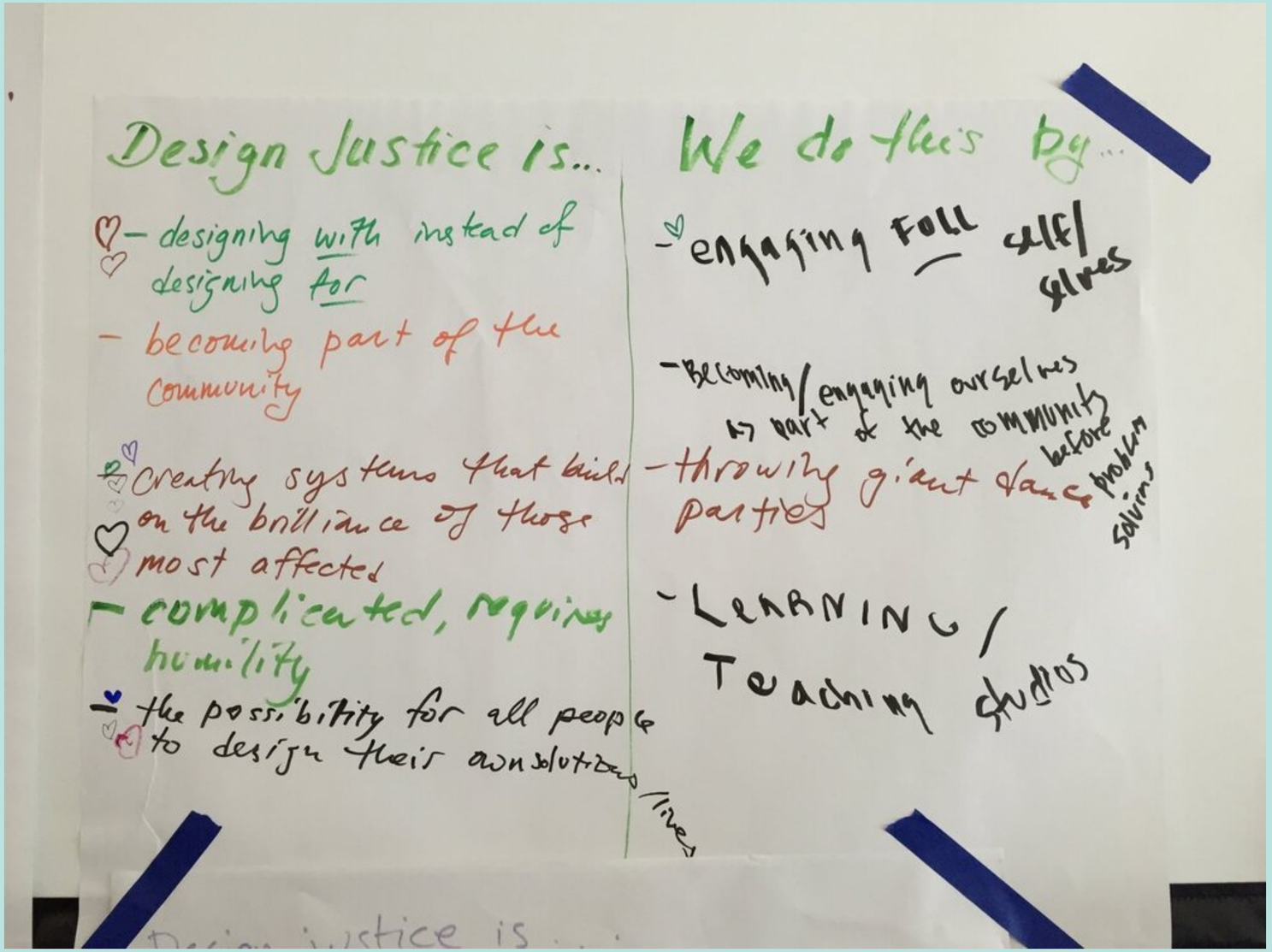


DESIGN JUSTICE IS...

"creating systems that build on the brilliance of those most affected"

"the collapse of power relationships in conventional design processes"

"designing <u>with</u> instead of <u>for</u>"



WE DO THIS BY...

"becoming/engaging ourselves as part of the community before problem solving"

"facilitating and enabling change rather than dictating or directing"

“Design justice is a method that centers structural and institutional analysis of power inequality and is interested in root causes”

SASHA COSTANZA-CHOCK, *DESIGN JUSTICE: COMMUNITY-LED PRACTICES TO BUILD THE WORLDS WE NEED*, 2020

Design Justice Network Principles

PRINCIPLE ONE

We use design to **sustain, heal, and empower** our communities, as well as to seek liberation from exploitative and oppressive systems.

PRINCIPLE TWO

We **center the voices of those who are directly impacted** by the outcomes of the design process.

PRINCIPLE THREE

We **prioritize design's impact on the community** over the intentions of the designer.

Design Justice Network Principles

PRINCIPLE FOUR

We view **change as emergent from an accountable, accessible, and collaborative process**, rather than as a point at the end of a process.

PRINCIPLE FIVE

We see the role of the **designer as a facilitator rather than an expert**.

PRINCIPLE SIX

We believe that **everyone is an expert based on their own lived experience**, and that we all have unique and brilliant contributions to bring to a design process.

Design Justice Network Principles

PRINCIPLE SEVEN

We **share design knowledge and tools** with our communities.

