

CARTERETTE WEBINAR SERIES

Promoting Equity in Information Literacy Instruction Through Universal Design for Learning

KRISTINA CLEMENT
KENNESAW STATE UNIVERSITY

MARCH 29, 2023



Presentation & Supplemental Materials: Google Drive Folder

PDF of
Presentation

Presenter script
& references

UDL in Libraries
charts & guides

<https://tinyurl.com/CarteretteUDL>





Hello!

Kristina Clement, Student Outreach & Sponsored Programs Librarian (she/her)

Kennesaw State University

kcleme19@kennesaw.edu

@kc_librarian1



Universal Design for Learning (20 min)

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



Equity in the Information Literacy Classroom (10 min)

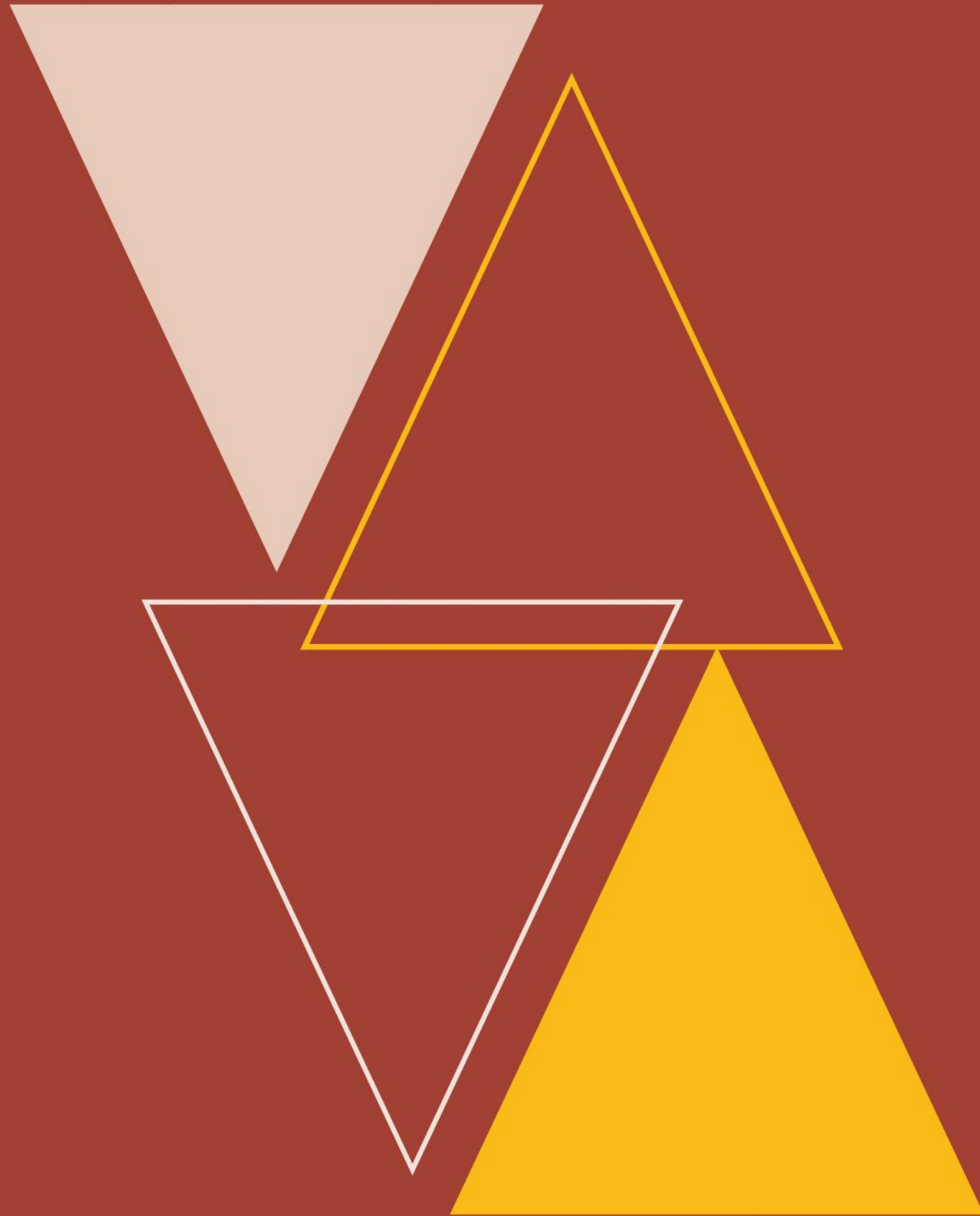
- The library's role in promoting equity.
- Equality, Equity, and Justice.
- Recognizing information privilege.



