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Stories of Active Teaching: Embedding Civic Engagement in our Practice

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As you settle in, please think about...

What comes to mind when you read “civic engagement” in the context of higher education?
STORIES OF ACTIVE TEACHING
EMBEDDING CIVIC ENGAGEMENT IN OUR PRACTICE

Tom Adam  Copyright Librarian, Western University
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Kim McPhee  Head, Teaching & Learning, Western University
Leanne Olson  Digitization & Digital Preservation Librarian, Western University
Christy Sich  Teaching & Learning Librarian, Western University
Western’s Information Literacy Learning Outcomes
Civic Engagement

Western graduates will be active and aware citizens who examine and critique their own information privilege.
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They will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information.

They will seek out the perspectives of others who challenge their own views and will address information needs through collaboration and cross-cultural connections.
Stories of Embedding Civic Engagement in our Teaching
Information Privilege

Western graduates will be active and aware citizens who examine and critique their own information privilege.
Information Privilege

ACCESS
ASSESS
ASSIMILATE
APPLY
Barriers to Information Access
(Laura Saunders, 2017)

- Physical
- Social
- Cognitive/Intellectual
Questions: Information Privilege

Are you currently incorporating the concept of information privilege in your teaching?
  If so, how are you doing it?
  If not, what would you like to be doing?

Sarah Hare and Cara Evanson (2018)
Information Privilege Outreach for Undergraduate Students
...upcoming September issue of College and Research Libraries
Story: Marginalized People

Western graduates will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information.
1. CONTROLLED VOCABULARY

2. HEGEMONIC LIBRARY CLASSIFICATION

3. THE MYTH OF NEUTRALITY

4. AND IMPLICATIONS FOR RESEARCH
By the end of this session, students will:

1. **Identify** examples of hegemony in the Library of Congress Subject Headings
2. **Engage** in a discussion: why is the research I seek invisible in the structure?
3. **Use** resources that will assist in accessing the research they seek within the structure
Invented by Herbert Putnam in 1897 to organize the collections of the Library of Congress.

Global Studies are relatively ‘new’ in academia, and because it so interdisciplinary, there isn’t a classification category for GS. Instead, let's look at:

Subclass H – Social Sciences HQ
HQ1-2044 The Family. Marriage. Women

Let's take a look – notice the structure of the hierarchy.
http://www.loc.gov/catdir/cpso/lcco/
Controlled vocabularies provide a way to organize knowledge for subsequent retrieval.

The goal of organizing for later retrieval signals the “neutrality” of the structure: “I have to call it something and place it somewhere in order to find it again later”

Controlled vocabulary schemes mandate the use of predefined, authorized terms that have been preselected by the designer of the vocabulary, in contrast to natural language vocabularies, where there is no restriction on the vocabulary. –Wikipedia
Controlled Vocabulary: for Transgender, use *Transsexualism*

Look at the hierarchy of the scheme and the number range that transsexualism falls within:

HQ71-72 Sexual deviations
HQ74-74.2 Bisexuality
HQ75-76.8 Homosexuality. Lesbianism
HQ77-77.2 Transvestism
HQ77.7-77.95 Transsexualism
HQ79 Sadism. Masochism. Fetishism, etc.
The Myth of Neutrality

Assuming a body: transgender and rhetorics of materiality / Gayle Salamon. HQ77.9.S25 2010: Weldon Library

The English vice: beating, sex, and shame in Victorian England and after / Ian Gibson. HQ79.G45 1978: Weldon Library
Definition of Hegemony: the social, cultural, ideological, or economic influence exerted by a dominant group.

What is the hegemony informing the placement of transsexualism in the subject heading scheme?
HQ71-72 Sexual Deviations
HQ77.7-77.95 Transsexualism

- Transsexualism is listed below sexual deviations, and therefore reflects and reinforces the social ideology of heteronormativity: that heterosexuality is normal and all “other” expressions of sexuality and gender are deviations from the norm.
Hegemonic Classification

Your turn!