PRINCIPLE EIGHT

We work towards **sustainable, community-led and -controlled** outcomes.

PRINCIPLE NINE

We work towards **non-exploitative solutions** that reconnects us to the earth and each other.

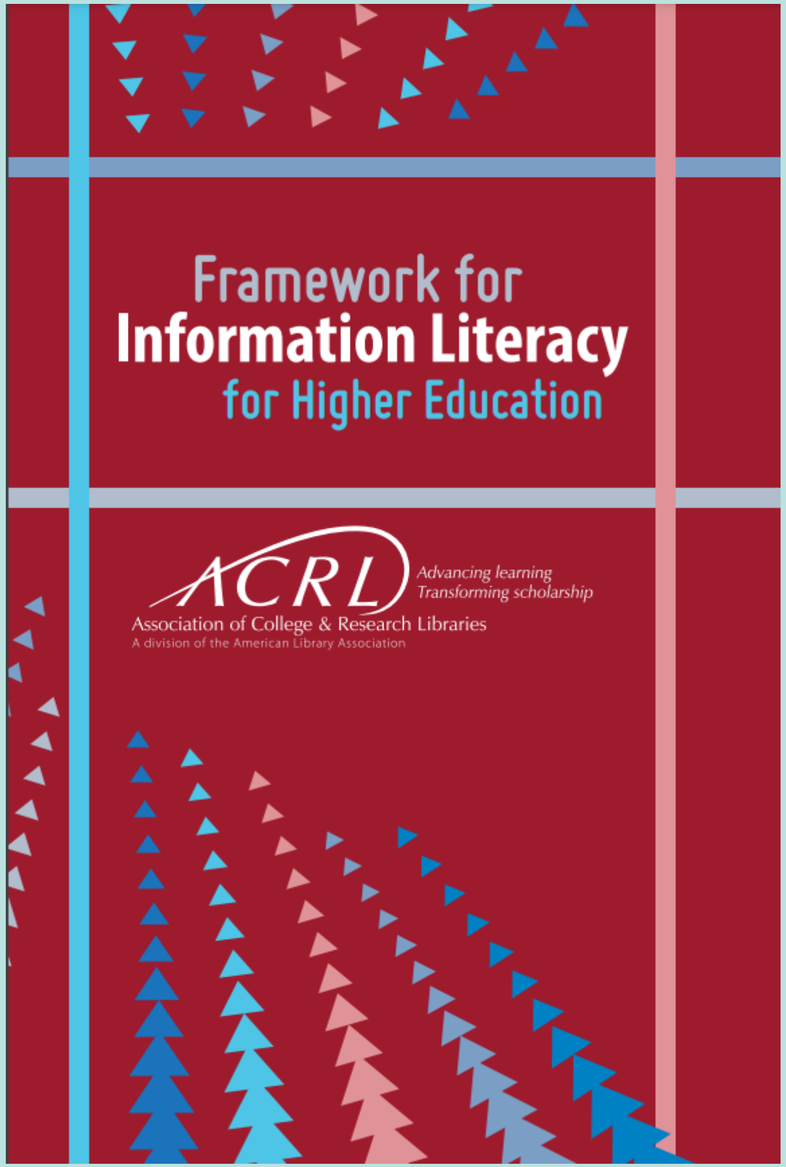
PRINCIPLE TEN

Before seeking new design solutions, **we look for what is already working** at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.

PRINCIPLE TWO

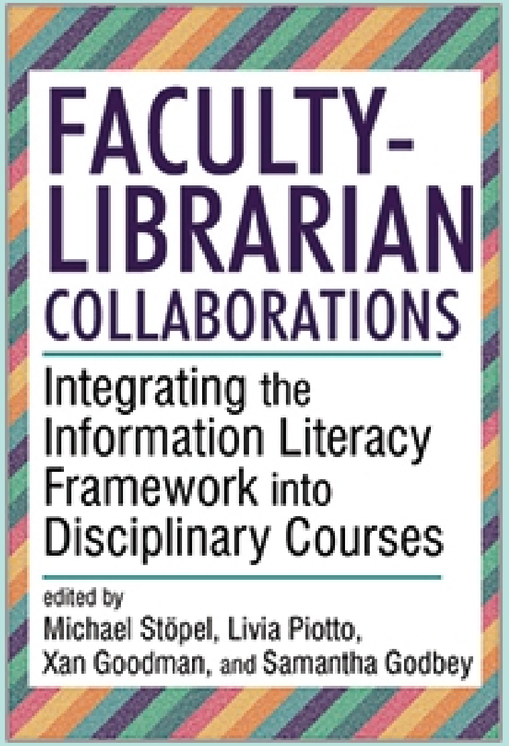
We **center the voices of those who are directly impacted** by the outcomes of the design process.