Translating UDL into the Library Classroom (10 min)

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

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

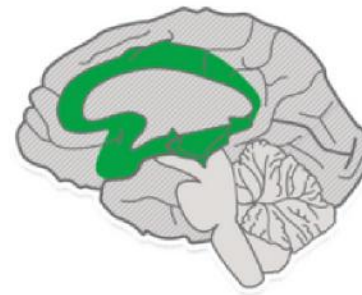
UDL is now primarily focused on gaining insight into how humans learn and using that knowledge to improve the educational experience.

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

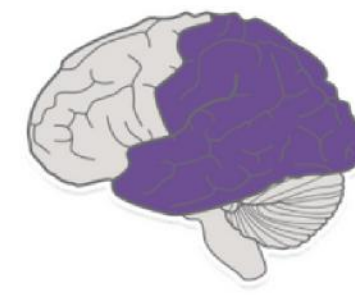


Engagement

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

[Explore Engagement](#) 

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

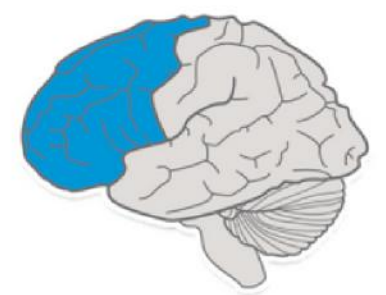


Representation

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

[Explore Representation](#) 

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

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

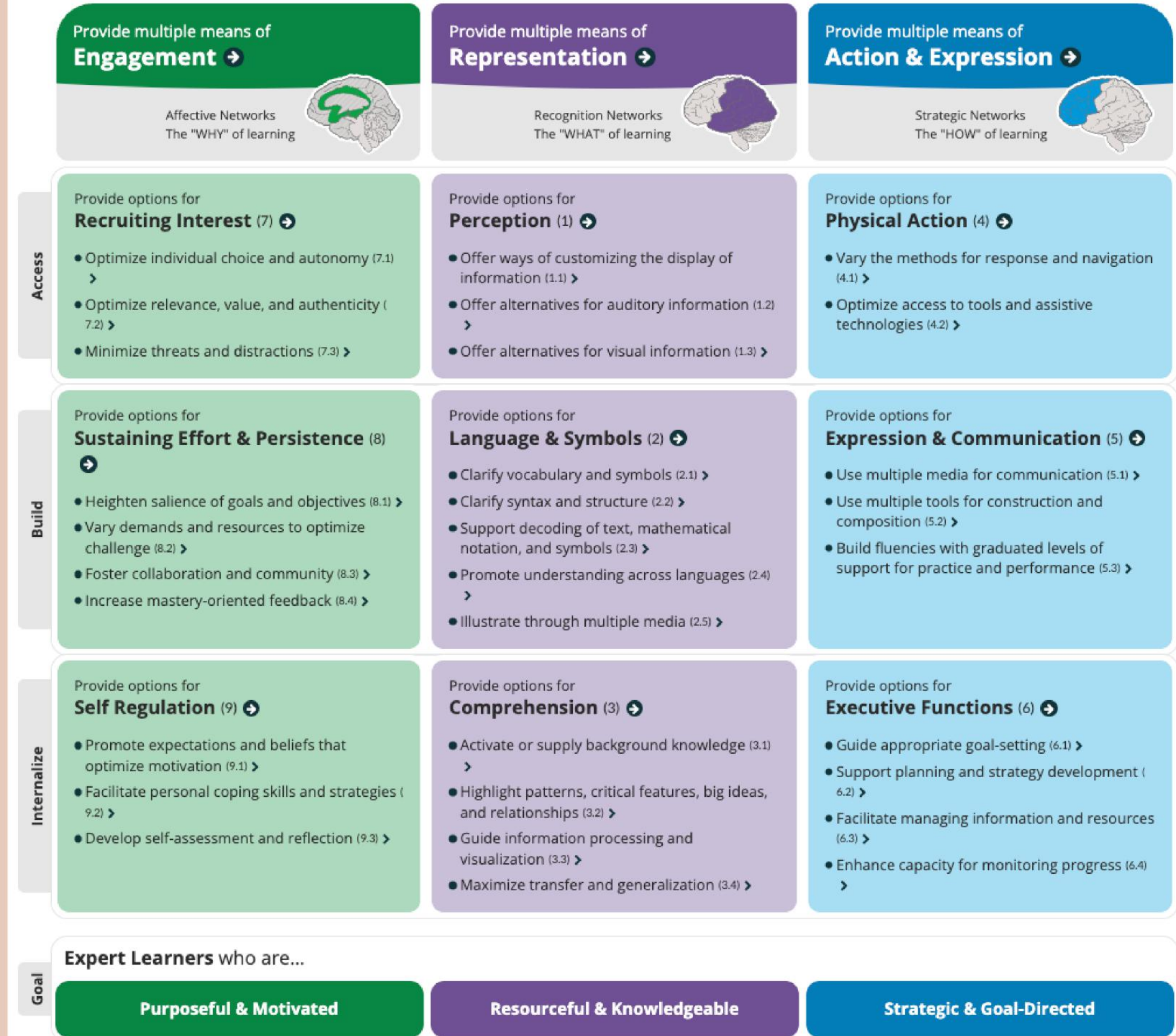
[Explore Action & Expression](#) 

