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Stories of Active Teaching: Embedding Civic Engagement in our Practice

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<https://ir.lib.uwo.ca/wlpres/62>

STORIES OF ACTIVE TEACHING

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

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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.

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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.

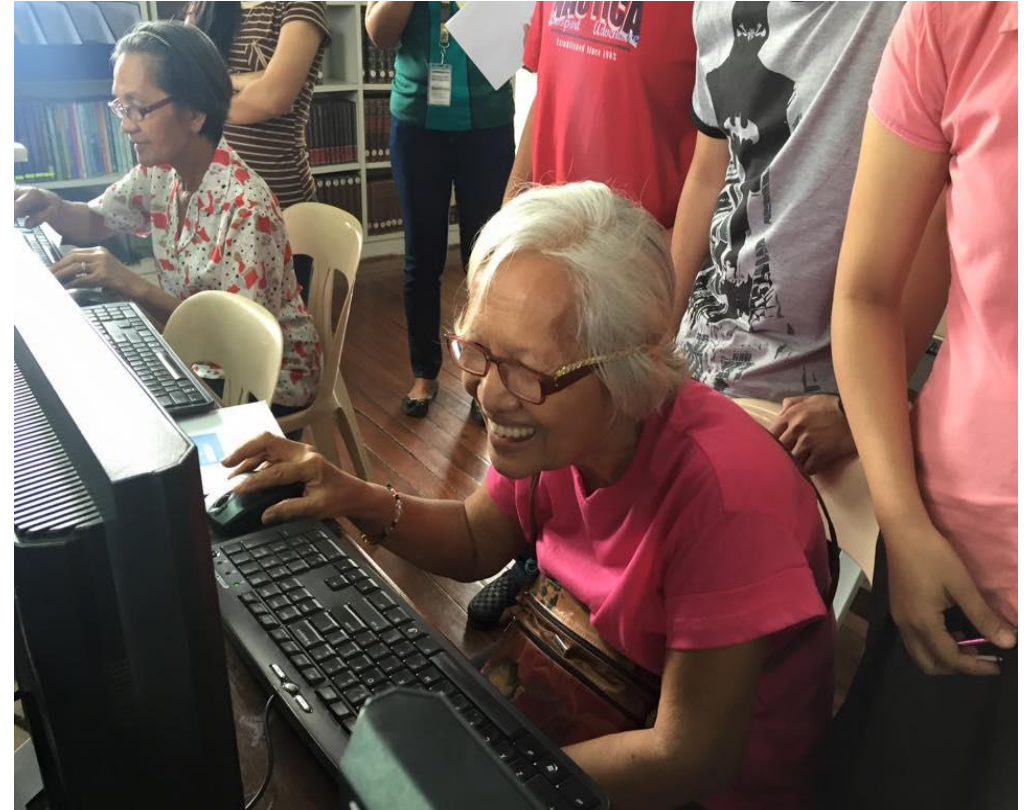
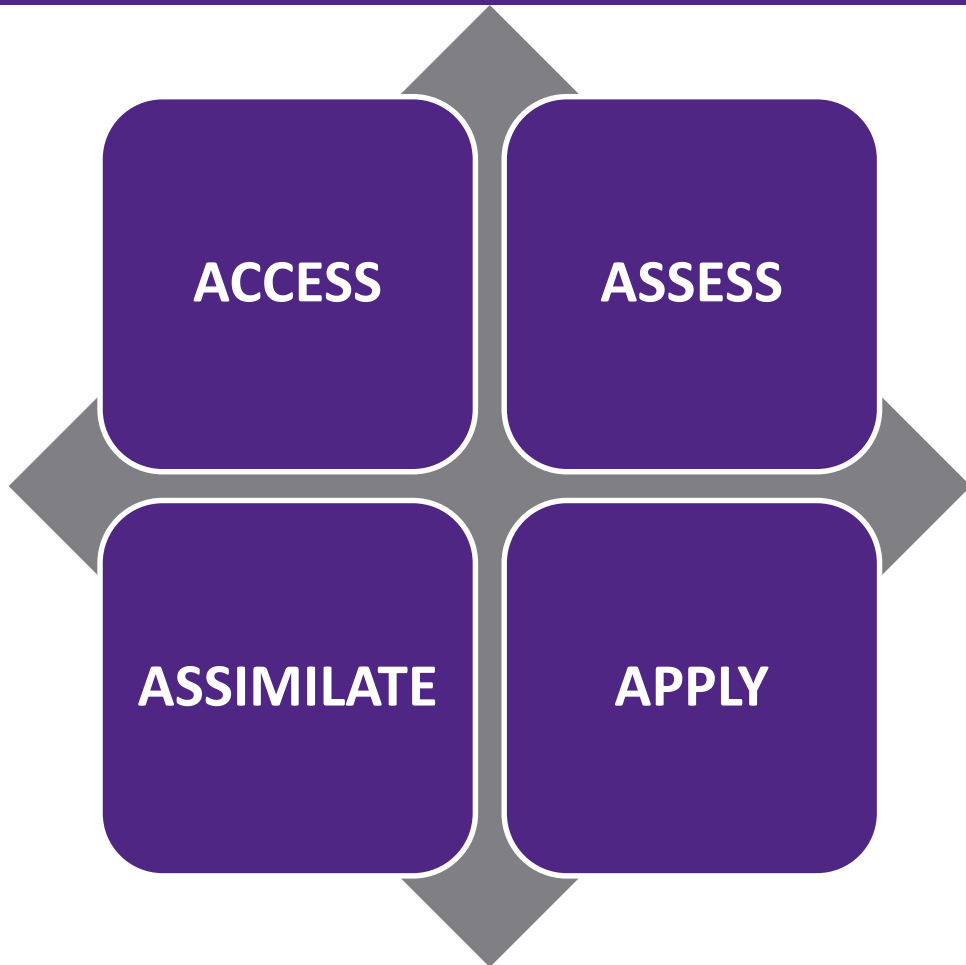