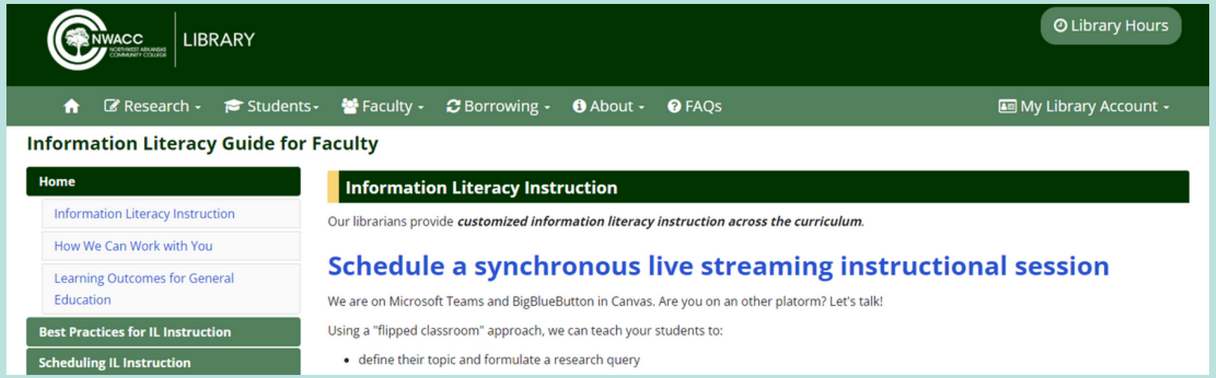
Who are we centering in our information literacy instructional design?

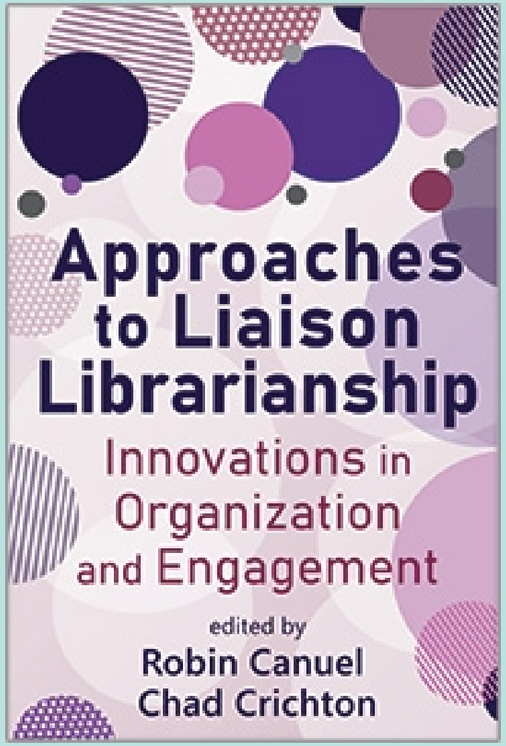


ACRL'S FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

FACULTY







Faculty Perceptions of Plagiarism: Insight for Librarians' Information Literacy Programs

Russell Michalak, Monica Rysavy, Kevin Hunt, Bernice Smith, and Joel Worden

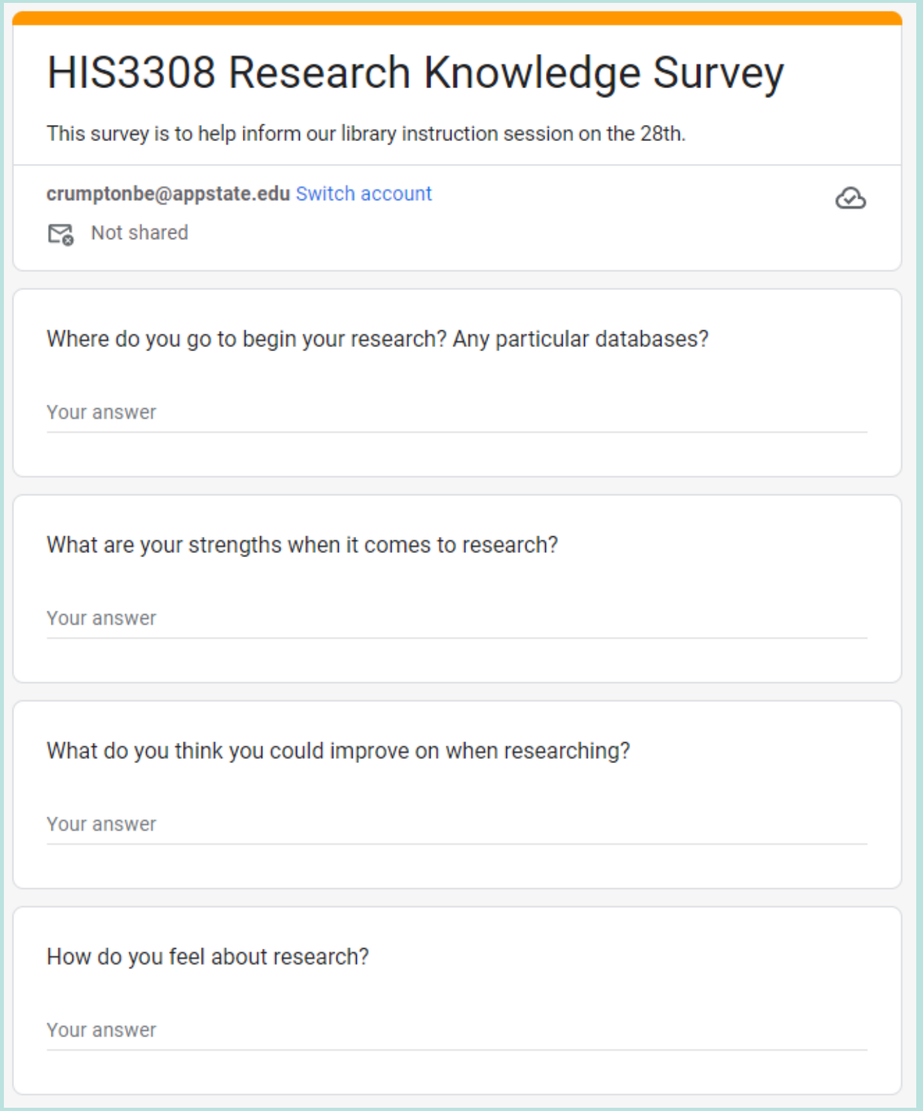
What Role Do You Play? Faculty Perceptions of Librarian-led Information Literacy Instruction

