Building Inclusive Online Tutorials

Abby Mann

Illinois Wesleyan University

Today's Agenda

Why:
  • A little bit about my motivation in thinking about inclusive tutorials

How 1:
  • Some basic principles of Accessibility and Universal Design

How 2:
  • Inclusivity Principles and the Problems of Asynchronous Learning Objects

What Can I Do 1?:
  • Some Basic Principles

What Can I Do 2?:
  • Some Higher Order Principles

A Provocation:
  • Student Agency

Questions and Discussion

My motivations

- Spent 20 some years as teaching faculty
  - PWI
  - In China for Three Years
  - HSI
  - NANTSI
- Part of my move into librarianship was about lasting impact and cross-campus collaboration
- Effectiveness is key for me: if we have tutorials, I want them to be used by students in meaningful ways

Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns.

Ambrose, S. A., Lovett, M., Bridges, M. W., DiPietro, M., & Norman, M. K. (2010). *How learning works : seven research-based principles for smart teaching* (First edition.). Jossey-Bass.

Why Tutorials?

Online tutorials have become increasingly prevalent in library instruction

Dennie, D., & Breier, S. (2021). Babe… you're a bit of a know it all: Student love and breakup letters to a library research skills tutorial. *Journal of Information Literacy*, 15(3), 41-55. https://doi.org/10.11645/15.3.2887

Saunders, L. (2018). Information literacy in practice: Content and delivery of library instruction tutorials. The Journal of Academic Librarianship, 44(2), 269–278

Pandemic accelerated, but the trend predates it; reflects shifting conditions

"[a]s library budgets continue to tighten and technology continues to advance, libraries are flipping classrooms and deploying technology in order to better scale our instructional efforts."

Lemire, S. (2016). Scaling Instruction to Needs Updating an Online Information Literacy Course. *Reference and User Services Quarterly*, 56(1), 17–22. https://doi.org/10.5860/rusq.56n1.17

Tutorials as the forgotten element….

"Each course has unique assignment needs and student expertise, and students rightfully grow frustrated at the repetitive nature of standardized one-shots. While not all students have received information literacy instruction, **libraries can cover the basics in other forms, such as online video tutorials**. As with all classrooms and teaching environments, it is important to be cognizant of the various levels of expertise our students bring and accommodate them all as much as possible."

Heinbach, C., Mitola, R., & Rinto, E. (2021). *Dismantling deficit thinking in academic libraries : theory, reflection, and action*. Library Juice Press.

How 1: Accessibility

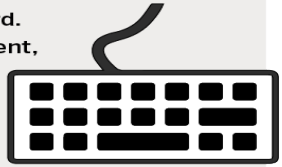Understanding the 4 Principles of **Accessibility** #A11Y

P

Perceivable
Information and user interface components must be presentable to users in ways they can perceive.
- Provide text alternatives for any non-text content.
- Make it easier for users to see and hear content including separating foreground from background.

`<alt>`

O

Operable
User interface components and navigation must be operable.
- Make all functionality available from a keyboard.
- Provide ways to help users navigate, find content, and determine where they are.

U

Understandable
Information and the operation of user interface must be understandable.
- Make text content readable and understandable.
- Make Web pages appear and operate in predictable ways.

`<header>`

R

Robust
Content must be robust enough that It can be interpreted reliably by a wide variety of user agents, including assistive technologies.
- Maximize compatibility with current and future user agents, including assistive technologies.