<https://www.cast.org/impact/universal-design-for-learning-udl>

<https://tinyurl.com/CarteretteUDL>

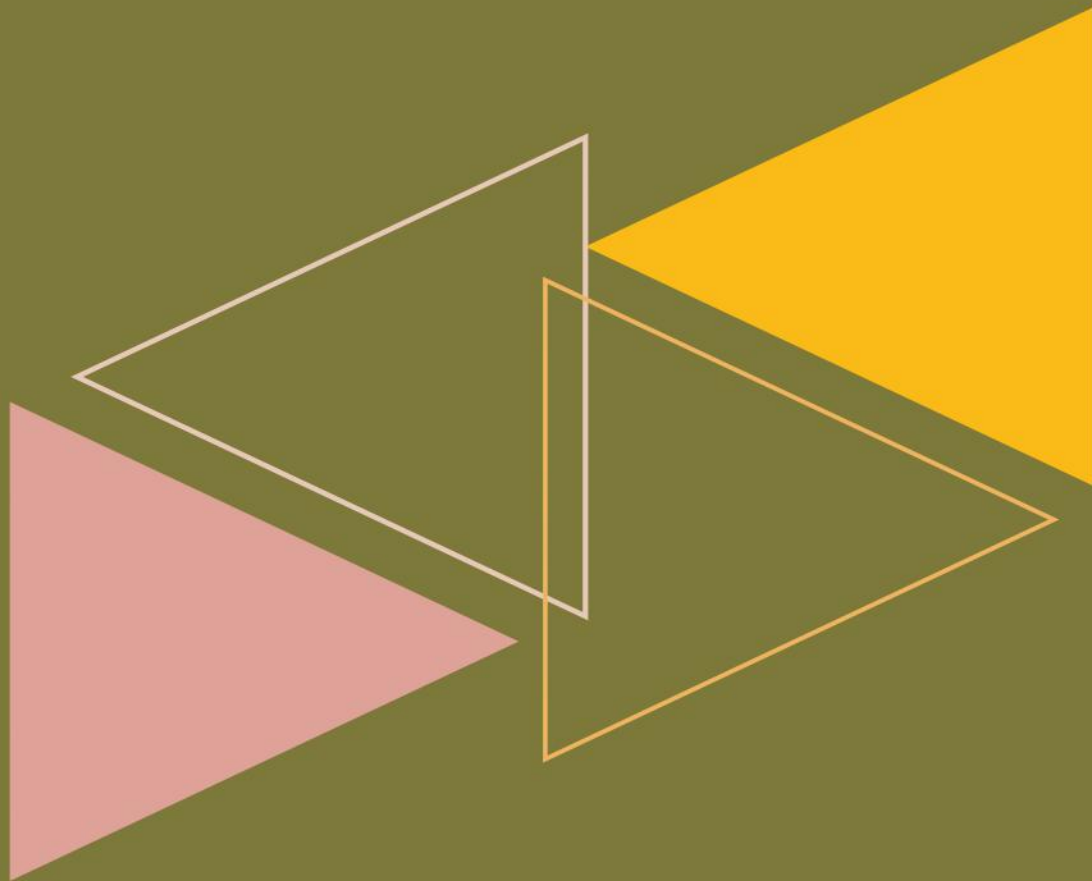
The Core UDL Guidelines

Universal Design for Learning Guidelines



Multiple Means of Engagement

The "WHY" of learning



1. Access

Provide options for RECRUITING INTEREST:

- Optimize individual choice and autonomy
- Optimize relevance, value, & authenticity
- Minimize threats & distractions

2. Build

Provide options for SUSTAINING EFFORT & PERSISTENCE

- Emphasize importance of goals
- Vary demands & resources
- Foster collaboration & community
- Mastery-oriented feedback