Exercise #1 on the handout:

Take a look at the letter classification H representing the social sciences and identify examples of hegemony in the classification scheme related to your research.

http://goo.gl/Zh3aSB
The Myth of Neutrality

What did you find? ...And why are we doing this again?

Question: why is the research you seek by name invisible in the structure?
Names & Naming: Controlled Vocabulary

Natural language: Transgenderism (limited results – 23 books)
Controlled Vocabulary & the Library Catalogue: Transsexualism (better – 52 books)

Now what? I don’t know what I don’t know! How can I find more?

Resources: Indexes, Thesauri, Handbooks, ...and Librarians!
Names & Naming

Implications for research: we need synonyms to describe our research interests beyond the limits of our own vocabulary or subject knowledge.

**Catalogue:** Subject headings

**Databases:** Theasauri & Indexes

**All Research:** Thesauri, Indexes, Handbooks, ...and Librarians.
Names & Naming

Research Interest: Transgenderism

Controlled Vocabulary and Subject Heading: Transsexualism

Index: Transgender, Transvestism, Transsexual

Thesauri: Intersexuality, Bisexuality, Lesbianism, Performativity, Homosexuality, Queer, and Heterosexism

...and Librarians: gender variant people, two-spirit, uranian
Next: Use the Tools!

Your turn! See Exercise #2 on the handout

You will be handing these exercises in at the end of class. Please fill out the sheet to the best of your ability! Thank you!

Citation:

Story: Marginalized People

Western graduates will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information.
<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tr>
<td>Author</td>
<td>Hill, Susan M., 1971- author.</td>
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<tr>
<td>Title</td>
<td>The clay we are made of: Haudenosaunee land tenure on the Grand River / Susan M. Hill.</td>
</tr>
<tr>
<td>Publisher</td>
<td>Winnipeg : University of Manitoba Press, [2017]</td>
</tr>
<tr>
<td>Description</td>
<td>307 pages : illustrations, maps ; 23 cm.</td>
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<td>Location</td>
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<td>Iroquois Indians -- Ontario -- Grand River Region -- Claims.</td>
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<tr>
<td></td>
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<td></td>
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People of the longhouse means...a group of people and a philosophy and a way of life.

It's a word that we hope everybody embraces.

Today what we’re so delighted about is that you can research our people using the word Haudenosaunee.
# MLIS Co-op Student Experiences

## Scholarship@Western

<table>
<thead>
<tr>
<th>Designated Discipline Fields</th>
<th># of Records per Discipline Field related to Indigenous Studies</th>
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<tbody>
<tr>
<td>Arts and Humanities: Race, Ethnicity, and Post-Colonial Studies: Indigenous Studies</td>
<td>48</td>
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<tr>
<td>Education: Indigenous Education</td>
<td>2</td>
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<tr>
<td>Law: Indian and Aboriginal Law</td>
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</table>

**Total Unique Works from above list (i.e. not accounted for twice in the above disciplines):** 73

<table>
<thead>
<tr>
<th>Other Associated Discipline Fields</th>
<th># of Records per Discipline Field related to Indigenous Studies</th>
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<tbody>
<tr>
<td>Arts and Humanities: Film and Media Studies: Other Film and Media Studies</td>
<td>3</td>
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<tr>
<td>Arts and Humanities: History: Canadian History</td>
<td>8</td>
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<tr>
<td>Arts and Humanities: History: Cultural History</td>
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<tr>
<td>Arts and Humanities: History: Oral History</td>
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<tr>
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<tr>
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<td>Arts and Humanities: Race, Ethnicity, and Post-Colonial Studies: Religion: Other Religion</td>
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<tr>
<td>Education: Bilingual, Multilingual, and Multicultural Education</td>
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<tr>
<td>Education: Other Education</td>
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</table>
Indigenous Collection Highlights

Indigenous Health and Well-being Collection

The Indigenous Health and Well-being collection presents a holistic view of health and well-being. This collection includes resources addressing all aspects of Indigenous health and well-being. Items in the collection address Indigenous health as well as the historical, cultural and colonial factors that affect health and well-being.