Moddie V. Breland, *Mercy College*

A KEY TENET OF DESIGN JUSTICE IS

“intentionally centering the voices and experiences of the people for whom you’re designing”

AMY COLLIER 2020



HIS3308 Research Knowledge Survey

This survey is to help inform our library instruction session on the 28th.

crumptonbe@appstate.edu Switch account

Not shared

Where do you go to begin your research? Any particular databases?

Your answer

What are your strengths when it comes to research?

Your answer

What do you think you could improve on when researching?

Your answer

How do you feel about research?

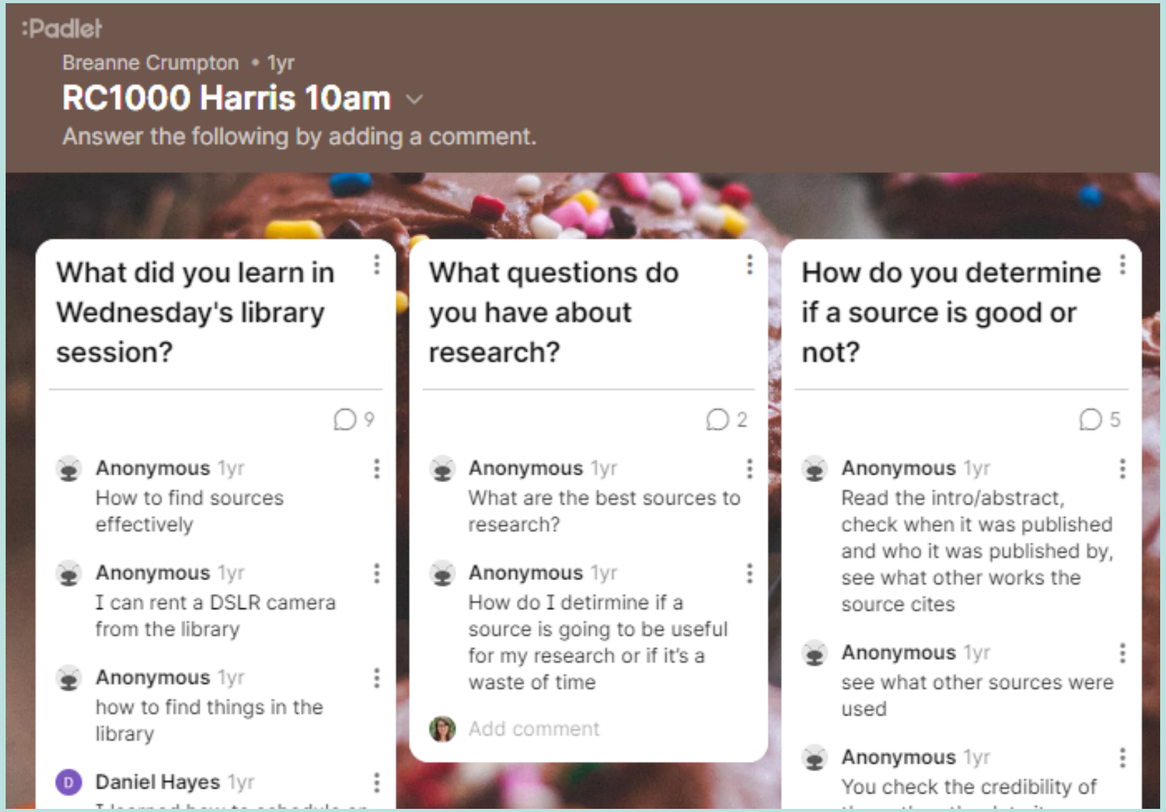
Your answer

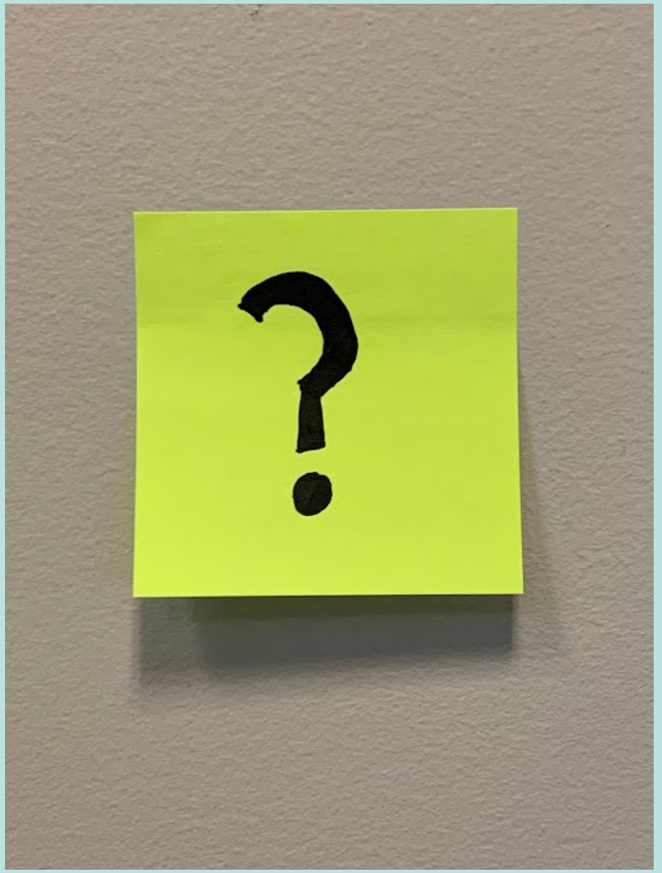
Personal Research Reflection

Reflection is an important and iterative part of the research process. A good researcher is constantly reflecting on their information needs, their search keywords, where they are searching for sources, what sources and information they are finding, and any gaps that might be present. In a 1-2 page double-spaced paper, reflect on your own personal research process including:

- How you usually start researching for an assignment?
- Where do you search for sources and why?
- How do you determine a source is reliable and relevant?
- What do you think you do well when it comes to research?
- What are areas where you think you could improve?

This reflection can be based on how you've approached a previous research assignment or, if you have not yet engaged in college research, you can consider how you would approach a research assignment or how you have approached research in other aspects of your life (i.e. researching what college to attend). This reflection will be graded on a completion basis and will be used to inform upcoming library session around research.


:Padlet
Breanne Crumpton • 1yr
RC1000 Harris 10am
Answer the following by adding a comment.
What did you learn in Wednesday's library session?
9
Anonymous 1yr
How to find sources effectively
Anonymous 1yr
I can rent a DSLR camera from the library
Anonymous 1yr
how to find things in the library
