



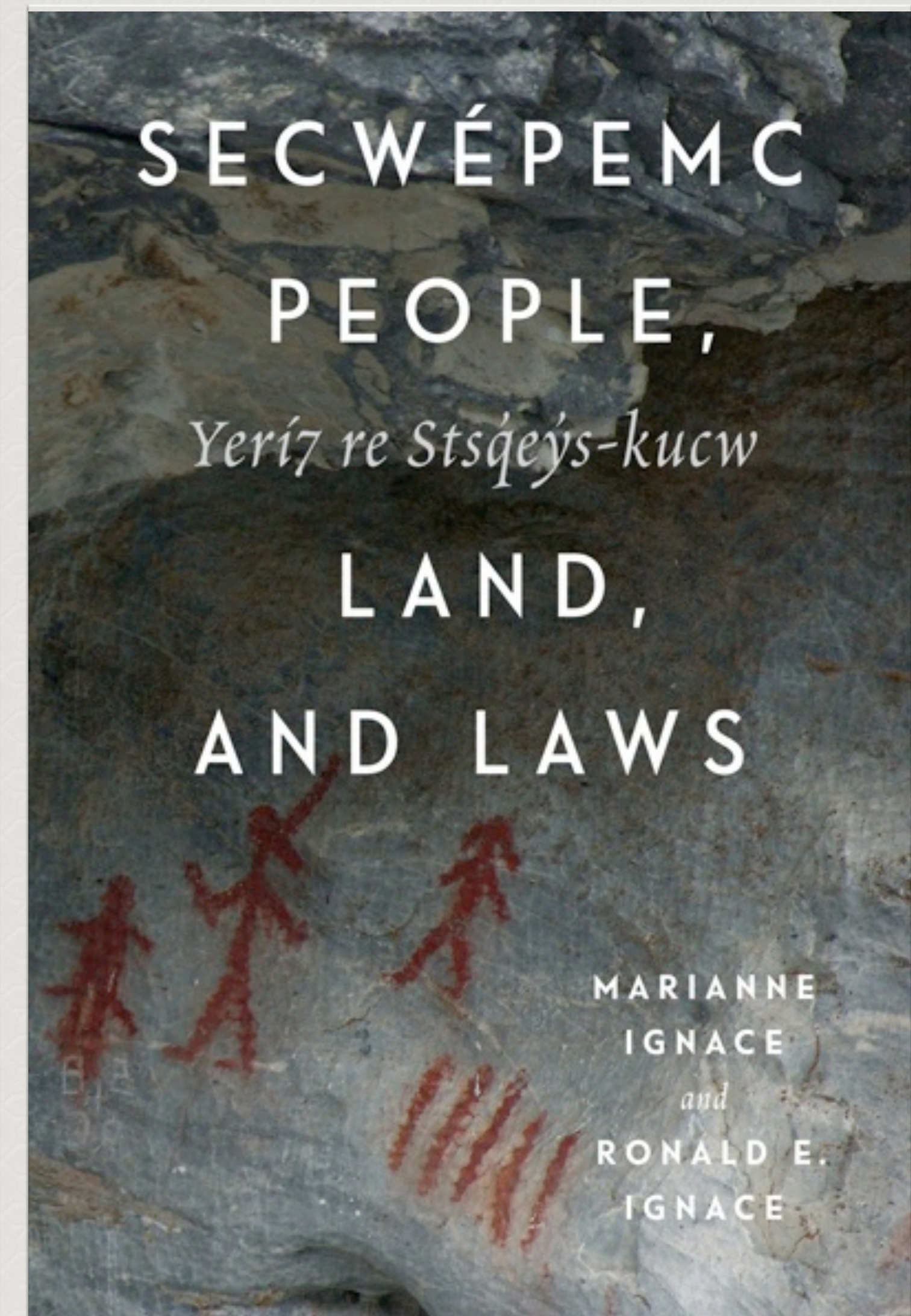
Whose Literacy is it Anyway?

