Promoting Equity in Information Literacy Instruction Through Universal Design for Learning

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MARCH 29, 2023
Presentation & Supplemental Materials: Google Drive Folder

- PDF of Presentation
- Presenter script & references
- UDL in Libraries charts & guides

https://tinyurl.com/CarteretteUDL
Universal Design for Learning (20 min)

- What is it?
- Where it come from?
- Why do we use it?

Equity in the Information Literacy Classroom (10 min)

- The library's role in promoting equity.
- Equality, Equity, and Justice.
- Recognizing information privilege.

Translating UDL into the Library Classroom (10 min)

- Re-imagining the UDL guidelines.
- Taking small steps towards equity.
- Knowing your limits.

Hello!

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What is UDL?

- A set of principles for curriculum development.
- Promotes equitable learning for all.
- Design learning environments for individual variability.
- Strong foundation in research with benchmarks as guides.

http://udloncampus.cast.org/page/udl_about
From Universal Design to Universal Design for Learning

**Products**
Universal Design is "the design of products and environments to be usable to all people, to the greatest extent possible, without the need for adaptation or special design." (Mace, 1988)

**Pedagogy**
Though they developed around the same time, Universal Design for Learning (UDL) took a focus on education and pedagogy—how and why we teach.

**People**
UDL is now primarily focused on gaining insight into how humans learn and using that knowledge to improve the educational experience.

[https://www.cast.org/impact/timeline-innovation](https://www.cast.org/impact/timeline-innovation)
Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Visit the UDL Guidelines

**Affective Networks: The Why of Learning**

**Engagement**
For purposeful, motivated learners, stimulate interest and motivation for learning.

Explore Engagement

**Representation**
For resourceful, knowledgeable learners, present information and content in different ways.

Explore Representation

**Action & Expression**
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Explore Action & Expression

https://www.cast.org/impact/universal-design-for-learning-udl
https://tinyurl.com/CarteretteUDL
The Core UDL Guidelines
### Multiple Means of Engagement

**The "WHY" of learning**

<table>
<thead>
<tr>
<th>1. Access</th>
<th>2. Build</th>
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<tbody>
<tr>
<td>Provide options for RECRUITING INTEREST:</td>
<td>Provide options for SUSTAINING EFFORT &amp; PERSISTENCE</td>
</tr>
<tr>
<td>- Optimize individual choice and autonomy</td>
<td>- Emphasize importance of goals</td>
</tr>
<tr>
<td>- Optimize relevance, value, &amp; authenticity</td>
<td>- Vary demands &amp; resources</td>
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<td>- Minimize threats &amp; distractions</td>
<td>- Foster collaboration &amp; community</td>
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<td></td>
<td>- Mastery-oriented feedback</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Internalize</th>
<th>End Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide options for SELF REGULATION</td>
<td>Create expert learners who are purposeful and motivated.</td>
</tr>
<tr>
<td>- Promote expectations to optimize motivation</td>
<td></td>
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<tr>
<td>- Personal coping skills &amp; strategies</td>
<td></td>
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<tr>
<td>- Self-assessment &amp; reflection</td>
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</tbody>
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Multiple Means of Representation
The "WHAT" of learning

1. Access
Provide options for PERCEPTION
- Customizing the display of information
- Alternatives for auditory information
- Alternatives for visual information

2. Build
Provide options for LANGUAGE & SYMBOLS
- Clarify vocabulary, symbols, syntax, & structure
- Decoding of text & symbols
- Understanding across languages
- Illustrate with multiple media

3. Internalize
Provide options for COMPREHENSION
- Give background knowledge
- Highlight patterns, big ideas, & relationships
- Guide information processing
- Maximize transfer & generalization

End Goal
Create expert learners who are resourceful & knowledgable.
Multiple Means of Action & Expression

The "HOW" of learning

1. Access
Provide options for PHYSICAL ACTION
- Vary methods for response and navigation
- Access to tools and assistive technologies

2. Build
Provide options for EXPRESSION & COMMUNICATION
- Multiple media for communication
- Multiple tools for construction & composition
- Support for practice & performance

3. Internalize
Provide options for EXECUTIVE FUNCTIONS
- Appropriate goal setting
- Planning and strategy development
- Managing information & resources
- Capacity for monitoring progress

End Goal
Create expert learners who are strategic & goal-directed.
Why use UDL as librarians?

- Reduce accommodation requests
- Promote equitable learning
- Lower the barriers to information
Equity in the Information Literacy Classroom

Preaching versus Practicing
There is often a disconnect between what we intend to create that is equitable and what we actually create.

Faux-Equity and the One-Shot
"Faux-equity is not actually being fair or just in the way that people are treated, despite appearing to be so." (Bastone & Clement, 2022, p. 782)

Information Privilege
Power structures between librarians, students, and instructors affect the information privilege or information poverty of everyone in the classroom.

Equity in the Information Literacy Classroom

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https://doi.org/10.5860/crl.83.5.780
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Equality

All students receive the same resources, services, time, and opportunities to learn a specific set of information and skills.

Equity

Students have the flexibility and autonomy to choose the resources, services, and opportunities they need to help them succeed.

Justice

Removing the systemic barriers and questioning our standard practices and frameworks to find a better way.
Equity in the Information Literacy Classroom

Information Privilege

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Translating UDL into the Library Classroom
Multiple Means of Representation in the IL Classroom

Options for Comprehension

https://tinyurl.com/MMofRepresentation
Multiple Means of Representation in the IL Classroom

THINK: What have the students covered before the IL session?

ASK: Connect with the course instructor to get sample or actual student research topics.

DO: Connect the IL session to their topics and assignments through their actual topics or relevant sample topics.

Activate or supply background knowledge

Options for Comprehension

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Multiple Means of Representation in the IL Classroom

**Options for Comprehension**

- **Activate or supply background knowledge**
  - THINK: What have the students covered before the IL session?
  - ASK: Connect with the course instructor to get sample or actual student research topics.
  - DO: Connect the IL session to their topics and assignments through their actual topics or relevant sample topics.

- **Guide information processing and visualization**
  - THINK: How can I best design activities and instructions to help students process the content and purpose?
  - ASK: Talk to the instructor to get a sense of what kinds of activities and instructions happen in their classroom.
  - DO: Provide several ways to understand activity instructions (verbal, written, visual, etc.) and model the behavior you want.

- **Highlight patterns, critical features, big ideas, & relationships**
  - THINK: What do I need to know about this course before designing an IL session?
  - ASK: See if you can get a copy of the course syllabus ahead of time so you can align their goals with yours.
  - DO: Connect class outcomes to library content and techniques.

https://tinyurl.com/MMofRepresentation
How to Incorporate UDL
How to Incorporate UDL

KNOW YOUR LIMITS
Thank you!

Happy to answer questions now and later--just email or tweet at me.

You can find me at:

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