3. Internalize

Provide options for SELF REGULATION

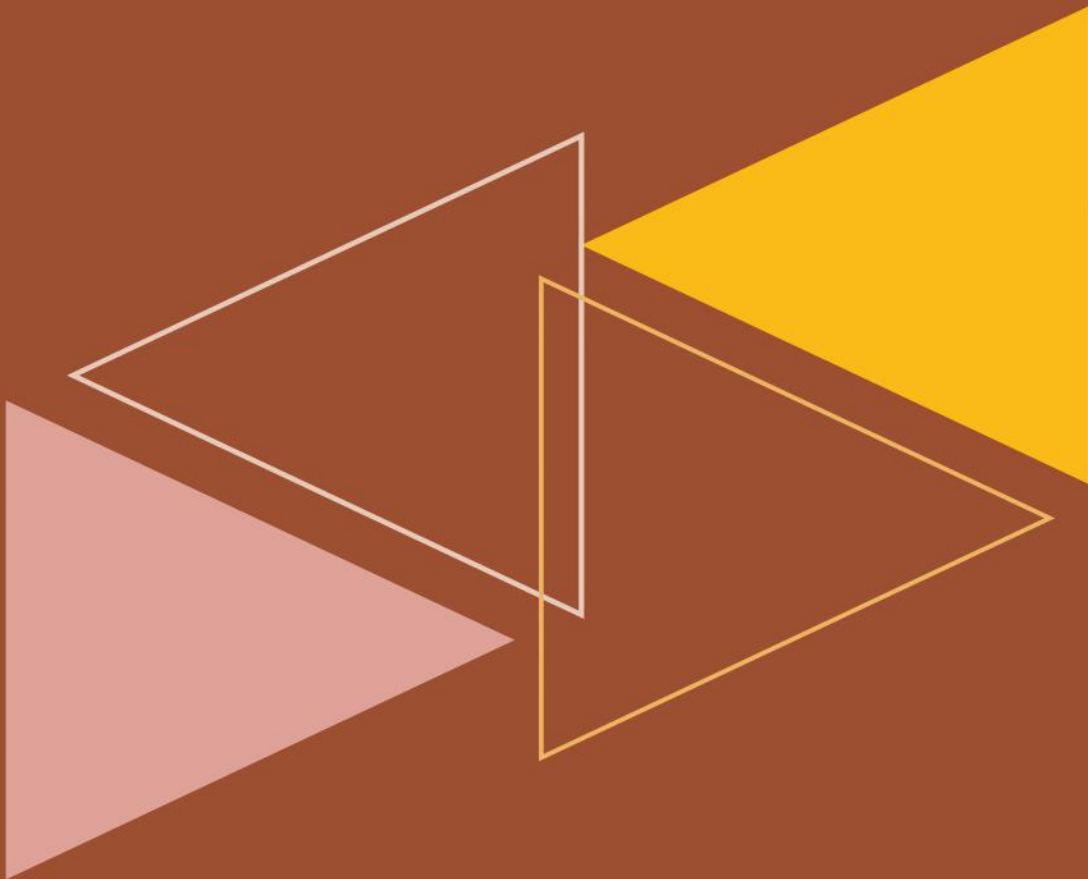
- Promote expectations to optimize motivation
- Personal coping skills & strategies
- Self-assessment & reflection

End Goal

Create expert learners who are purposeful and motivated.

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 & knowledgeable.

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



Preaching versus Practicing

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

Bastone, Z., & Clement, K. (2022). Serving Everyone or Serving No One? Examining the Faux-Equity of the One-Shot. *College & Research Libraries*, 83(5).
<https://doi.org/10.5860/crl.83.5.780>



Equity in the Information Literacy Classroom



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)

Bastone, Z., & Clement, K. (2022). Serving Everyone or Serving No One? Examining the Faux-Equity of the One-Shot. *College & Research Libraries*, 83(5).
<https://doi.org/10.5860/crl.83.5.780>



Equality

Equity

Justice

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

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

Removing the systemic barriers and questioning our standard practices and frameworks to find a better way.



