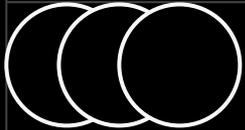*Working Title*

Framework as Disruptor:

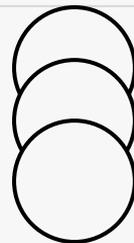## Teaching Students to Fit In But Also Fuck Shit Up

Erika Montenegro & Cynthia Mari Orozco
East Los Angeles College
California Conference on Library Instruction
13 May 2022

#CCLI2022 @ELAClibrary @Cynthinee
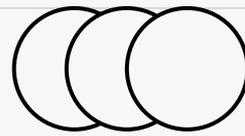
Librarian Disruptors

ERIKA MONTENEGRO

Instruction + Outreach Librarian
16 years community colleges
(English instructor/ librarian)
Skeptical of the blind fetishization of
scholarly journals in undergrad courses

CYNTHIA MARI OROZCO

Current: OER + Equity Librarian
6 years community colleges
Formerly at 4-yr universities
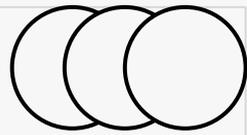Terrible undergrad library user

Shadow Session Outcomes

Today's learning outcomes:

1. Participants analyze the information expectations of transfer students needed prior to transfer and re envision instructional strategies to enhance transfer readiness.

2. Participants apply re envisioned instructional strategies to their institutional context.

Session Goals

1. Share how we challenge and even disrupt hegemonic practices in our librarianship and pedagogy...
   a. by speculating what scholarly communication can look like in CC libraries with existing and imagined information literacy practices.
   b. by using the ACRL Framework to interrogate and challenge traditional ideas of authority in scholarship.

WHAT WE'RE COVERING

01 INTRODUCTION

Operationalizing Fucking Shit Up; Community College & ELAC context; ACRL Standards -> Framework

02 CASE STUDY #1

Cynthia: Open access module; plus, other scaffolded scholcomm-y things

03 CASE STUDY #2

Erika: The *Critically Evaluating Authority in Your Community* Assignment

04 INTERACTIVE…

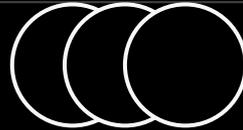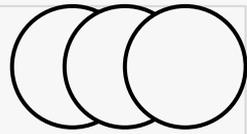Let's talk about our communities/cultures and deconstruct authority!

01

INTRODUCTION

What do you mean by "Fuck Sh*t up?" &
community colleges & how that relates to
the Framework?

Why F*ck?

- To f*ck shit up: to create disorder (best in public). -Urban Dictionary
- Disruption: a change in the way an established system operates, especially in a new and innovative way.-Collinsdictionary.com (new word submission)

COMMUNITY COLLEGES AT THE MARGINS

A brief look into the conditions of working in a community college!

A snapshot:
- Community colleges (CCs) created to expand access to higher education
- a.k.a. junior colleges, technical colleges (but usually CC in California)
- Doors open to anyone! No rejection here
- Inclusivity of CCs contribute to stigma of CC education
- Mission: transfer, career & technical education (CTE), basic skills
- CCC faculty are not required to publish (& maybe actively discouraged against it!)
- Faculty scholarly publishing literacy can be limited
- Transfer readiness & information literacy
- Complicated state legislation

Participants! Feel free to share other ways in which you experience this!

INSTITUTIONAL CONTEXT: ELAC!

A brief look into our campus context at East Los Angeles College!

A snapshot:

- About 35,000 students, of which ~23,000 for credit
- Demographics:
  - **Gender:** Female (60.9%), Male (38.2%), Non-Binary (0.3%)
  - **Ethnicity:** Hispanic/Latino (77%), Asian (11.3%), Black/African American (3.1%), White (5.8%), Native American (0.2%), Two or More Races (1%), Hawaiian/Pacific Islander (0.1%)
  - **Age:** 20-24 (33%), 18-19 (17.9%), 25-29 (16.7%), 30-39 (15%), under 18 (8.9%), over 40 (8.5%)
  - **Unit Load:** 6 to 11 (31.3%), under 6 (53.7%), over 12 (15%)
  - **Residency**: California Resident (97.5%), International (1.3%), Out of State (1.2%)
  - **Educational Goal**: Transfer (51.7%), Associates Degree (6.3%)...
- About 75% first-generation college students

Participants! Feel free to share other ways in which you experience this!