Developing a Librarian-lead Honours College Literacy Course at Thompson Rivers University

This work was done in Sk'úl'e7ten
(Williams Lake) on the lands of the the
T'exelc within Secwepemcúl'ecw, the
traditional and unceded territory of the
Secwépemc.

Respect the treaties.

Decolonization is not a metaphor.

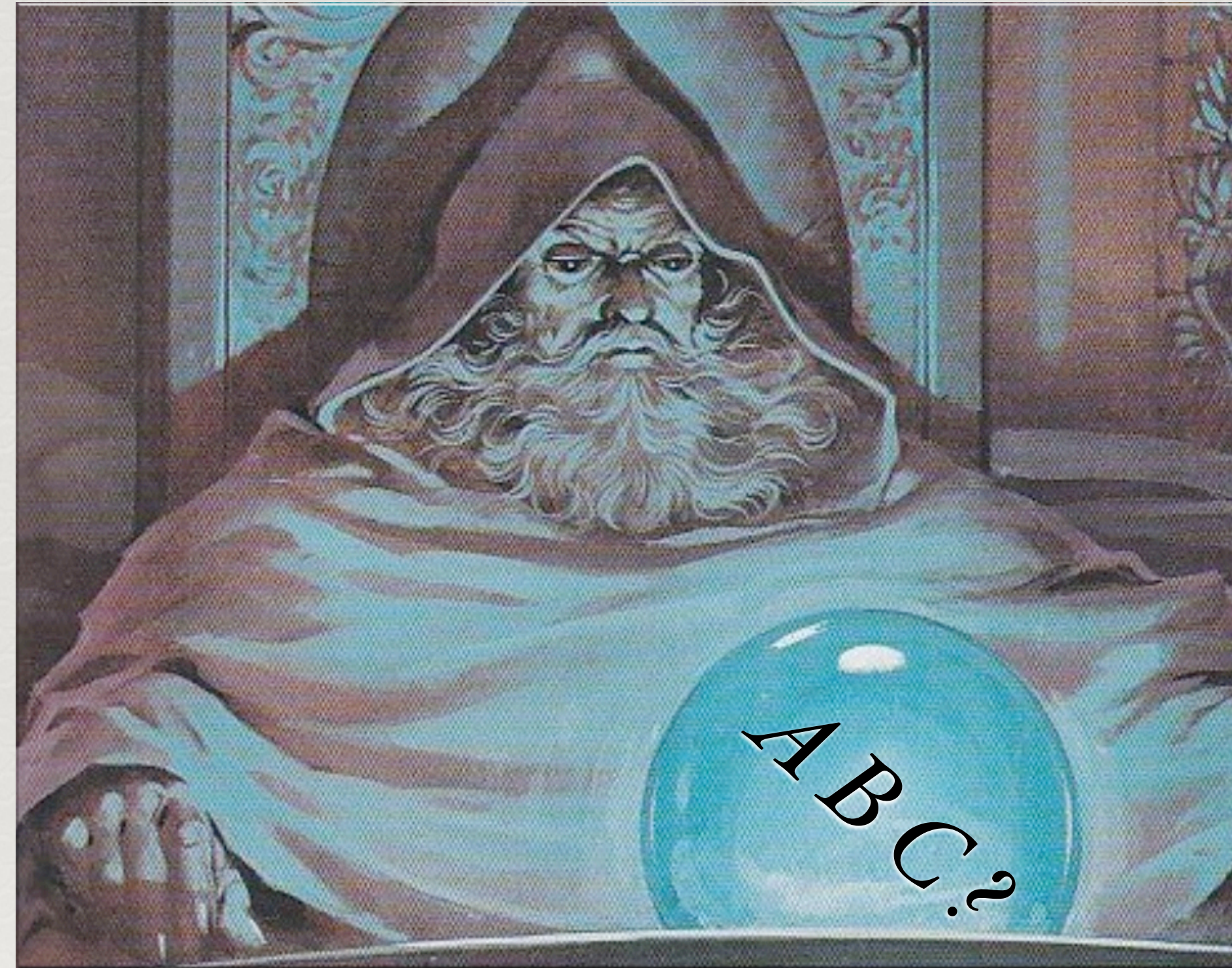


Outline

- ✦ What is literacy?
- ✦ The one-shot model and its discontents
- ✦ Literacy and Literacies:
Reading and Writing the World