Matt Fitzwater
https://blogs.libraries.indiana.edu/redux/2018/06/13/understanding-the-4-principles-of-accessibility/

How 1:
UDL

Robson Square in Vancouver by Arthur Erickson

How 1: UDL

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

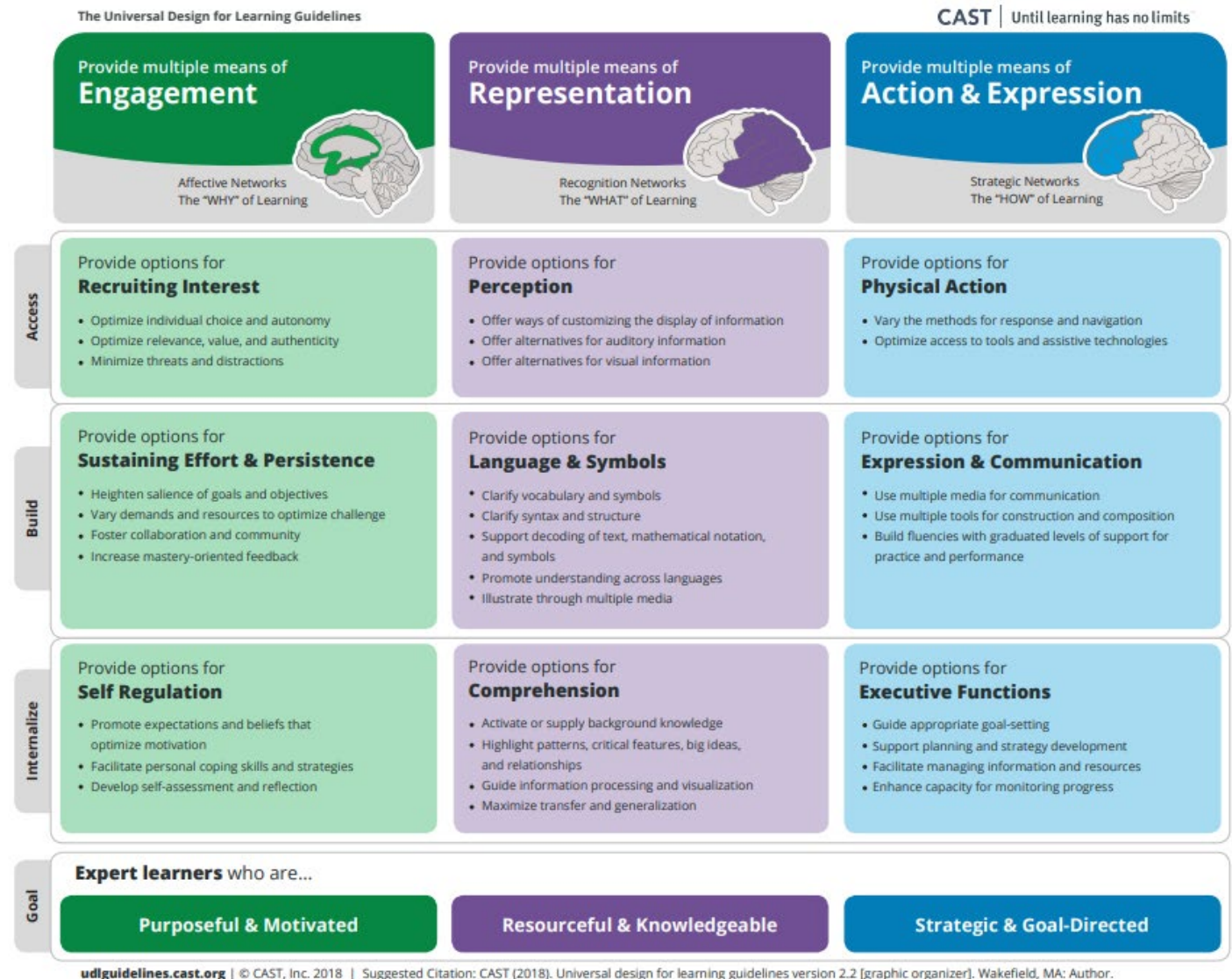| Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

Access

Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**
• Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	• Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	• Vary the methods for response and navigation • Optimize access to tools and assistive technologies

Build

Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols**	Provide options for **Expression & Communication**
• Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	• Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	• Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for **Self Regulation**	Provide options for **Comprehension**	Provide options for **Executive Functions**
• Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	• Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	• Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Goal — **Expert learners** who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Website for CAST. a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines.

