



Introduction

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The thread that runs through each of the chapters in this section is a willingness to reflect, revise, reframe, and, above all, experiment with instruction across the library. Three of the chapters concern traditional realms of library instruction—information literacy, legal research, and primary sources—and describe how authors rethought them in order to be more inclusive. In Chapter 9, “The Feminist First-Year Seminar: Using Critical Pedagogy to Design a Mandatory Information Literacy Course,” Heather Campbell describes how she used feminist pedagogy to develop a mandatory first-year seminar. The seminar was intended to teach traditional information literacy and academic research, but to also address competencies specific to the Ursuline values of the college and to its position as a women’s college. Campbell outlines the inclusive and collaborative approach to developing a seminar focused on personal growth and fostering commitment to social justice that incorporated but did not solely focus on information literacy. She also offers a clear-eyed analysis of the benefits and drawbacks of such an approach, particularly in regard to the labor of creating and teaching the course.

Clanitra Stewart Nejd, in Chapter 10, “Better Learning through Legal Research: Increasing Law Students’ Cultural Competency and Awareness of Diversity, Equity, Inclusion, and Accessibility Using Legal Research Instruction,” offers an overview of legal research education that might be unfamiliar to many instruction librarians. She outlines the very real importance of cultural competence and understanding of diversity, equity, inclusion, and accessibility (DEIA) for law students and suggests that the law library classroom offers an excellent opportunity to explicitly incorporate them. Research is the first step of working with cases, and legal research education typically focuses on detailed exercises that necessitate in-depth research. Because these exercises are based on historical or possible cases, it is easy and important to incorporate equity and inclusion. Stewart Nejd’s chapter includes a guide to how to plan for instruction, including developing the exercises and moderating discussion, that will be of interest to any instruction librarian. Finally, Glenn Koelling, in Chapter 11, “Digital Archive Kits: Accessibility and Flexibility,” describes creating a

digital archive kit in order to engage more students in work with archival sources, both because working with physical archives is only so scalable and because physical archives can often feel exclusionary. She outlines the process she used to create her digital archive kit and considerations for making it inclusive in terms of content and also technically accessible. Her chapter ends with a lesson plan and worksheet for working with digital archive kits and information about how to make your own kit.

Three chapters in this section turn to critical information literacy and critical library pedagogy, but also to other theories and frameworks that complicate and extend both. Tierney Steelberg primarily teaches single sessions focused on technology tools, and in Chapter 12, “Teaching Technology Inclusively: One Librarian’s Critical Digital Pedagogy Approach to One-Shot Instruction Sessions,” she brings together critical digital pedagogy and critical library pedagogy. She identifies three elements that foreground inclusivity—building community, creating space for practice and collaboration, and taking time for reflection—and describes the specific strategies she uses to develop each element in the classroom. Although she focuses on teaching technology, these strategies will be of interest to any instruction librarians who primarily teach one-shots. In Chapter 13, “Exploring Theories of Motivation as Inclusive Pedagogy: Strategies for Engaging and Equitable Instruction,” Francesca Marineo Munk turns to the disciplines of education and educational psychology and their theorizations of motivation. She argues that understanding motivation can help promote inclusive pedagogy, specifically through a consideration of the concepts of autonomy and value. Autonomy can be incorporated into library instruction by facilitating choices and practicing transparency, while value can be emphasized by fostering relevance and decentering the classroom. Marineo Munk notes that these ideas intersect with other inclusive forms of pedagogy such as universal design for learning (UDL) and provides examples applicable to many forms of library instruction. Similarly, Debbie Krahmer brings the principles of intergroup dialogue to bear on both ACRL’s *Framework for Information Literacy for Higher Education* and critical information literacy in Chapter 14, “Facilitating Critical Information Literacy: Using Intergroup Dialogue to Engage with the *Framework*.” D begins with a helpful overview of intergroup dialogue, suggests several ways library instructors might incorporate it in their sessions generally, and then turns to how D uses it specifically when teaching sessions on visual literacy and in reference consultations. The many examples D provides—and indeed, the many examples provided by all of these authors—will undoubtedly inspire those of us who are constantly reflecting on and revising our instructional practices.

The final two chapters in this section offer food for thought for improving library instruction, but also seek to destabilize how we understand and teach academic research practices. Kari D. Weaver, Frances Brady, and Alissa Droog, in Chapter 15, “Drawing to Conceptualize Research, Reduce Implicit Bias, and Establish Researcher Positionality in the Graduate Classroom,” offer individual reflections on how they

have experienced drawing in instruction and how they now incorporate drawing in their own library instruction sessions focused on academic research with graduate students. They use drawing to help graduate students grapple with affective elements of their research; to think about their own identities, subjectivities, and experiences as researchers and in relation to their research; to destabilize dominant white, Western notions of what research “should” be; and to reveal implicit biases. The chapter concludes with a lesson plan based on drawing. In Chapter 16, “Examining the Information Literacy Dreamfield: Applying a Sentipensante Pedagogy to Library Research Consultations,” Sheila García Mazari and Samantha Minnis argue that library instruction must consider the broader context of the learning environment. Higher education and information literacy might be understood as Dreamfields that are rooted in particular values that are often implicit but are not universal. Intellectualism and an emphasis on thinking rather than allowing for intuition and emotion is one such value of the Dreamfields of higher education and information literacy as embodied by the *Framework for Information Literacy for Higher Education*. They argue instead for a Sentipensante pedagogy that allows for intuition and emotion, acknowledges research can be violent or disempowering, and is grounded in both an ethics of care and trauma-informed pedagogy. The authors conclude with individual reflections on how they have employed Sentipensante pedagogy in research consultations.

As a mid-career librarian whose positions have always included instruction, and as a researcher of critical information literacy and critical library pedagogy, I found each chapter touched on something I had not truly considered before in my own thinking or practices. Each chapter made me reflect on and reconsider what I do when I teach, from the epistemology that academic research takes as natural, to the way I work with individual students in the classroom, at the reference desk, and in my office for individual consultations. I hope you experience the same.