What Moving from Standards to Framework Means for Us...

OLD: STANDARDS	NEW: FRAMEWORK
Basic: Historically have developed "learning outcomes, tools, and resources" to "infuse [#infolit] concepts and skills into...curricula"*	**Complex:** The Framework "grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas"*
Status Quo, Following Rules	**Aspirational, Following Rules + Fucking Shit Up**
Universality: everything is the same everywhere, no variety in thought	**Pluriversality:** Diversity of thought & knowledges
Western-centric	**Global Perspectives**
Survive community college	**Flourish upon graduation/transfer**

*ACRL Framework for Information Literacy for Higher Education

#CCLI2022 @ELAClibrary @Cynthinee

Standard 5

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicator	Select Outcomes
The information literate student **understands** many of the ethical, legal, & socioeconomic issues surrounding information & information technology.	• **Identifies** & **discusses** issues related to free vs. fee-based access to information • **Demonstrates** an understanding of intellectual property, copyright, & fair use of copyrighted material
The information literate student **follows** laws, regulations, institutional policies, & etiquette related to the access & use of information resources.	• **Participates** in electronic discussions following accepted practices (e.g., "netiquette") • Legally **obtains**, **stores**, and **disseminates** text, data, images, or sounds
The information literate student **acknowledges** the use of information sources in communicating the product or performance.	• **Selects** an appropriate documentation style & **uses** it consistently to cite sources • **Posts** permission granted notices, as needed, for copyrighted material.

Authority Is Constructed & Contextual

Information resources reflect their creators' expertise & credibility, & are evaluated based on the info need & the context in which the info will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the info need may help to determine the level of authority required.

Select Knowledge Practices

- **Acknowledge** they are developing their own authoritative voices in a particular area and **recognize** the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice

- **Understand** the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Select Dispositions

- **Motivate** themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- **Develop** awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- **Question** traditional notions of granting authority and recognize the value of diverse ideas and worldviews;

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal & socioeconomic interests influence information production and dissemination.

Select Knowledge Practices

- **Give** credit to the original ideas of others through proper attribution & citation
- **Understand** that intellectual property is a legal & social construct that varies by culture
- **Recognize** issues of access or lack of access to information sources
- **Decide** where & how their information is published

Select Dispositions

- **Respect** the original ideas of others
- **Value** the skills, time, and effort needed to produce knowledge
- **See** themselves as contributors to the information marketplace rather than only consumers of it
- **Are inclined** to examine their own information privilege

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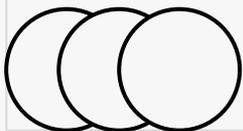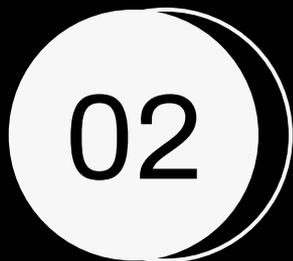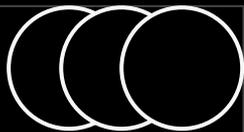
02 CASE STUDY #1

Teaching Library Science 101: Open access module; plus, other scaffolded scholcomm-y things
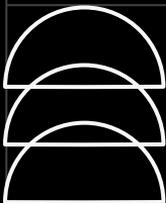
CC + Scholcomm in Library Science 101

MAJOR THEMES

Academic Publishing

Traditional models
Open models
Preprints, postprints

Student Agency

Copyright
Authors' rights
Intellectual property

Course Module on Openness

Open Access
Open Educational Resources (OER)
Open Licenses

#CCLI2022 @ELAClibrary @Cynthinee

Approaches to Teaching Library Science 101

But also work for one-shots and workshops, too!