Link to CAST's guideline page with a complete word doc version of guidelines

How 2: Inclusive Teaching

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which **everyone feels safe, supported, and encouraged to express her or his views and concerns**. In these classrooms, **the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups**. Content is presented in a manner that **reduces all students' experiences of marginalization** and, wherever possible, *helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline*. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which **thoughtfulness, mutual respect, and academic excellence are valued and promoted**.

Saunders, S and Kardia, D. (2021). "Inclusive Teaching." *Michigan Center for Research on Learning and Teaching* https://crlt.umich.edu/gsis/p3_1

How 2: Inclusive Teaching

- Why do some types of students seem to participate more frequently and learn more easily than others?
- How might cultural assumptions influence interaction with students?
- How might student identities, ideologies, and backgrounds influence their level of engagement?
- Finally, how might course and teaching redesign encourage full participation and provide accessibility to all types of students?

https://poorvucenter.yale.edu/InclusiveTeachingStrategies

How 2: Inclusive Teaching

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Saunders, S and Kardia, D. (2021). "Inclusive Teaching." *Michigan Center for Research on Learning and Teaching* https://crlt.umich.edu/gsis/p3_1

How 2: Inclusive Teaching

https://ced.ncsu.edu/wp-content/uploads/2022/01/Inclusive-Teaching-Practices-Sheet_071020.pdf

10 Inclusive Teaching Practices

A classroom, whether physical or virtual, is a reflection of the world in which we live. Research has shown that students from underrepresented groups often face additional challenges. By implementing inclusive teaching practices, faculty can create learning environments in which all students feel like they belong and can learn at high levels.

To support instructors in creating inclusive learning environments, we're offering a set of free resources, including 10 inclusive teaching practices that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to the physical classroom.

These 10 practices include:

1 Ensure your course reflects a diverse society and world.

Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline's main journals, in journals published outside the U.S., and in open-access databases. View resources

2 Ensure course media are accessible.

Making your course media — including videos, images, documents, PowerPoint presentations, and so on — accessible benefits all of your students. View resources

3 Ensure your syllabus sets the tone for diversity and inclusion.

An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including a diversity statement that explains why diversity and inclusion are important to education helps students understand the importance and relevance of diversity and inclusion. View resources

4 Use inclusive language.

Students feel acknowledged when we adopt current terminology about various identity groups. Using inclusive language can help build a stronger campus community and further our ability to thrive in an increasingly diverse environment. View resources

5 Share your gender pronouns.

Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. View resources

How 2: Inclusive Teaching

6 Learn and use students' preferred names.

Remember that students' preferred names may not always match what is on your course roster. Ask students ensure that their preferred name appears in their LMS profile and on accompanies their video on any live meetings. View resources

7 Engage students in a small group introductions activity.

During the first week of your course, provide an opportunity for students to learn more about each other, in order to help everyone feel more comfortable and to start developing a sense of belonging and community. View resources

8 Use an interest survey to connect with students.

Use an online questionnaire that asks students about their preferred name/ pronouns, work experience, plans for the future, what they are most looking forward to and most concerned about related to your course, to help you connect with them and better meet their learning needs. View resources

9 Offer inclusive office hours.

Remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g. video conference, phone call, text message, email), and structures (e.g. one-on-one and in groups). View resources

10 Set expectations for valuing diverse viewpoints.

Engaging students in a discussion about online communication norms and guidelines at the very beginning of a course is an essential step in fostering community and creating a productive learning environment. Decide together on a list of guidelines to help ensure that everyone feels valued and included the course discussions. View resources

acue.org

Visit **acue.org/inclusive-teaching-practices-toolkit** for more.

https://ced.ncsu.edu/wp-content/uploads/2022/01/Inclusive-Teaching-Practices-Sheet_071020.pdf

What Can I Do 1? Some Basic Principles

Focus on emphasizing that academic study is done by and about diverse peoples so that students can see themselves as part of an academic community

- Use Gender Neutral Language
- Seek examples that center scholarship around diverse populations and questions
- Take advantage of multimodal affordances to allow contextualization and representation

Use Gender Neutral Language

As you listen/read, think about what Wendle chooses to quote (by having the experts speak), what to paraphrase, and what to summarize. Also listen for how they create a "quote sandwich" as they introduce ideas.