Image: Imus City Library: *Beyond Literacy Project*. CC BY SA Available on [Flickr](#)

Information Privilege



Information Privilege



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.

The Library of Congress Classification & Research

1. CONTROLLED VOCABULARY
2. HEGEMONIC LIBRARY CLASSIFICATION
3. THE MYTH OF NEUTRALITY
4. AND IMPLICATIONS FOR RESEARCH

Learning Outcomes

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

Library of Congress Classification

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/cpsolcco/>

Controlled Vocabulary

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

Hegemonic Classification

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: Thesauri & 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

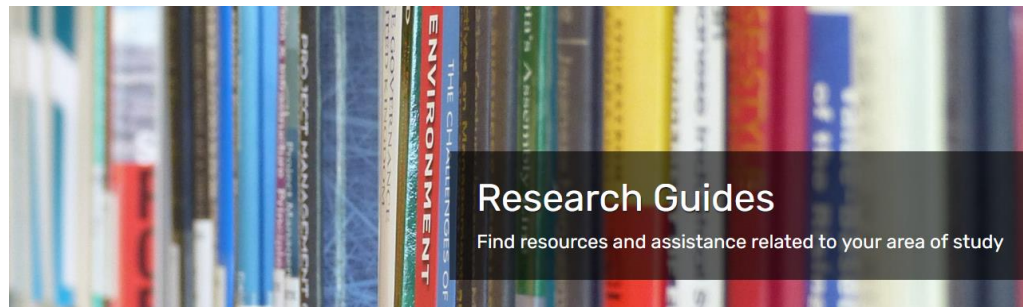
You will be handing these exercises in at the end of class. Please fill out the sheet to the best of your ability! Thank you!