Equity in the Information Literacy Classroom



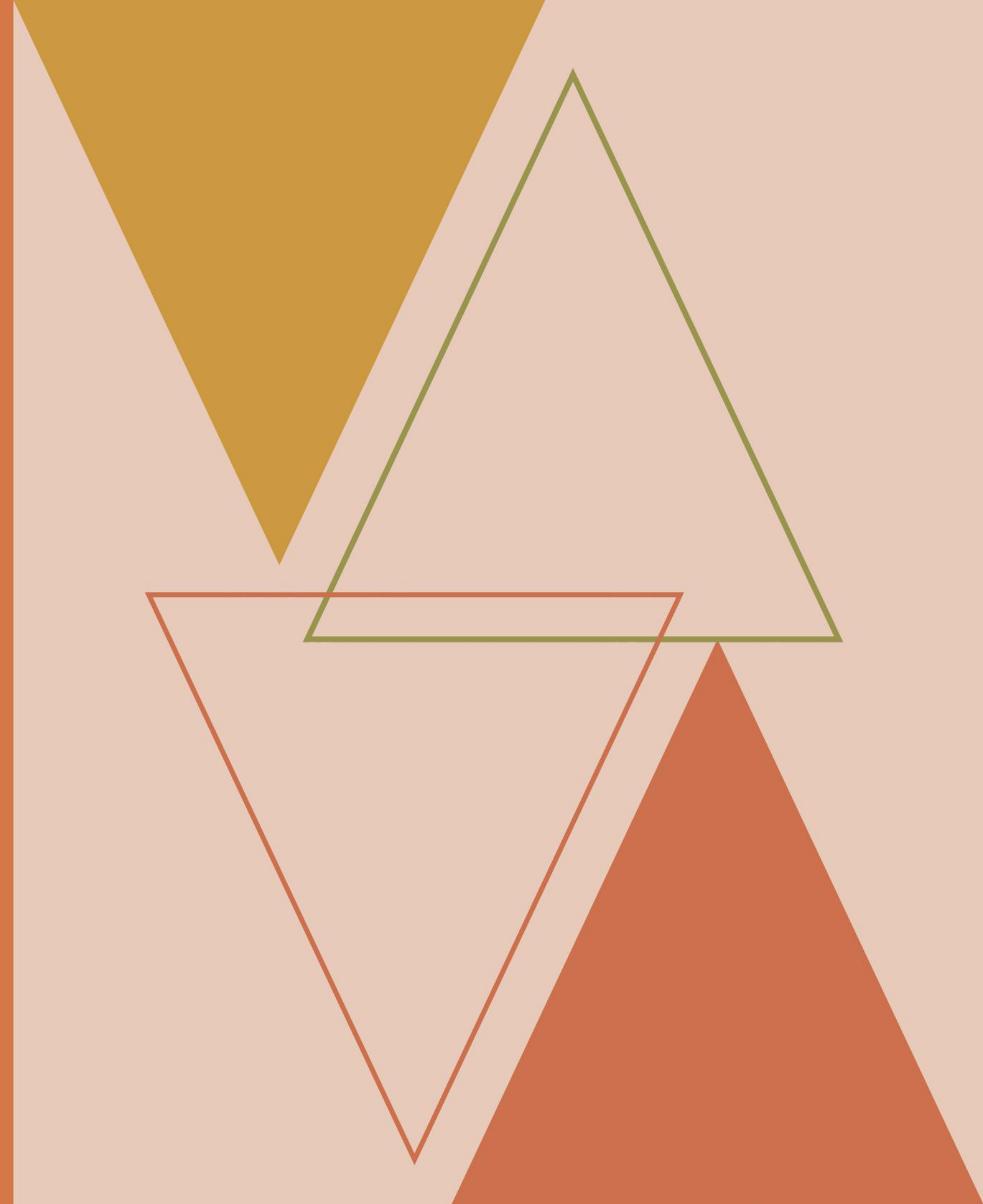
Information Privilege

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

Bastone, Z., & Clement, K. (2022). Serving Everyone or Serving No One? Examining the Faux-Equity of the One-Shot. *College & Research Libraries*, 83(5).
<https://doi.org/10.5860/crl.83.5.780>



Translating UDL into the Library Classroom



Multiple Means of Representation in the IL Classroom



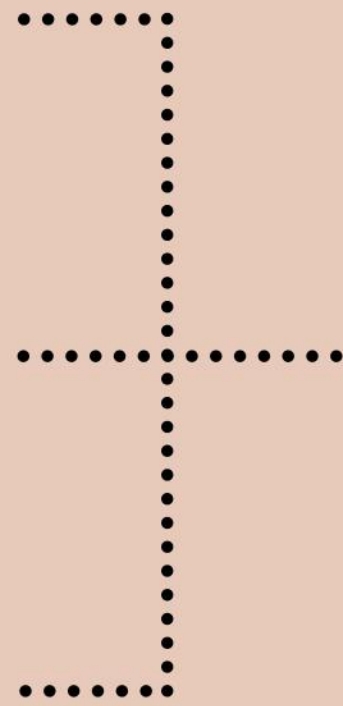
**Options for
Comprehension**

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**

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.

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

Activate or supply background knowledge

Options for Comprehension

Highlight patterns, critical features, big ideas, & relationships

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.