Daniel Hayes 1yr
What questions do you have about research?
2
Anonymous 1yr
What are the best sources to research?
Anonymous 1yr
How do I detirmine if a source is going to be useful for my research or if it's a waste of time
Add comment
How do you determine if a source is good or not?
5
Anonymous 1yr
Read the intro/abstract, check when it was published and who it was published by, see what other works the source cites
Anonymous 1yr
see what other sources were used
Anonymous 1yr
You check the credibility of



PRINCIPLE THREE

We **prioritize design's impact on the community** over the intentions of the designer.

EXAMPLE LESSON PLAN

FACULTY ASK:

Teach students to search databases effectively

STUDENT LEARNING OBJECTIVE:

Students will "match information needs and search strategies with appropriate search tools" (SSE)

BASIC LESSON PLAN:

Hands-on activity developing keywords; Provide brief introduction to the discovery system and other databases; Have them practice searching

What might the impact be?

EXAMPLE LESSON PLAN (PT. 2)

FACULTY ASK:

Teach students to search databases effectively

INSTRUCTIONAL DESIGN IMPACT:

The instruction will validate and uplift students' approach to research and aid them in forming community among each other.

BASIC LESSON PLAN:

In small groups, students will develop a strategy for approaching research. Groups will then test each other's strategy and discuss the what they found in trying out multiple approaches.

How can I measure the impact?

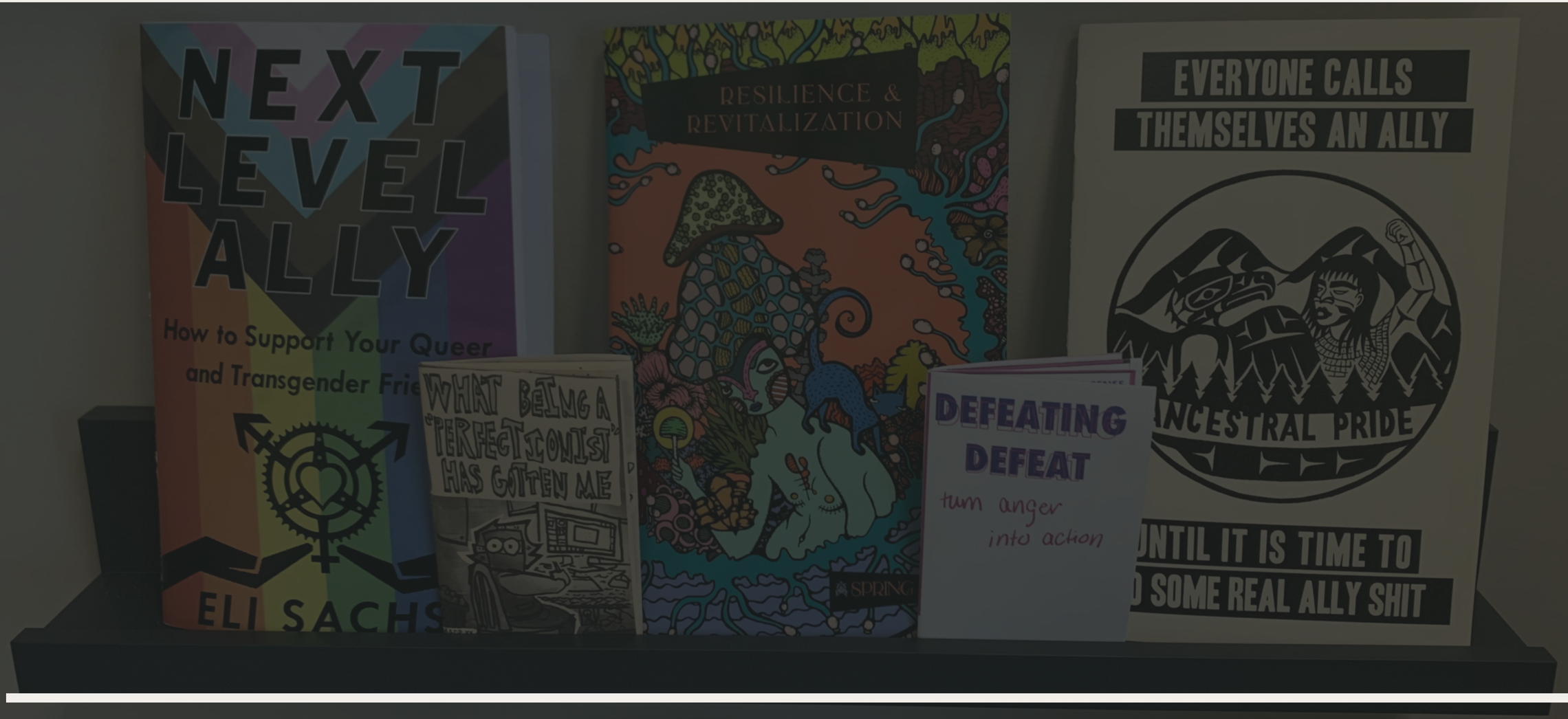
Please rate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The objectives of the Library session were provided by the librarian.	○	○	○	○	○
The subject matter was presented in a clear, understandable, and organized manner.	○	○	○		
The librarian encouraged student participation (If applicable)	○	○	○		
After receiving Library Instruction, I am more likely to use the library for my research.	○	○	○		
After receiving Library Instruction I feel more comfortable accessing and searching the library's resources.	○	○	○		