Citation:

Drabinski, Emily (April 2013). "Queering the Catalog: Queer Theory and the Politics of Correction". *The Library Quarterly: Information, Community, Policy* Vol. 83, No. 2 (April 2013) , pp. 94-111. goo.gl/iq8FVn

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.



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Weldon	8am – 9pm
Map Collection	10am – 3pm
Chat	10am – 5pm

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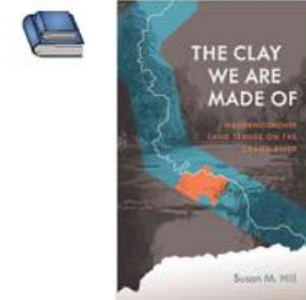
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MLIS Introduction to Metadata Classes

Author Hill, Susan M., 1971- author.
Title **The clay we are made of : Haudenosaunee land tenure on the Grand River / Susan M. Hill.**
Publisher Winnipeg : University of Manitoba Press, [2017] ©2017
Description 307 pages : illustrations, maps ; 23 cm.
Content Type text
Format volume

Location	Call Number	Currently
Huron Stacks	E99.I7H45 2017	IN LIBRARY
Weldon Library 3rd Floor - Regular Loan	E99.I7H57 2017	DUE January 09, 2018



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Note Includes bibliographical references and index.
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Iroquois Indians -- Ontario -- Grand River Region -- Claims.
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Indians of North America -- Canada -- Government relations.
Grand River Region (Ont.) -- History.
ISBN 9780887557170
0887557171
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MLIS Introduction to Metadata Classes



Haudenosaunee or Iroquois?

49,010 views

365 16 SHARE ...



nysmuseum

Published on Sep 30, 2014

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Guhnawiyostha' - Sydney Calfrobe, Deer Clan
Tsadeyohdi - Denise Waterman, Turtle Clan

This video, filmed on location at the Onondaga Nation School, focuses on the meaning of the name "Haudenosaunee" and includes information about the duties of the Six Nations as well as the use of the name "Iroquois" throughout history. This video accompanies New York State Education Department ELA curriculum module 4M1A.

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



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[Authors](#) (327)

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[Authors](#) (3409)

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[Works](#) (5180)

[Authors](#) (7851)

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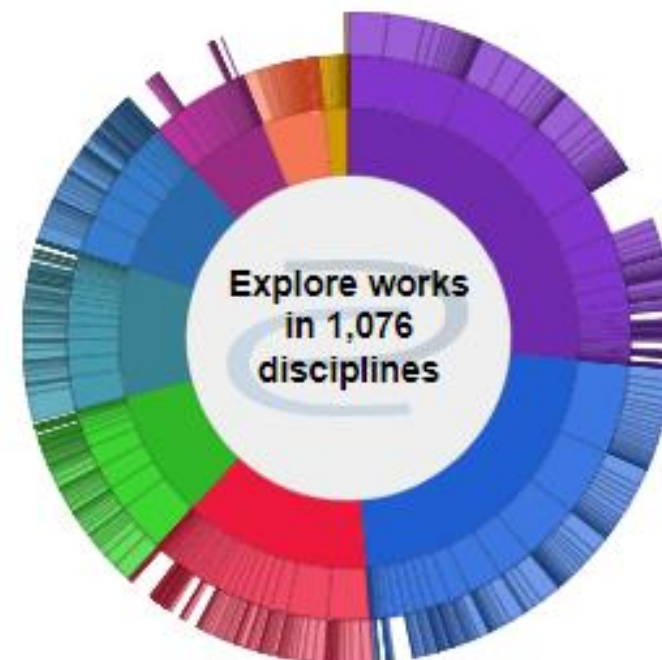
[Authors](#) (1952)

Social and Behavioral Sciences

[Sub-disciplines](#) (26)

[Works](#) (6591)

[Authors](#) (5739)