STATUS QUO	FUCKING SHIT UP
Using OneSearch/discovery service to find physical books AND eBooks.	Physical books and eBooks are literally the same thing.
Scholarly, peer-reviewed journal articles: always good, "gold standard"	Information evaluation criteria applied to all information types, not just websites. Conversations about positionality. What is a "good" journal? Is impact factor valid or bullshit?
MLA citations are super important.	Focus on attribution > citation. Inclusion of important citation elements. Really like Kelly McElroy's invent your own citation assignment!
Inclusion of specific information sources (e.g. book, scholarly article, website) in final bib	Have to include 2 additional sources of their choice but have to back it up in their annotation (or the "What's the Missing Piece" element of the final bibliography h/t Jessica Harris, Santa Rosa JC)

What are some strategies you use in your lib instruction?   #CCLI2022 @ELAClibrary @Cynthinee
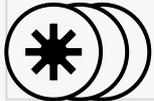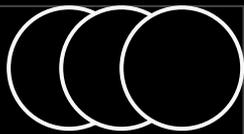
Open Access Module

OA

Open Access

- Open Access Canvas page/lecture
- *Paywall: The Business of Scholarship*
- OA publications

OER

Open Education/OER

- Compare a proprietary vs. open textbook
- Open + academic Labor
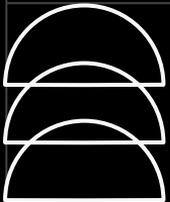- How to search for OER/ZTC courses (required by CCC & CSU)
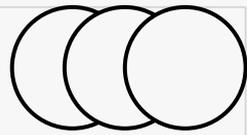
03

CASE STUDY #2
The Critically Evaluating Authority in Your Community Assignment

Using the Framework to disrupt/deconstruct traditional ideas of authority in scholarship
- At the very least, (F*ck a little sh*t up while still understanding and engaging with the culture of scholarship).

Context: The Framework as "Luxury"

- The *Framework* is a **"burden"** at best, in which librarians struggle to find measurable IL skills relevant to community college students amidst a framework meant for abstract ideas and concepts.
- It forces already "**resource-strapped libraries**" to prove their worth with a framework in which they're already vulnerable.
- Besides being a forced, time consuming structure thrust upon the practical needs of students and librarians, community college librarians often find the Framework **elitist**, not relevant to the "one-shot" orientation culture we often find ourselves in, and simply a "**luxury**" we don't have time for.

Craven, Heather. "ACRL and Community College Libraries: We've Been Framed!" *Community & Junior College Libraries* 22, no. 1–2 (April 2, 2016): 3–5. https://doi.org/10.1080/02763915.2016.1259933.
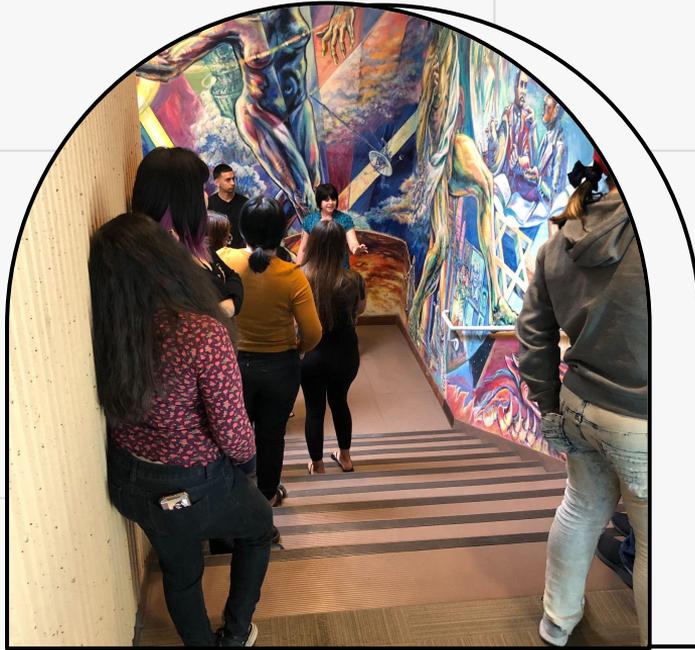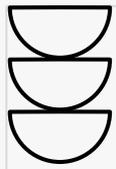
Bending the Frame