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

Activate or supply background knowledge

Guide information processing and visualization

Options for Comprehension

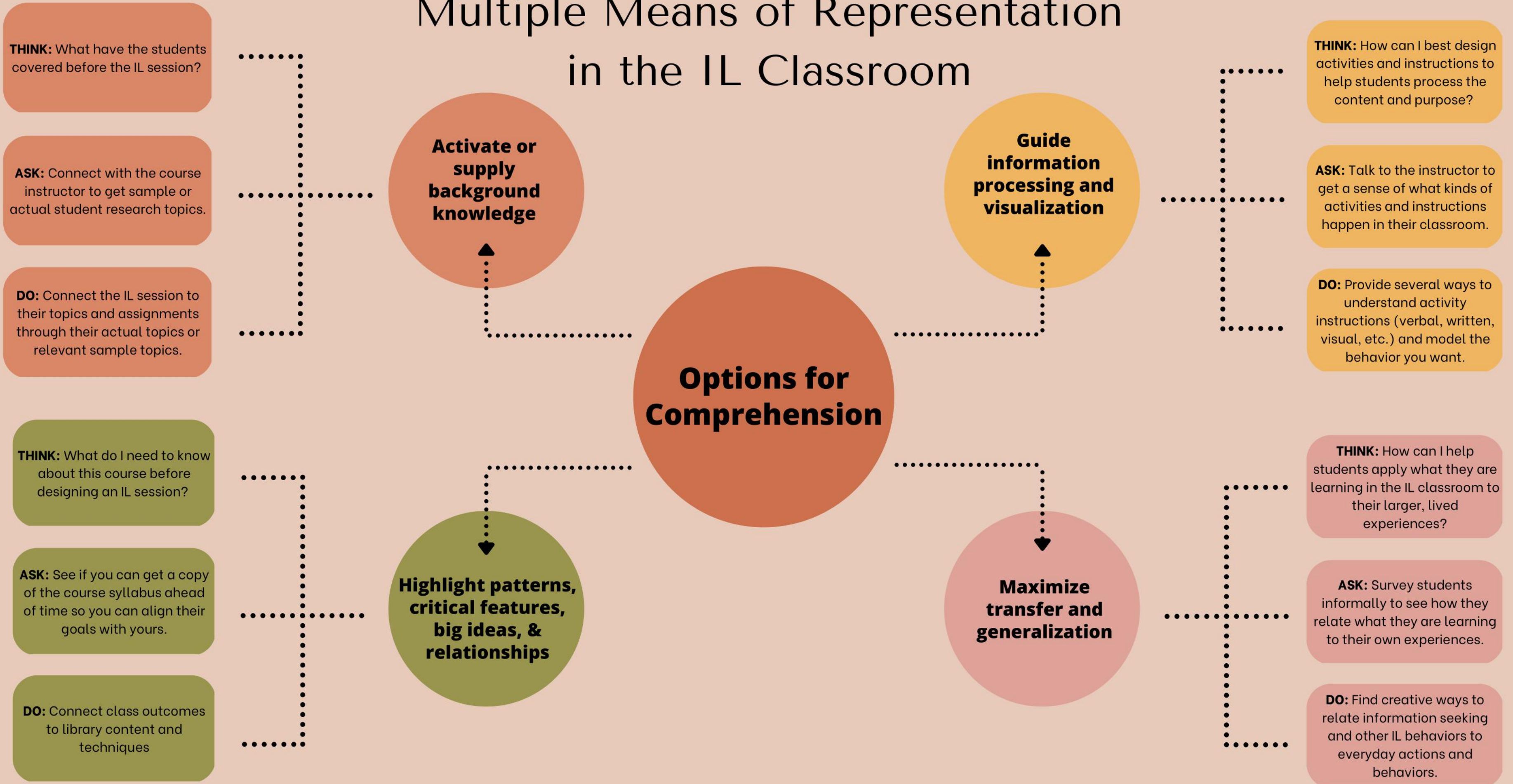
Highlight patterns, critical features, big ideas, & relationships

THINK: How can I best design activities and instructions to help students process the content and purpose?