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Designated Discipline Fields	# of Records per Discipline Field related to Indigenous Studies
Arts and Humanities: Race, Ethnicity, and Post-Colonial Studies: Indigenous Studies	48
Education: Indigenous Education	2
Law: Indian and Aboriginal Law	27
Total Unique Works from above list (ie. not accounted for twice in the above disciplines):	73
Other Associated Discipline Fields	# of Records per Discipline Field related to Indigenous Studies
Arts and Humanities: Film and Media Studies: Other Film and Media Studies	3
Arts and Humanities: History: Canadian History	8
Arts and Humanities: History: Cultural History	8
Arts and Humanities: History: Oral History	3
Arts and Humanities: History: Other History	2
Arts and Humanities: Other Languages, Societies, and Cultures	3
Arts and Humanities: Race, Ethnicity, and Post-Colonial Studies	12
Arts and Humanities: Race, Ethnicity, and Post-Colonial Studies: Ethnic Studies	2
Arts and Humanities: Religion: Other Religion	6
Education: Bilingual, Multilingual, and Multicultural Education	16
Education: Other Education	11

MLIS Co-op Student Experiences

Indigenous Collection Highlights

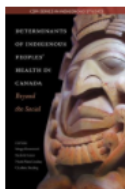
HOME	ARTS & LITERATURE	CULTURE	EDUCATION	GEOGRAPHY	HEALTH AND WELL-BEING
HISTORY	SCHOLARSHIP	SOCIAL ISSUES	COMMUNITY LINKS		

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.



[Medicine Unbundled: a Journey through the Minefields of Indigenous Health Care](#) by Gary Geddes

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?

Story: Challenging Perspectives

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.



Image by Karl JK Hedin on unsplash.com

Bursting Bubbles Lesson

Bursting Bubbles
ask students
What is a filter bubble?
- Show formal definition
What is the problem with filter bubbles?

Lesson Planner with WL ILLOs and BOPPPS

Lesson title: *Bursting the Filter Bubble* Instructor: *Christy*
 Date(s) & time(s): _____ Location: _____
 Faculty Member: _____ Course # & name: _____
 # of students: _____ Other details: _____

BRIDGE-IN:

- Introduction designed to gain students' attention
- provide motivation
- Value of lesson to learner

- Jimmy Truitt
- Donny Kagan Elliot
↳ Teacher's Dilemma

WL ILLO(s) – circle those that apply, and whether Generic, Situated or Transformative

Discovery & Critical Evaluation of Information	Responsible Creation and Use of Information	Enduring Research Skills	Communication	Civic Engagement
<i>GST</i>	<i>GST</i>	<i>GST</i>	<i>GST</i>	<i>GST</i>

Relevant details of WL ILLOs:

- Quote details from WL ILLOs: *Western grads will seek out perspectives that challenge their own views*

LEARNING OUTCOMES:

- Describe what the learners will know, be able to do, or value at the completion of the lesson
- E.g. "1. 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

PRE-ASSESSMENT:

- Identify prior knowledge
- Assess whether or not the learner can already accomplish outcomes
- Formative and/or summative

PARTICIPATORY LEARNING:

Learner Activities	Instructor Activities	Tools and Resources
<ul style="list-style-type: none"> • What learner does to actively achieve outcome <i>Responds in discussion to instructor probes</i> <i>- Takes notes in DB</i> <i>- Takes filtered search and compare</i>	<ul style="list-style-type: none"> • How instructor facilitates learning • Mix of direct instruction & facilitation 	<ul style="list-style-type: none"> • Resources the learner needs to achieve outcome
TIME: 10	TIME: 5	TIME:

Bursting Bubbles Learning Outcomes

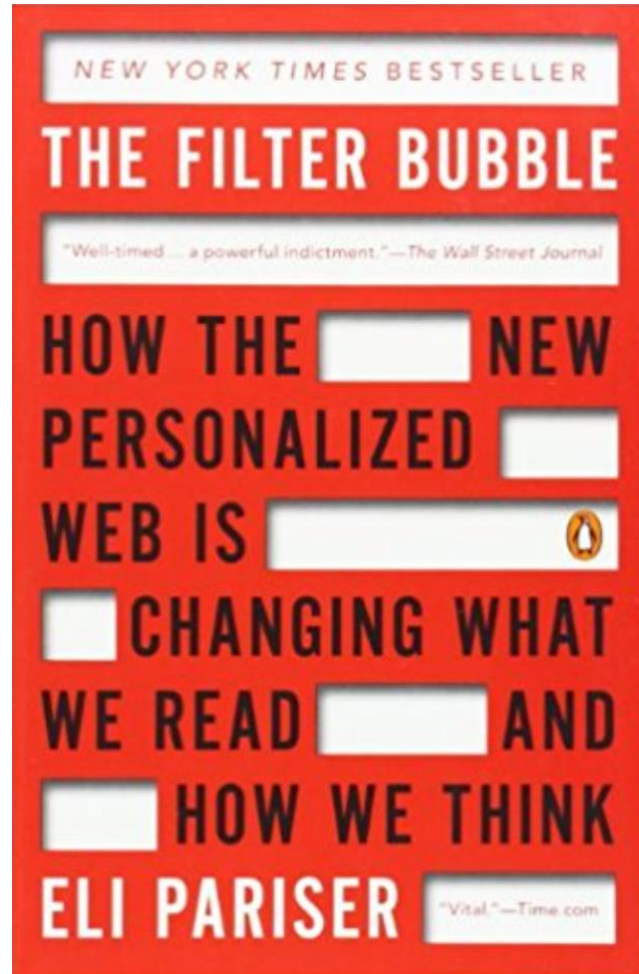
By the end of the lesson, students will be able to:

- Seek out perspectives that challenge their own views
- Understand the importance of identifying multiple perspectives.



Image: Joshua Reddekopp on Unsplash.com

The Filter Bubble

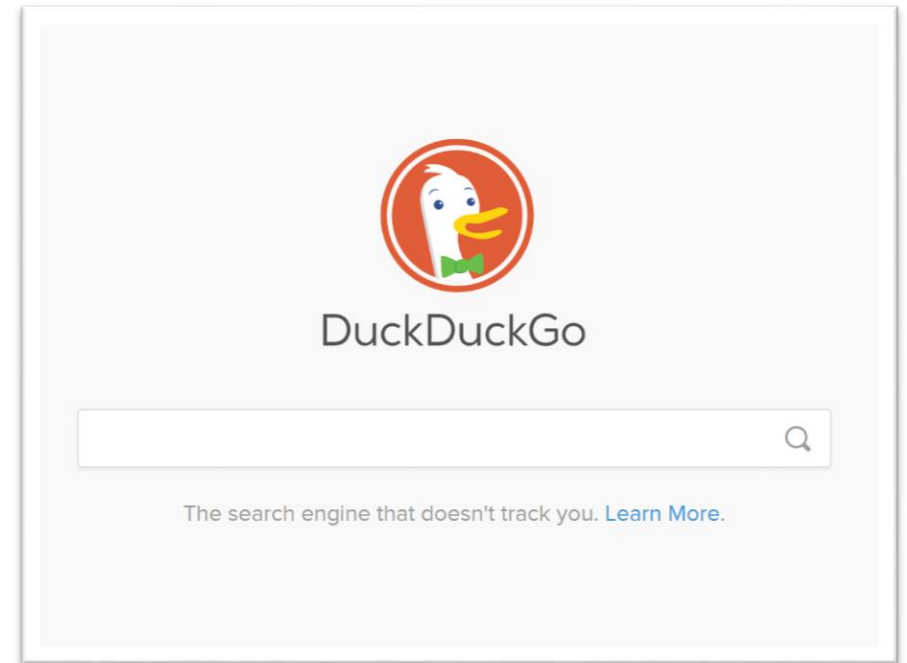


"Most of us assume that when we google a term, we all see the same results.."

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."

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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