"Characters were referred to as the student instead of using binary pronouns. In hindsight, we should have specifically used a mixture of pronouns to acknowledge various gender identities."

Roth, A, Singh, G and Turnbow, D. (2021). "Equitable But Not Diverse: Universal Design for Learning is Not Enough," *In the Library with the Lead Pipe*.
https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/

- Normalizes use for students in an academic setting
- Doesn't require students to hunt down preferred pronouns for each author or suggest that academic writing requires self-disclosure

The below is part of an APA style bibliography from the article "The impact of racial identity, ethnic identity, Asian values and race-related stress on Asian Americans and Asian International College students' psychological well-being." What is wrong with how this entire bibliography is arranged? [Big hint: while the rules vary with citation styles, almost all of them (except Chicago) have this shared requirement for their end matter.]

Seek examples that center scholarship around diverse populations and questions

• Highlight the ways that academic study can attend to the experiences of non-hegemonic groups

Espiritu, Y.L. (1992) *Asian American Panethnicity: Bridging Institutions and Identities*. Philadelphia: Temple University Press.

Constantine, M.G. & Sue, D. (2006). Factors contributing to optimal human functioning in people of color in the United States. *The Counseling Psychologist,* 34:228–244.

Devos T. & Banaji M.R. (2005). American=White? *Journal of Personality and Social Psychology,* 88:447–466.

Cooper, S. & Leong, F.T.L. (2008). Introduction to the special issue on

Take advantage of multimodal affordances to allow contextualization and representation

- Don't assume student has same academic knowledge as you and will recognize a certain scholar/topic as diverse
- Allow students to see and hear diverse people in positions of authority / topics as worthy of study

Join the Academic Party! Part 3: Citations (In Text)

Quiz 3 (In Text Citation): Question 2

These quizzes are meant to allow you to reflect upon the content of the video and begin to develop your recall and understanding of the ideas in it. Feel free to return to the MLA video or APA Video as much as you need to to clarify your understanding! You will need to get the correct answer to move on, so if you miss the answer, read the feedback and try again!

≡▾ Menu «

You read the following sentence in Sylvia Walby's 1989 article "Theorising Patriarchy,"

"Some women of colour, such as Hooks (1984) have argued that since the family is a site of resistance and solidarity against racism for women of colour, it does not hold the central place in accounting for women's subordination that it does for white women."

[for your information--found on page 217. Also, bell hooks, cited here, chose to spell that name with no upper case letters, although Walby has capitalized it here]

What citation format is it in?

(required)