What was the most useful thing you learned?

Please include any additional comments or feedback.

What does it take to be a good researcher?



Questions so far?

PRINCIPLE FIVE

We see the role of the **designer as a facilitator rather than an expert**.

“framing oneself as a facilitator and a **fellow learner** rather than an expert, breaks the traditional, hierarchical structures”

ELIZABETH GRUMBACH AND SPENCER D. C. KERALIS, 2023, P. 152

“rather than asking "what do you hope to learn today?" ask "what do you bring to the table?"... Framing questions as assets rather than deficits can reduce hierarchy”

ELIZABETH GRUMBACH AND SPENCER D. C. KERALIS, 2023, P. 152

PRINCIPLE SIX

We believe that **everyone is an expert based on their own lived experience**, and that we all have unique and brilliant contributions to bring to a design process.

“the deficit model of education focuses on learners' weaknesses, including the knowledge, motivation, or cultural values that they presumably lack”

EAMON TEWELL, 2020, P. 138

PRINCIPLE SEVEN

We **share design knowledge and tools** with our communities.

Research Log - 2PM

File Edit View Insert Format Data Tools Extensions Help

Share

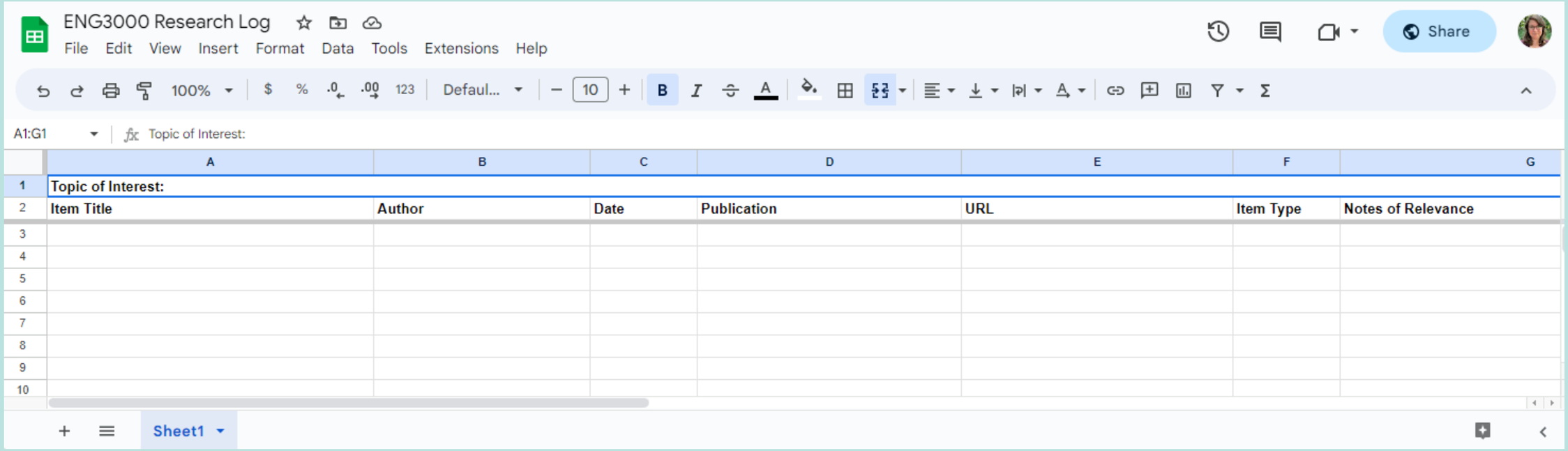
A1:E1 | Answer the following questions:

