




Social Justice, Information Privilege and You: Developing a Collaborative First Year Seminar to Increase Student Success

California Conference on Library Instruction 2019



Speakers

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Learning Outcomes

In this session, participants will learn to:

- Respond to campus-wide initiatives
- Collaborate with campus departments
- Create student-centered lesson plans that examine the overlap of social justice and information privilege while employing a lens of critical information literacy.

Agenda

- Provide snapshot of extensive background on the First Year Experience (FYE) at SF State
- Detail the development of a library FYE seminar
- Highlight assignments from the course proposal
- T/P/S

Student Success at San Francisco State

- 25% of SF State's first-time FYS were not returning
- Campus Student Success and Graduation Initiative 2025 - increase graduation rates and number of students graduating
- 2016-17 Foundations of Excellence (FoE) - year-long self-study of the first year college at SF State

Foundations of Excellence Recommendation Areas:

- Academic & Social Engagement
- Advising and Mentoring
- Sense of Belonging
- Organizational Structures
- Bureaucracy

Institutionalizing FYE

- FoE recommendation: Institutionalize FYE with an infrastructure, a philosophy, and a required course: the First Year Seminar

Higher rates of retention and graduation nationwide among college students who complete a FYS (91% of institutions offer a FYS and 52% of institutions require it) (Young, 2014)

Responding to Change

- Foundations of Excellence plus Executive Order 1100
- Baccalaureate Requirements Committee - GE sequences
- First Year Experience Committee - Steering
- First Year Seminar Task Force - Course characteristics/learning outcomes
- First Year Seminar Faculty Learning Community - Area E Dream Seminar

FYE Philosophy

- Value rich personal identities and lived experiences, in addition to intellectual, academic, and community identities
- Navigate institutional structures and processes for self advocacy skills
- Identify with SF State's mission, values and unique history
- Appreciate diverse ways of being, belonging, learning and living

Area E: Lifelong Learning & Development

- Area E and Social Justice

“Opportunities to discuss social justice, equity, and inclusion valued at SF State as it relates to their own histories, experiences, and goals”

- Information Literacy through a social justice lens

“Learn and use search strategy skills to locate a wide variety of **relevant** print and digital sources; critically evaluate sources; use and cite information ethically”

Information Privilege

“The concept of ***information privilege*** situates information literacy in a sociocultural context of justice and access.

Information as the media and messages that underlie individual and collective awareness and knowledge building;

Privilege as the advantages, opportunities, rights, and affordances granted by status and positionality via class, race, gender, culture, sexuality, occupation, institutional affiliation, and political perspective” (Booth, 2014).

Information Privilege

“The affordance or opportunity to access information that others cannot is information privilege” (Hare & Evanson, 2018).

The Breakdown:

- Faculty and peer interviews paper
- Annotated bibliography
- Blog post - #textbookbroke and #icanhazpdf
- Cost of library materials
- Googling Google
- Zines
- Digital portfolio

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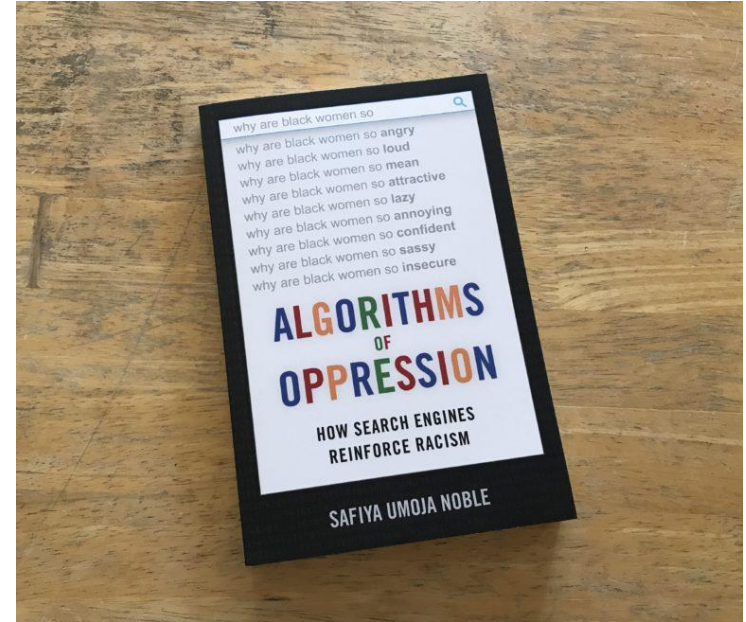
Faculty and Peer Interviews paper

- Buck and Valentino paper
- Students work in pairs to conduct interviews with students and faculty on campus about how information privilege affects their lives



Googling Google

- Jacob Berg
- Students will conduct a content analysis of search results and then write a critical essay in which they describe what the results suggest about the topic.



Zines

Cynthia Mari Orozco & Erika Montenegro



Think-Pair-Share

Think about a time when you were the only librarian in the room. Think about a time when you were the only librarian on a university committee.

How do you explain information literacy to people who don't have our expertise in this area?

Resources

Buck, S. & Valentino, M.L. (2018) OER and Social Justice: A Colloquium at Oregon State University. *Journal of Librarianship and Scholarly Communication*, 6(2), p.eP2231. DOI: <http://doi.org/10.7710/2162-3309.2231>

Booth, C. (2014). on information privilege, <https://infomational.com/2014/12/01/on-information-privilege/>

First-Year Experience at San Francisco State: <https://ueap.sfsu.edu/fye/about>

Foundations of Excellence First-Year self-study: <http://academic.sfsu.edu/content/foundations-excellence-0>

Graduation Initiative 2025: <http://academic.sfsu.edu/ip/grad-initiative>

Resources

Hare, S. & Evanson, C. (2018). Information privilege outreach for undergraduate students. *College & Research Libraries*, 79(6), 726-736, <https://doi.org/10.5860/crl.79.6.726>

Young, D. G., & Hopp, J. M. (2014). *2012-2013 National Survey of First-Year Seminars: Exploring High-Impact Practices in the First College Year*. Research Reports on College Transitions No. 4.

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Book Review, *Algorithms of Oppression*, by Heidi Uphoff (2018):
<https://endtoendpaper.com/index.php/2018/11/06/book-review-algorithms-of-oppression>