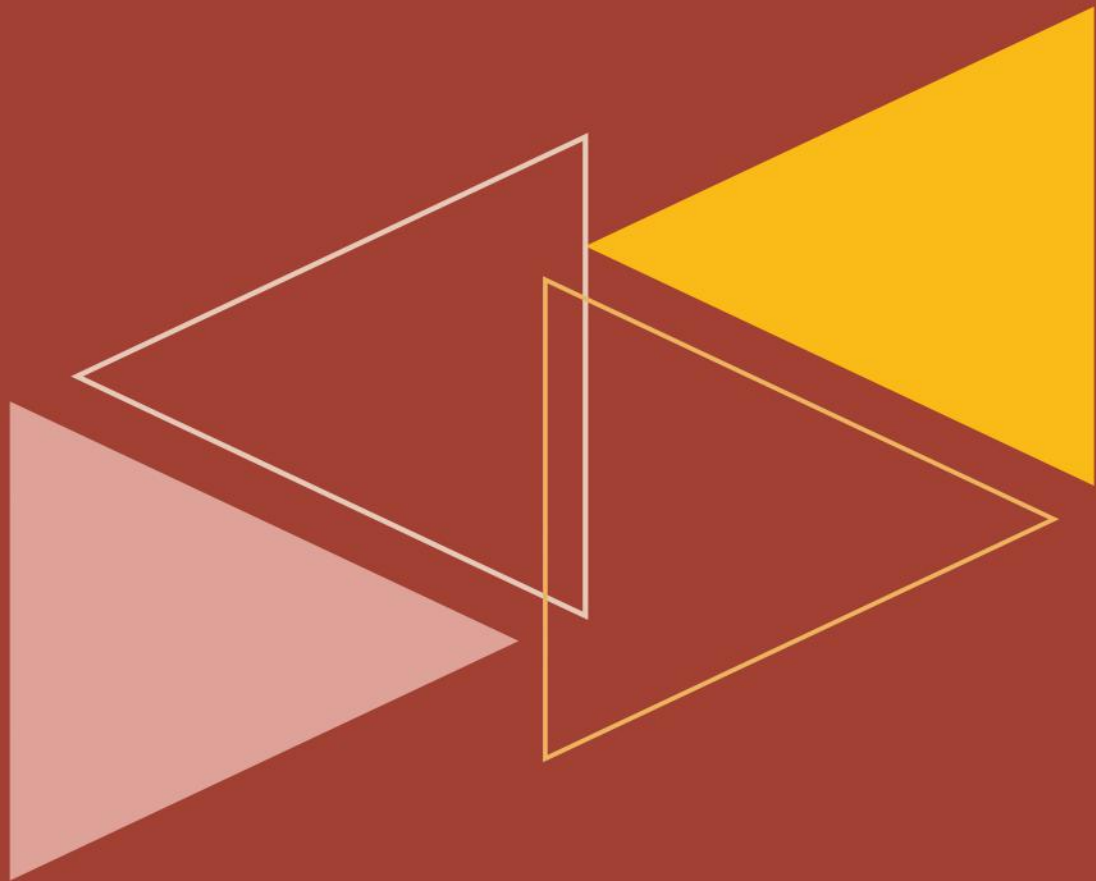
ASK: Talk to the instructor to get a sense of what kinds of activities and instructions happen in their classroom.

DO: Provide several ways to understand activity instructions (verbal, written, visual, etc.) and model the behavior you want.