- Subvert the broad concepts in the *Framework* so that community college (or non-traditional) students can enter, question, challenge, and even destabilize the culture of scholarly discourse.

- Creatively make use of the *Framework* through the lens of community college students and librarianship and the arguably "elite" and "luxurious" concepts can subversively be an entre into conversations that demystify and even dismantle academic norms.

4

Critically Evaluating Authority...

in Your Community
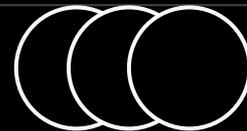
The Genesis of the Assignment...

Sociology Cultural Object Assignment

Students choose a physical artifact that represents a **culture or subculture** they belong to, research both the artifacts and their cultures, and integrate a number of scholarly sources into their paper.

"The Cultural Artifact Collaboration: An Info Lit Love Story between a Sociologist and a Librarian "

The Community College Library: Reference and Instruction (2022)

LS101 Critically Evaluating Authority ...Assignment

LS101 student complete our assessment tool, the annotated bibliography, but do an important pre-research assignment.

## Critically Evaluating Authority in Your Community Assignment

I. Prep Assignment

1. Name a community you belong to:

2. What is your role in this community? In other words, are you a leader in the community or are you relatively new to it? What kind of support does your community provide?

3. Is there a person who your community has identified as an authority or knowledge keeper? If so, who is this person or source?

4. Start your research by attempting to find the following library sources:

   ● One popular source published within the last five years about your community.

   ● Two peer reviewed scholarly journal articles on your community.

   ● One book or electronic book that gives a broader history of your community.

5. Who is a person or source you have direct access to within your community who you would like to include with your sources? How would you describe this source's authority within your community? In other words, what unique qualifications make this source an authority to you?

II. Annotated Bibliography

Now that you have reflected on your community and conducted preliminary research, complete an MLA formatted annotated bibliography that includes the required four sources used in Step I. Your completed annotated bibliography should be at least five - seven sources. Each annotation should be a page long and answer the following questions:

- What is the title and who is the author(s) of this source?

- Does this source provide information about your community that is new to you? If yes, explain what new information you learned. If not, still summarize the information from the source and mention how/where you learned it before you read the source.

- How is this author's authority established? In other words, why is this person worthy of providing information on your community?