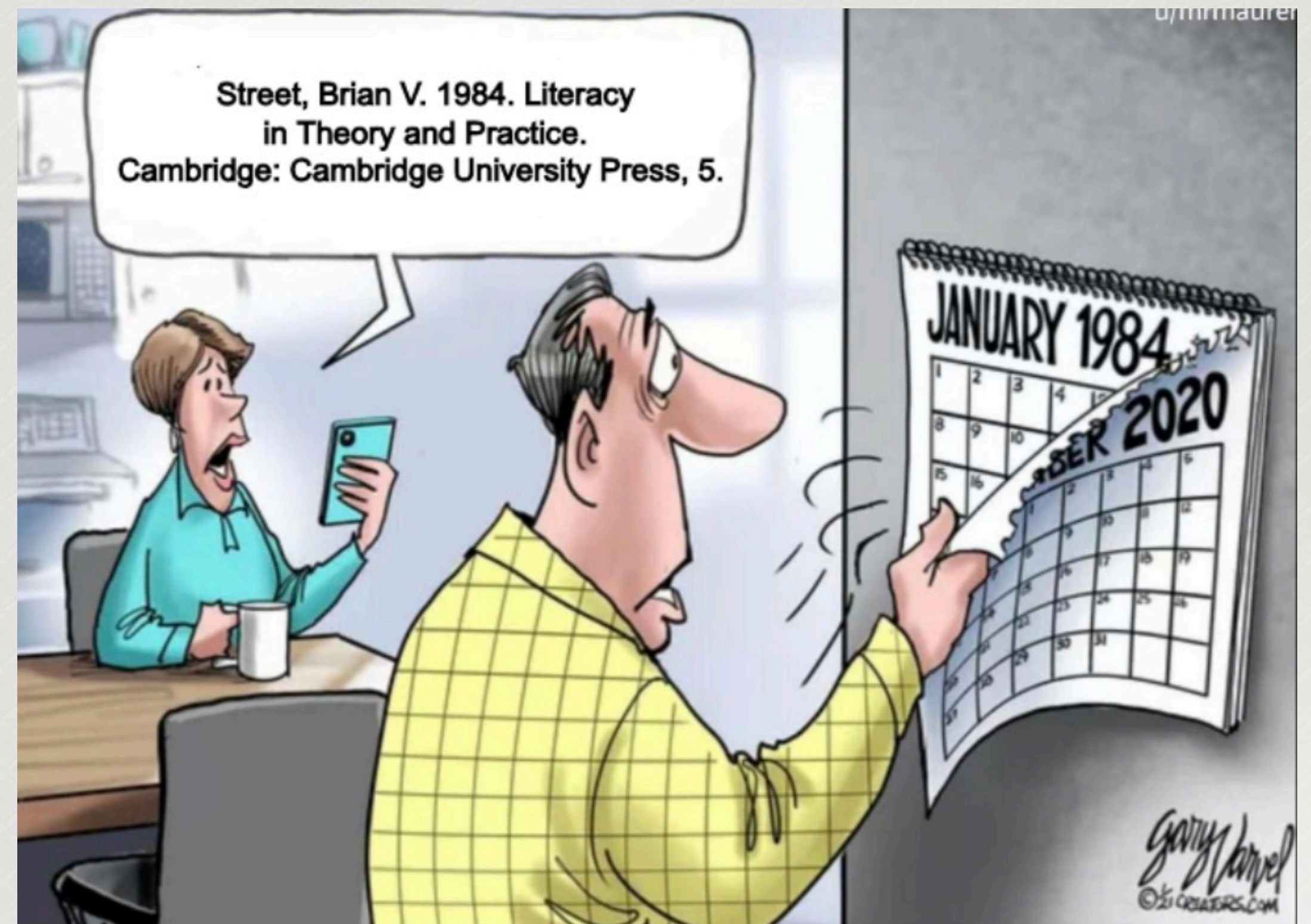


What's Literacy?