Click to view the full Indigenous Health and Well-being collection or do a keyword search for the collection title in the Library Catalogue.

Resources

Determinants of Indigenous peoples’ health in Canada: beyond the social by Margo Greenwood, Sarah de Leeuw, Nicole Marie Lindsay, and Charlotte Reading (editors)
ISBN: 9781551307329
Publication Date: 2015

The health disparities affecting Indigenous peoples in Canada might well be understood as a national epidemic. Although progress has been made in the last decade towards both understanding and ameliorating Indigenous health inequalities, very little research or writing has expanded a social determinants of health framework to account for the unique histories and present realities of Indigenous peoples in this country. This timely edited collection addresses this significant knowledge gap, exploring the ways that multiple health determinants beyond the social—from colonialism to geography, from economy to biology—converge to impact the health status of Indigenous peoples in Canada.

Finding More

To find more resources on Indigenous health and well-being, click on the sample searches below:

Simple search:
Indigenous AND health

Complex search:
(Indigenous OR "First Nations" OR aboriginal OR inuit OR metis) AND (health OR healing OR well-being)
Questions: Marginalized People

Are you currently incorporating the concept of marginalization in your teaching?

If so, how are you doing it?

If not, what would you like to be doing?
Western graduates will seek out the perspectives of others who challenge their own views and will address information needs through collaboration and cross-cultural connections.
## Bursting Bubbles Lesson

### Lesson Planner with WL ILLOs and BOPPPP

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Instructional Strategies</th>
<th>Location</th>
<th>Visitors</th>
<th>Duration</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Bursting Bubbles</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Bridge In
- Introduction designed to gain students’ attention.
- Provide motivation.
- Goal of lesson planner.

### WL ILLOs - Circle those that apply, and whether General, Situated or Transferred.

<table>
<thead>
<tr>
<th>General</th>
<th>Situated</th>
<th>Transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes:
- Describe what the learner will know, be able to do, or value if the completion of the lesson.
- 
  
  By the end of the lesson students will be able to:

### Pre-Assessment:
- Knowledge/Content:
  - Assess whether or not the learner can already complete the content.
  - Format of and/or summative.

### Participatory Learning

<table>
<thead>
<tr>
<th>Instruction Activities</th>
<th>Learner Activities</th>
<th>Tools and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Conclusion:
- Recap of essential points.
- Instructor/Mentor reflection.
- Exit ticket.
- Next steps.

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[Western University Canada]

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By the end of the lesson, students will be able to:

▪ Seek out perspectives that challenge their own views

▪ Understand the importance of identifying multiple perspectives.

Image: Joshua Reddekopp on Unsplash.com
"Most of us assume that when we google a term, we all see the same results.."

Google uses "fifty-seven signals-everything from where you were logging in from to what browser you were using to what you had searched for before – to make guesses about who you were and what kinds of sites you'd like to see."

-Pariser, The Filter Bubble
Can you burst out of the filter bubble?

- Have students work in small groups for 5 min. Supply a search string, or have them develop one.
Questions: Challenging Perspectives

Do you currently teach students to challenge their own perspectives?

If so, how do you do this?

If not, what would you like to be doing?
One last question...

Thinking back to the question we asked at the beginning:

What comes to mind when you read “civic engagement” in the context of higher education?

What do you see missing in our discussion so far?

How else might you incorporate civic engagement into your teaching?
Questions

Are you currently incorporating the concepts of privilege, marginalization, or challenging perspectives in your teaching?

If so, how are you doing it?

If not, what would you like to be doing?
Thanks for Listening!

- References & Image Credits
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