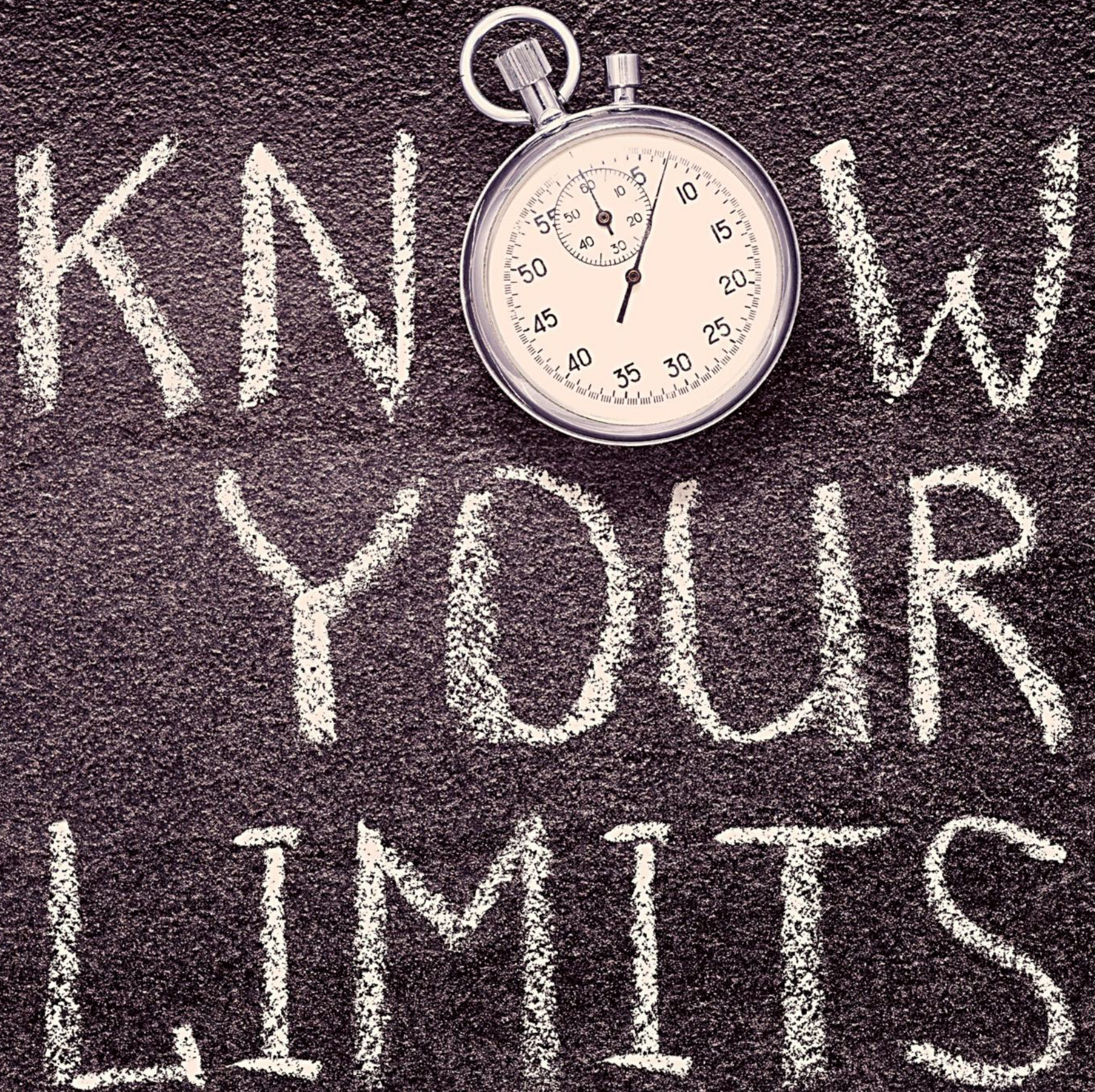
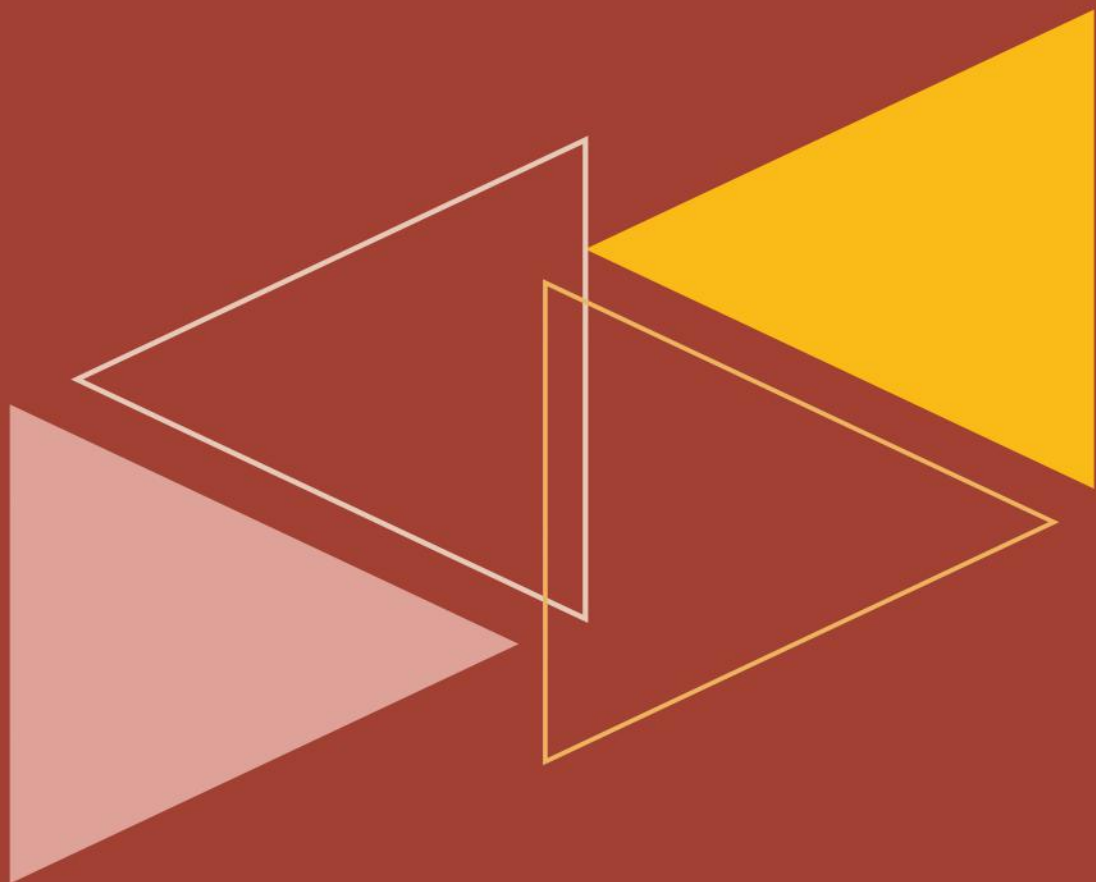
Multiple Means of Representation in the IL Classroom



How to Incorporate UDL



How to Incorporate UDL



Thank you!

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

You can find me at:

Kristina Clement

Student Outreach & Sponsored Programs Librarian
Kennesaw State University

kcleme19@kennesaw.edu

@kc_librarian1

ORCID: <https://orcid.org/0000-0003-4022-3359>