The “Autonomous Model”

- ✦ “independent of social context, [literacy is] an autonomous variable whose consequences for society and cognition can be derived from its intrinsic character”
- ✦ Almost a stand in for “IQ” (this is still how a lot of people talk about it)



The “Ideological Model”

- ✦ “More than the acquisition of a writing technology or a suite of cognitive skills universal to all “literate” people, learning any literacy involves being socialized to contextualized practices with social, political, and ideological significance which varies across places, times, media, and genres — all laden with value judgments.”
- ✦ Hasselbacher, Stephanie. 2018. “Introduction: Literacy Ideologies.” *Language & Communication* 61 (July): 71–74. <https://doi.org/10.1016/j.langcom.2017.09.002>.



Literacy: More Specific Than “Critical Thinking”

- ✦ Historical literacy vs. “Knowing” history
- ✦ Literacy all the things:
 - ✦ Information, textual, cinematic, visual, news, mathematical, media, ludic, science, medicine, technology, cultural, etc. etc.



Educational Literacy

- ✦ Get's into “boring admin and governance stuff
- ✦ Most educators have very little educational literacy
- ✦ Not saying we're bad pedagogues



Question

- ✦ How many of you have requested library information literacy one shots?
- ✦ Why or why not?



First-year One-shot Library Instruction

FOSLI

“One-shot”

- ✿ Helps build relationships with faculty
- ✿ Helps build relationships with students
- ✿ But is it a good way to teach?
- ✿ Are there better ways to build relationships?





Journal of Information Literacy
Volume 18 Issue 2
ISSN 1750-5968

Project Report

Three shots are better than one: Establishing and evaluating the English Library Instruction Pilot

<http://dx.doi.org/10.11645/18.2.651>

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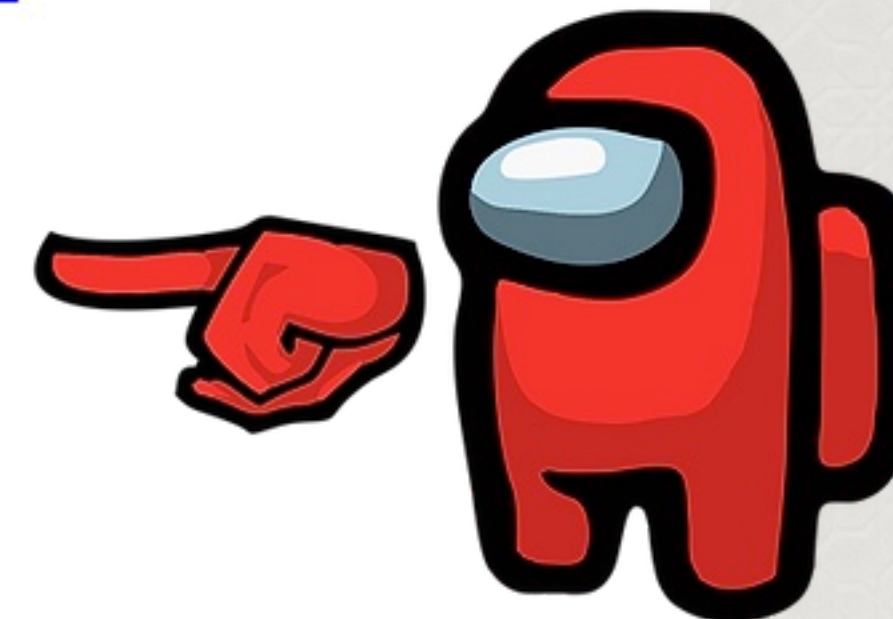
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Corporate Performance Reviews (PR) as Scholarship?