- Is the author's authority or expertise acknowledged *and* recognized by your community or is this an authority that is *exerted on* your community (like a scholar who exists outside of your community)? Make sure to explain beyond just yes or no.
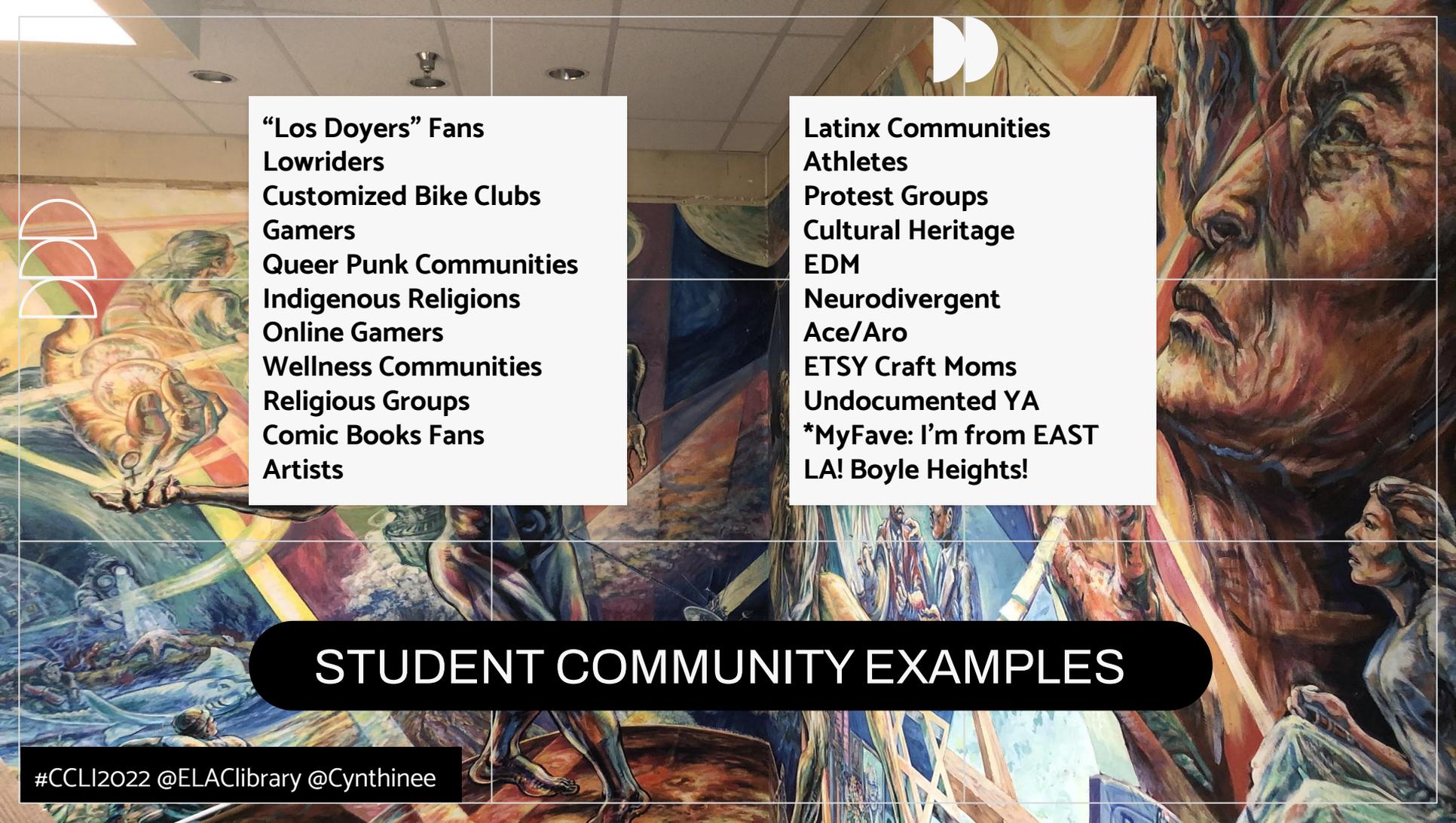
"Los Doyers" Fans
Lowriders
Customized Bike Clubs
Gamers
Queer Punk Communities
Indigenous Religions
Online Gamers
Wellness Communities
Religious Groups
Comic Books Fans
Artists

Latinx Communities
Athletes
Protest Groups
Cultural Heritage
EDM
Neurodivergent
Ace/Aro
ETSY Craft Moms
Undocumented YA
*MyFave: I'm from EAST LA! Boyle Heights!