	A	B	C	D	E	F	
1	**Answer the following questions:**						
2	**Your name?**	**Your Topic?**	**Initial Source for your Topic (title, copy/paste link)**	**What type of source is it? (i.e. book, article, website)**	**Why did you choose this source?**	**Who is the Author?**	**Inve info then**
3	Nita Montague	how has society's treatment of gay people changed over the last 100 years?	https://www.pbs.org/wgbh/americanexperience/features/stonewall-milestones-american-gay-rights-movement/	website	I chose it because it seemed reliable and relavant since it is published by PBS	PBS	There timeli the a a reli
4	Will Kafer	Feminism, how the roles of women have changed over time	https://www.britannica.com/topic/feminism	website	Britannica is a great source that i've used before	elinor burkett	she's
5	Morgan Jones	How has menatl health changed since the 1920's?	https://publichealth.jhu.edu/departments/mental-health/about/origins-of-mental-health	Article	It has information related to my topic and comes from a reliable website.	Dr. Wallace Mandell	He pu psych is a c of org
6	Anna Capannola	How seasonal depression affects college students	https://my.clevelandclinic.org/health/diseases/9293-seasonal-depression	Article/website	It has important and citable information from a good website	Cleveland Clinic Professional	I can
7	Delaney Tipton	The diffference between 1961 cheerleading and the current time period.	Being a Cheerleader - History of Cheerleading - Varsity	wbsite	It has a lot of different information based on my topic	Varsity Spirit	Coul
8							
9	Rachel Durham	What were the gender roles like during the 1920s?	www.researchgate.net/profile/Brittany-Twitty-Power/pub	Article	It seems like a reliable article, with good information relating to my topic.	Alyssa Sherrill	She s Colle
10	Olivia Wooten	How has college enrollment changed over the last 100 years	https://educationdata.org/college-enrollment-statistics	website	i chose it because it seemed like a decent soucre and has valuable information about my topic	melanie hanson	she is
			https://education.stateuniversity.com/pages/1846/Coll				

1						
2	**Investigate the Author: What information can you find about them?**	**Is there anything of interest about them as it relates to the item you are examining?**	**Context: When was the item created? In what context was it created?**	**Investigate the Publisher: What information can you find about them?**	**What does the context tell you about the item?**	**After looking at the source more, do you still think it if useful to your topic?**
3	There is no author because it is one of the timelines that they frequently add to so the author is just PBS as a whole. PBS is a reliable news source	No	I have no idea because since it is a continously editted timeline. This is an issue that I do not know how to fix	PBS is a reliable news source that is meant to educate people of all ages.	Knowing that my source is reliable tells me that my article is trustworthy and has good information.	It is probably useful but I wish it told me the author.
4	she's an award winning journalist	They also produce movies and various documentaries about my topic	august 27th 2021. to talk about the various waves and history of feminism	Britanica is a well established publication that is often used for research purposes.	it's a relevant and updated piece of text	yes it's a great source
5	He publishes articles regarding psychology on John Hopkins website and is a chairman and consultant of a couple of organizations	He has a couple of degrees that relate to my topic	Written in 1995 regarding mental health back the.	John Hopkins University is a well known private university in Baltimore, Maryland.	This is not as relevant as I am looking for but it does have some history I need and is a reliable source	yes this is a good source
6	I can find no author specifically	No	Last edit was made on 12/07/2020.	N/A	It is updated within the last year so it has modern information	Yes!
7	Could not find spicific author	no	10/20/2014	none	It is not an updated source	I feel like it could have some useful information but I could find an artical with something more up to date
8						
9	She studies at Spartanburg Methodist College in U.S. History	She studies U.S. History	It doesn't say when it was created.	N/A	N/A	Yes
10	she is a educator and reseach analyst	no	August 7, 2021	n/a	not really any information	maybe but im not sure if i love that its so recent and might not actually be that crediable

PRINCIPLE EIGHT

We work towards **sustainable, community-led and -controlled** outcomes.



	A	B	C	D	E	F	G
1	Topic of Interest:						
2	Item Title	Author	Date	Publication	URL	Item Type	Notes of Relevance
3							
4							
5							
6							
7							
8							
9							
10							

Remaining Principles

PRINCIPLE FOUR

We view **change as emergent from an accountable, accessible, and collaborative process**, rather than as a point at the end of a process.

PRINCIPLE NINE

We work towards **non-exploitative solutions** that reconnects us to the earth and each other.

PRINCIPLE TEN

Before seeking new design solutions, **we look for what is already working** at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.