- ✳ Many issues with the way the value of education is measured, let alone how one shots are studied...
- ✳ Science/social science envy
 - ✳ What variables can you even control for as a guest lecturer with few resources?
- ✳ Four stars syndrome and the misuse of metrics by admin and faculty alike
- ✳ Even by a lot of our own internal metrics they aren't great



Corporate Performance Reviews (PR) as Scholarship?

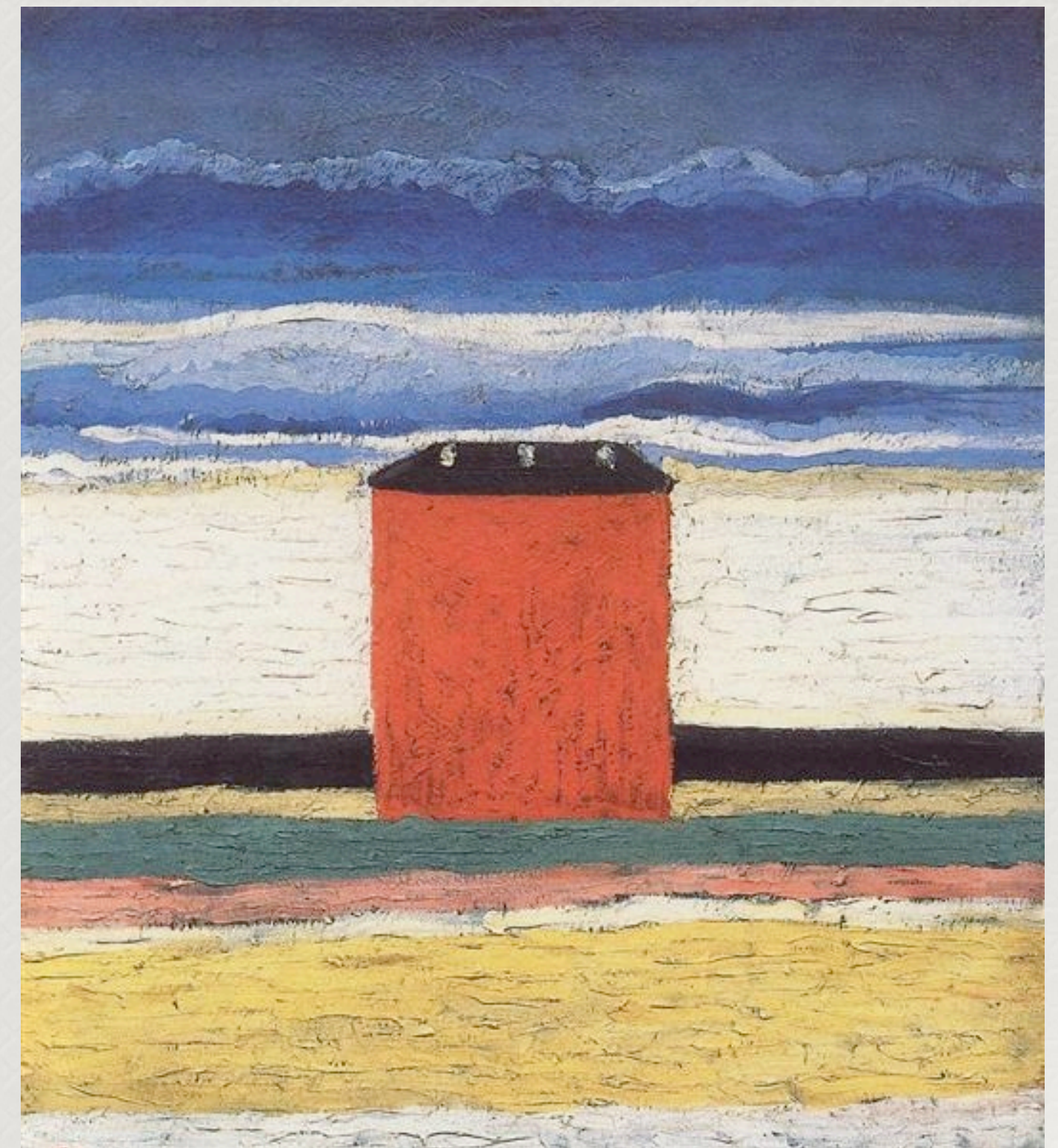
“the value of statistical significance was never downplayed in any of the 28 articles in which statistical significance was reported—it was only undermined when not in service of demonstrating positive (desirable) results. **This ‘having their cake and eating it too’ rhetorical pattern can be explained, at least in part, by the pressure FOSLI investigators (usually academic librarians with instruction responsibilities) are under to demonstrate the value of library instruction, and, indirectly, their livelihoods.**”