STUDENT COMMUNITY EXAMPLES
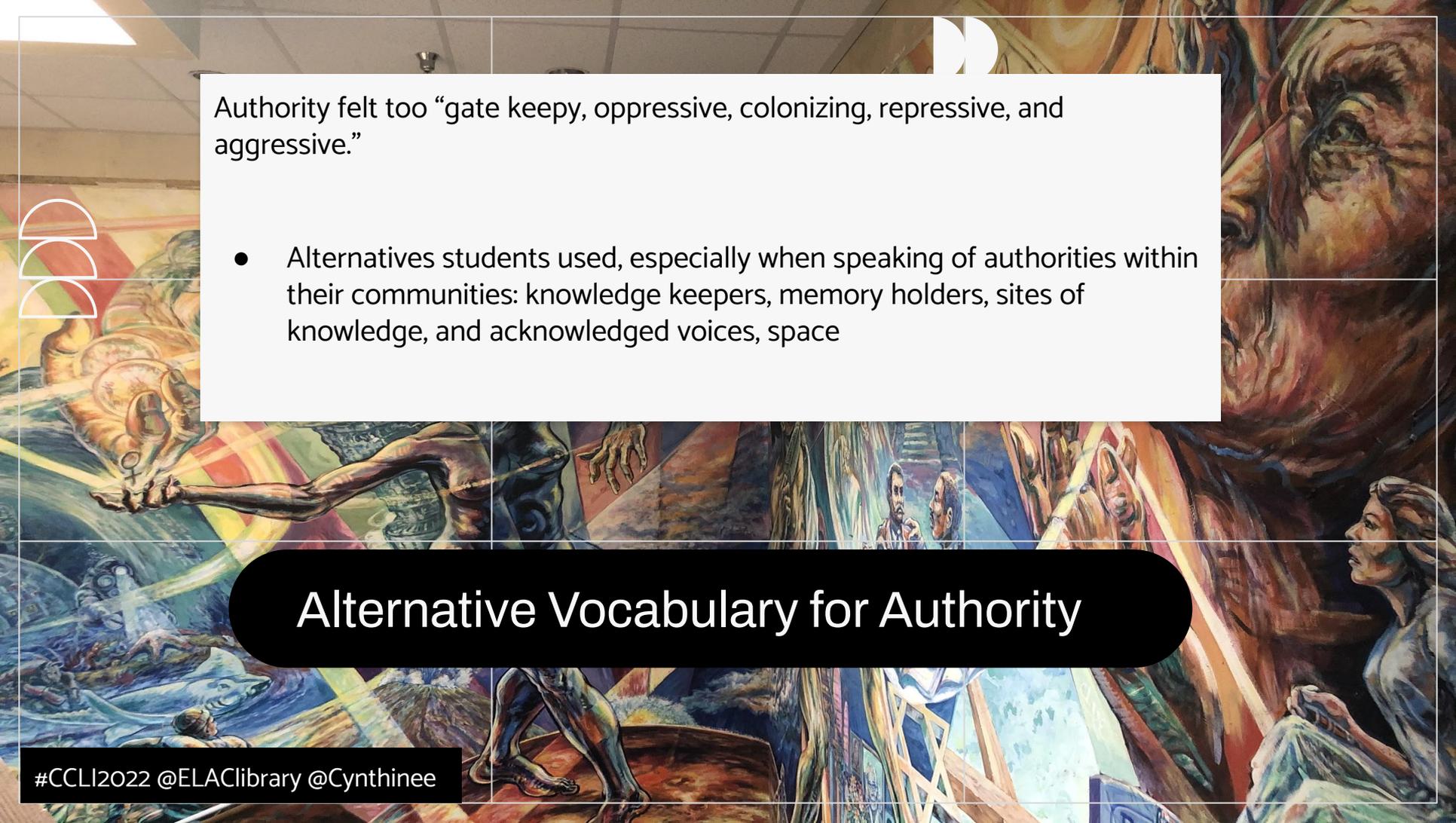
Authority felt too "gate keepy, oppressive, colonizing, repressive, and aggressive."