PRINCIPLE ONE

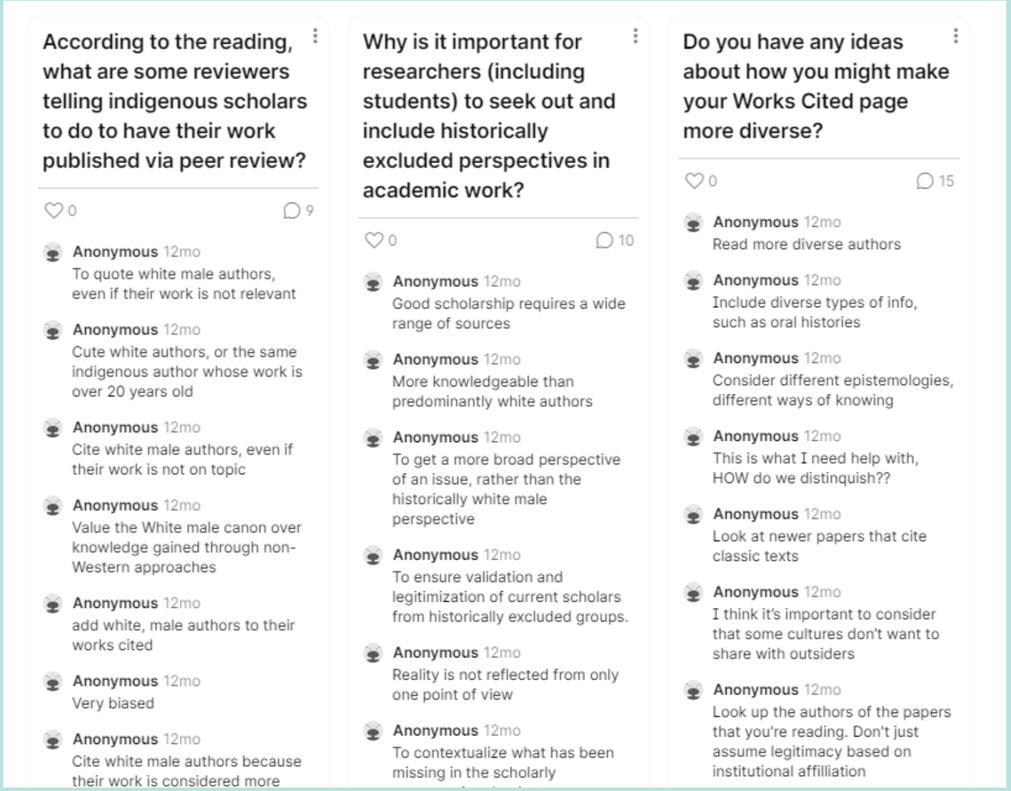
We use design to **sustain, heal, and empower** our communities, as well as to seek liberation from exploitative and oppressive systems.

Read this definition of indigenous knowledge by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) from Joseph, B. (n.d.). *What does indigenous knowledge mean? A compilation of attributes.* Retrieved February 26, 2020, from https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean

"Local and indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life."

Read the excerpt from "The Politics Of Citation: Is The Peer Review Process Biased Against Indigenous Academics?":

"But for Indigenous academics whose work focuses on Indigenous issues, the peer review process can be difficult to go through. Peer reviewing is when an anonymous jury of academics working in the same field review an article submitted for publication, and decide whether or not it's a fit for the publication. The reviewers, who often don't know the identity of the author, will provide feedback on the article — ranging from praise to criticism. "I actually know many scholars who decided to end their careers in academia because of the discrimination they faced in the peer review system," said Kyle Powys Whyte, professor of philosophy at Michigan State University. He is from the Citizen Potawatomi Nation. Even if the research in question is written from an Indigenous perspective, Powys Whyte said Indigenous academics are often asked to cite the work of white male scholars, even if it is unrelated to the topic. This is something Sarah Hunt, a professor at UBC's First Nation and Indigenous Studies program, said she's seen first hand. She is from the Kwakwaka'wakw nation. "I recently received three peer reviews on an article for a journal based in Europe — two were positive, and one just felt like I was being lectured and talked down to," said Hunt. "[The review stated] I should be referencing all these white male scholars … in order to legitimize my work." The reviewer also insinuated that Hunt's work does not add anything new to the canon, because previous non-Indigenous scholars have written similar ideas. "It can be quite demoralizing, especially when you're writing about issues in your own community that you really care about."



According to the reading, what are some reviewers telling indigenous scholars to do to have their work published via peer review?

0 9

Anonymous 12mo
To quote white male authors, even if their work is not relevant

Anonymous 12mo
Cute white authors, or the same indigenous author whose work is over 20 years old

Anonymous 12mo
Cite white male authors, even if their work is not on topic

Anonymous 12mo
Value the White male canon over knowledge gained through non-Western approaches

Anonymous 12mo
add white, male authors to their works cited

Anonymous 12mo
Very biased

Anonymous 12mo
Cite white male authors because their work is considered more

Why is it important for researchers (including students) to seek out and include historically excluded perspectives in academic work?

0 10

Anonymous 12mo
Good scholarship requires a wide range of sources

Anonymous 12mo
More knowledgeable than predominantly white authors

Anonymous 12mo
To get a more broad perspective of an issue, rather than the historically white male perspective

Anonymous 12mo
To ensure validation and legitimization of current scholars from historically excluded groups.

Anonymous 12mo
Reality is not reflected from only one point of view

Anonymous 12mo
To contextualize what has been missing in the scholarly

Do you have any ideas about how you might make your Works Cited page more diverse?

0 15

Anonymous 12mo
Read more diverse authors

Anonymous 12mo
Include diverse types of info, such as oral histories

Anonymous 12mo
Consider different epistemologies, different ways of knowing

Anonymous 12mo
This is what I need help with, HOW do we distinquish??

Anonymous 12mo
Look at newer papers that cite classic texts

Anonymous 12mo
I think it's important to consider that some cultures don't want to share with outsiders

Anonymous 12mo
Look up the authors of the papers that you're reading. Don't just assume legitimacy based on institutional affilliation

“Design can be seen as a permanent **striving toward**, an ongoing process of ideation, iteration, and revision toward the ideal”

SASHA COSTANZA-CHOCK, *DESIGN JUSTICE: COMMUNITY-LED PRACTICES TO BUILD THE WORLDS WE NEED*, 2020, P. 202

https://tinyurl.com/designjusticeIL

Questions?

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