Heady, C., Horton, J., & Vossler, J. (2023, March). *The questionable efficacy of one-shot instruction for first-year students: a scoping review*. ACRL 2023, Pittsburgh, PA.

No Way Out?

“The one-shot felt like a house everyone in the library had always lived in, and for some reason, no one knew exactly why we weren’t allowed to go outside.”

Pho, Annie, Salma Abumeeiz, Kristina Vela Bisbee, Nisha Mody, Renee Romero, Wynn Tranfield, and Doug Worsham. 2022. “You Only Get One Shot: Critically Exploring and Reimagining the One-Shot Instruction Model.” *Special Issue of C&RL*, Edited by Nicole Pagowsky; Vol 83, No 5 (2022): September. <https://doi.org/10.5860/crl.83.5.726>.



Kazimir Malevich, Red House, 1932

Literacy: Navigating Information Landscapes

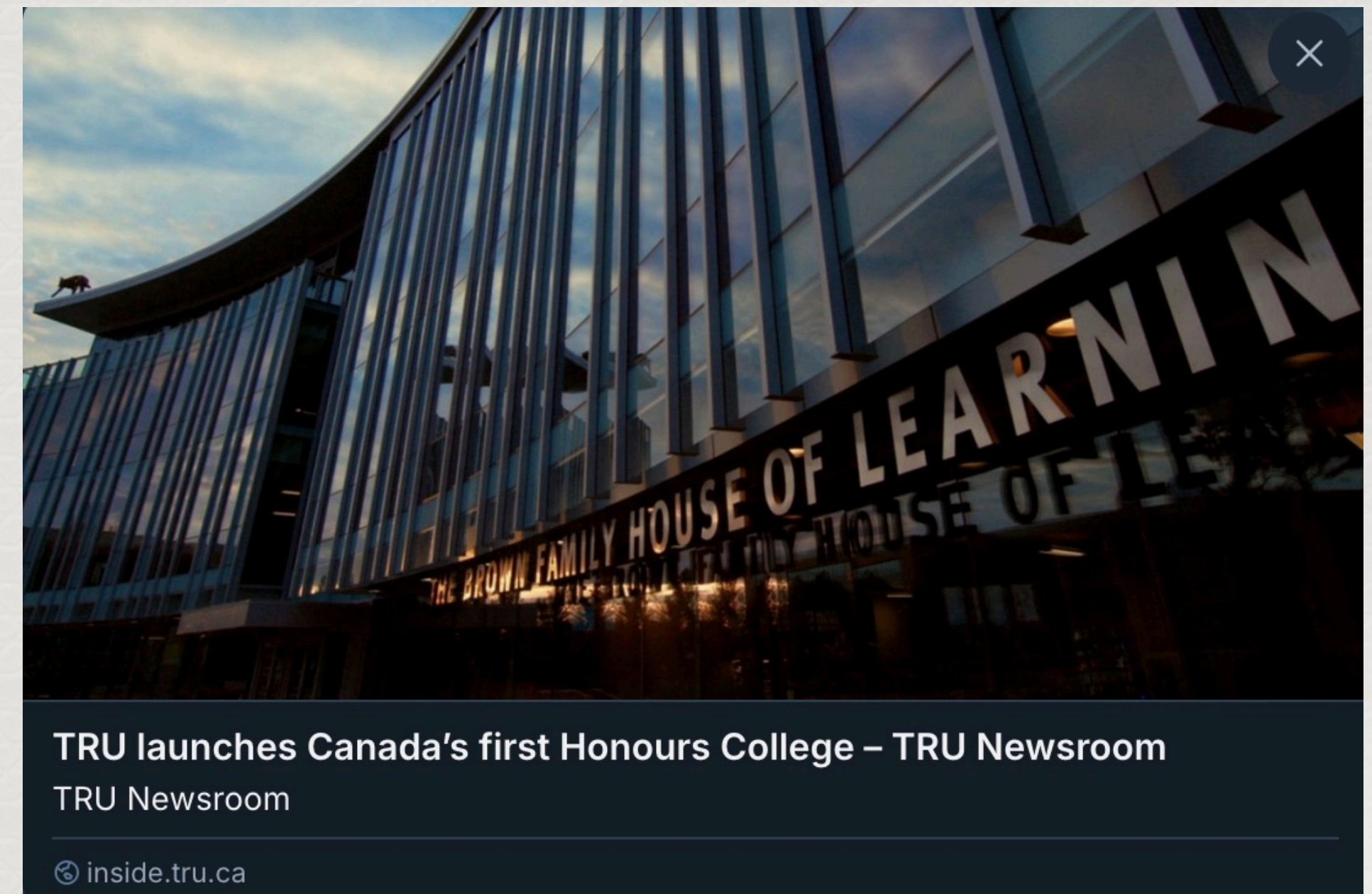
“English professor Margaret Torrell [...] argues, [...] that instructors are complicit in upholding information privilege because **students leave the course unable to contextualize academic and popular sources within the larger information landscape**. It is clear from the literature that university faculty agree that information literacy instruction from the library is important, but it rarely translates into meaningful library collaborations.”

Bastone, Zoe, and Kristina Clement. 2022. “Serving Everyone or Serving No One? Examining the Faux-Equity of the One-Shot.” *Special Issue of C&RL*, Edited by Nicole Pagowsky; Vol 83, No 5 (2022): September. <https://doi.org/10.5860/crl.83.5.780>.

Honours Colleges: A Home for Better Library-lead Literacy Instruction?