- Alternatives students used, especially when speaking of authorities within their communities: knowledge keepers, memory holders, sites of knowledge, and acknowledged voices, space

Alternative Vocabulary for Authority
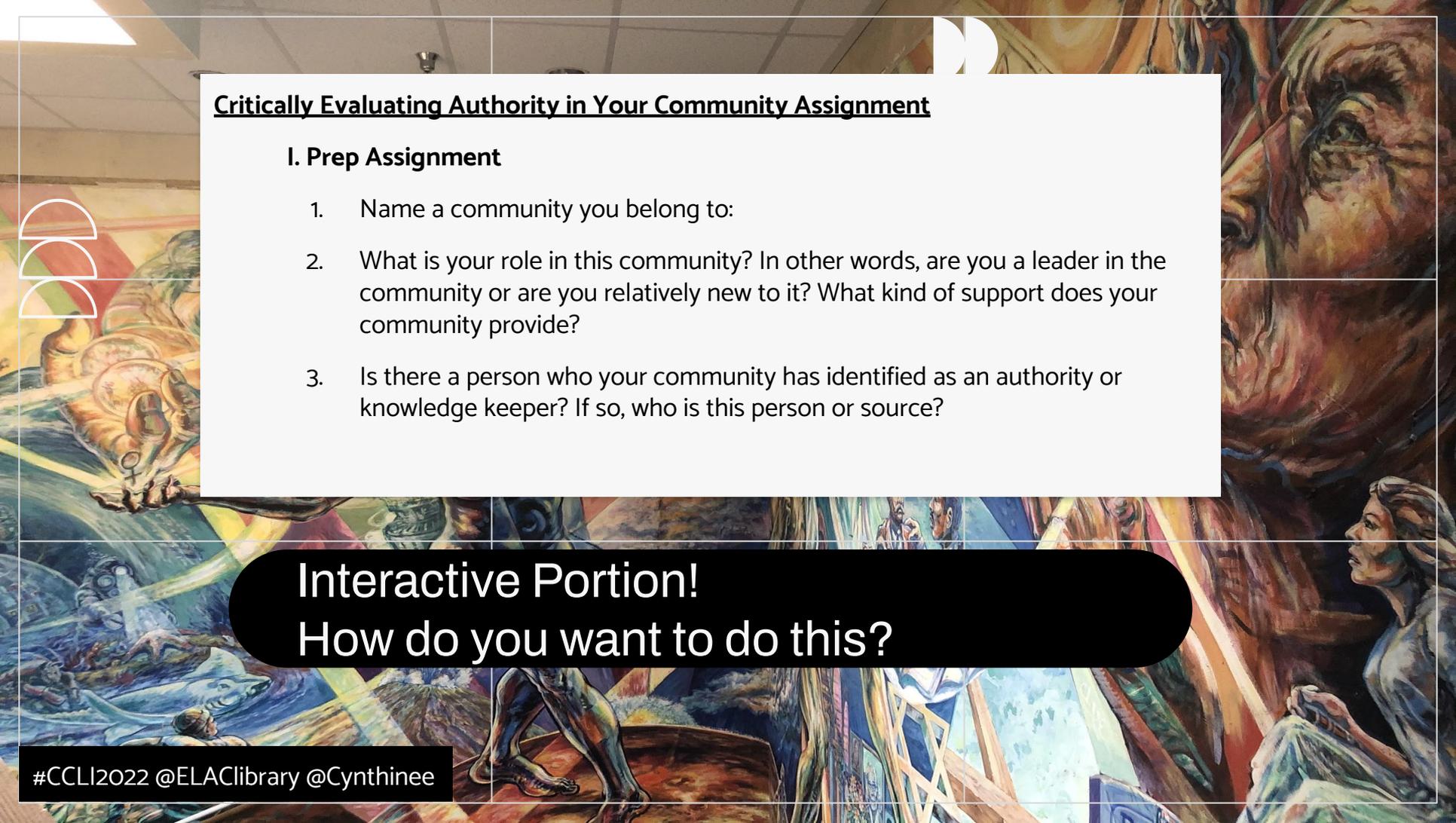
Critically Evaluating Authority in Your Community Assignment

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Interactive Portion!
How do you want to do this?

Artist Shizu Saldamando speaking to LS101 students. @shizutattoo
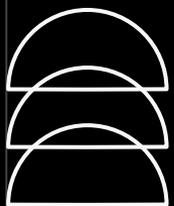
THANKS! ✌️🏽

Questions or Comments?

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East Los Angeles College