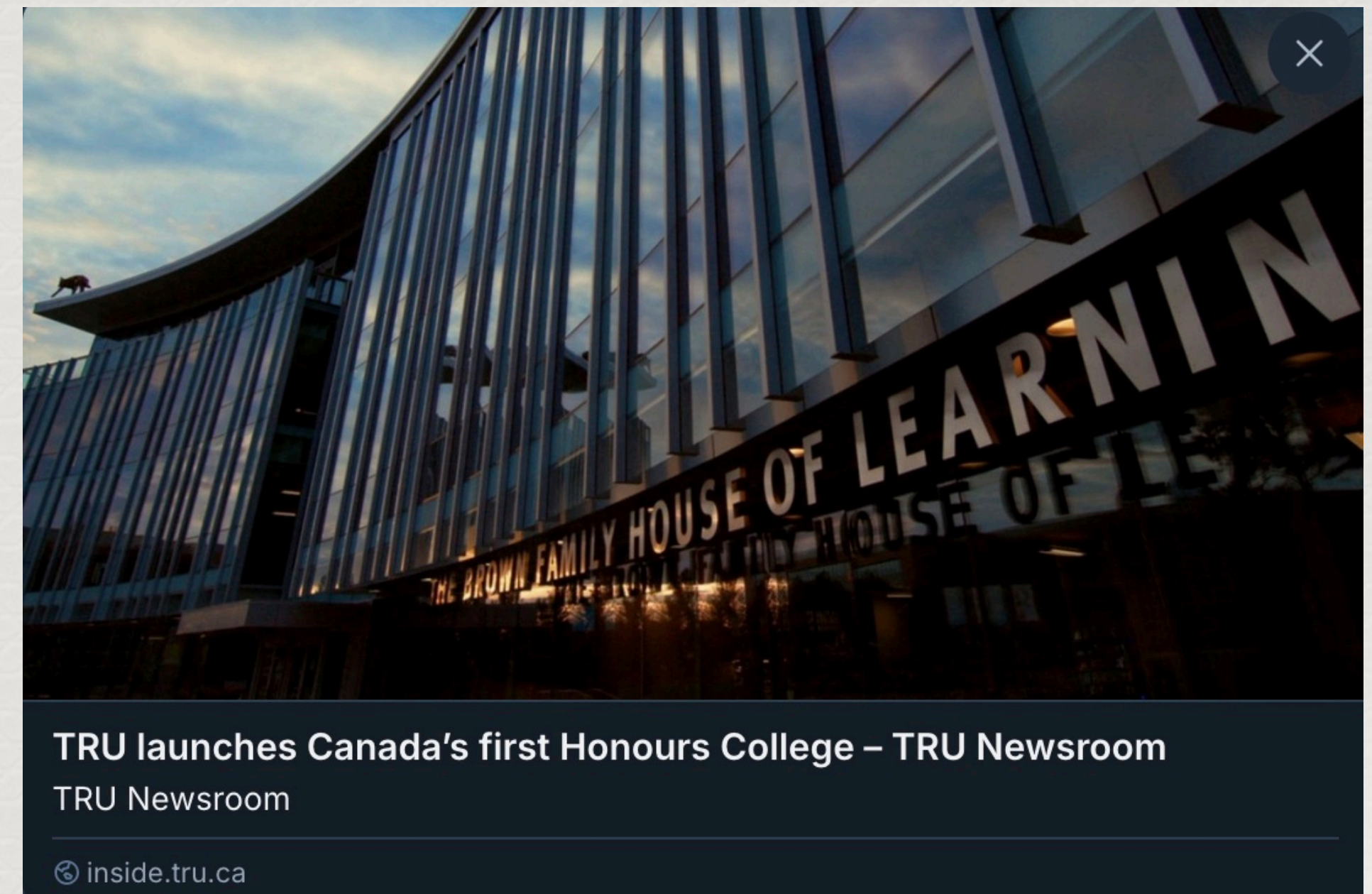
✦ Pros:

- ✦ Courses open to students from all faculties as part of a “value added” program (no extra costs for students to be a part of it)
- ✦ Interdisciplinary and practical focus lends itself well to exploring the full scope of what literacy is and how to navigate information infrastructures and systems
- ✦ Librarians can teach interdisciplinary, full credit courses without (hopefully) stepping on the toes of other departments
- ✦ Literacy instruction actual has room to be relational and ongoing rather than “one-shot”



Honours Colleges: A Home for Better Library-lead Literacy Instruction?

- ✿ Con:
 - ✿ Small max enrolment size (60 to 100 students)
 - ✿ No structural support for this from the institution at the administration or library level (You *can* do it as a private individual. Everyone needs a hobby, I guess....)
 - ✿ Everyone is understaffed, precarious, and overwhelmed
- ✿ So... Probably not...



Literacy and Literacies: Reading and Writing the World

Dr. Ben Mitchell

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I am a scholar, librarian, and educator who works on historical and contemporary topics in neurodiversity. Many people think and feel differently. How does this difference influence our worldviews and shape our place in the world?

July 23, 2024

Thank You Kindly!

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(He / they)

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