☐ MLA
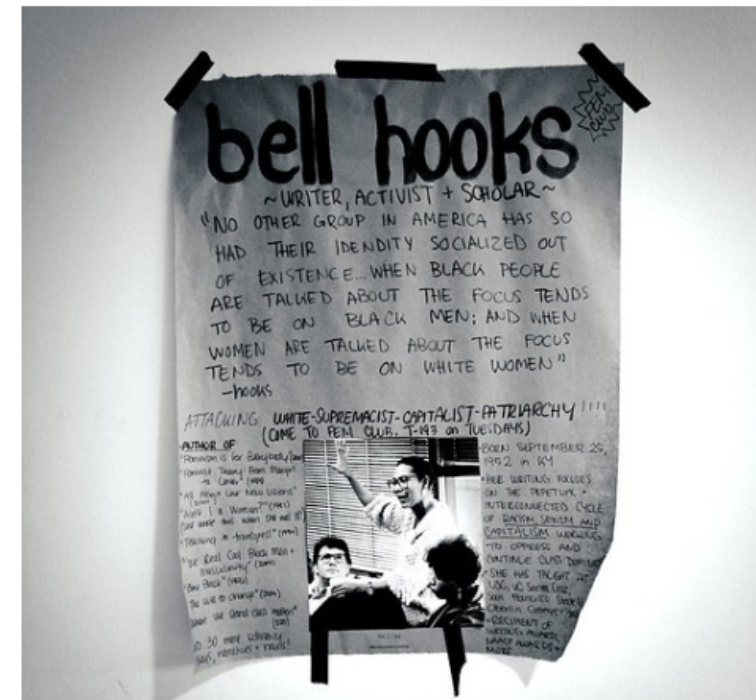
Incorporating Multimodal Elements

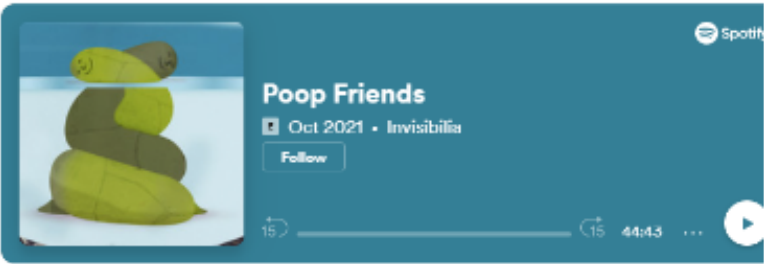## Join the Academic Party! Part 4: Integrating Sources

Hear the integration!

Here's a chance to hear how various scholarly arguments--about poop-- are integrated into a writer's own argument, with a response question required to allow you to reflect on your learning. You can listen to the embedded version to the right, and/or read the transcript below (this is the same extract as from Part 1 if you already did that).

Use the response box below (scroll past listening instructions and transcript) to answer the following:

As you listen/read, think about what Wendle chooses to quote (by having the experts speak), what to paraphrase, and what to summarize. Also listen for how they create a "quote sandwich" as they introduce ideas.

In the response box below the transcript, choose one of those

Yowei Shaw (left) and Kia Miakka Natisse (right), co-hosts of *Invisibilia*.
NPR

Join the Academic Party! Part 2 Citations (End Matter)

Quiz 2 (End Matter : Bibliography, Works Cited, etc): Question 3

These quizzes are meant to allow you to reflect upon the content of the video and begin to develop your recall and understanding of the ideas in it. Feel free to return to the video as much as you need to to clarify your understanding. You will need to get the correct answer to move on, so if you miss the answer, read the feedback and try again!

You're writing a paper with MLA style citation about Lil Nas X's song MONTERO (Call Me By Your Name) from the album Montero. Below, choose which parts should be in italics, quotation marks, or neither (required)

	Italics	Quotation Marks	Neither
Lil Nas X	☐	☐	☐
MONTERO (Call Me By Your Name)	☐	☐	☐
Montero	☐	☐	☐

Prev Slide   Next Slide

Brought to you by

What Can I Do? Some Higher Order Principles

Focus on highlighting students' previous experiences and knowledge in order to emphasize skills they bring to the table while recognizing potential road-blocks

- Utilize varied experiences to leverage asset-based thinking
- (But) attend to possible emotional impact of examples for various users
- Acknowledge points of tension, especially vis-à-vis authority

(first) Dismantle deficit thinking

Join the Academic Party! Part 1: Academic Conversations

Join the Academic Party! Part 1: Why do we care and what does it get us?

Baseline: avoid language that pathologizes/ criminalizes "lack"

Utilize various experiences to leverage asset-based thinking

"Knowledge is created, validated, stamped as truth by the oppressors and we have filled our physical spaces with it. By selecting what we consider to be worthy enough to be in our collections, we also signaled what and who are not worthy to be in our collections, our spaces"
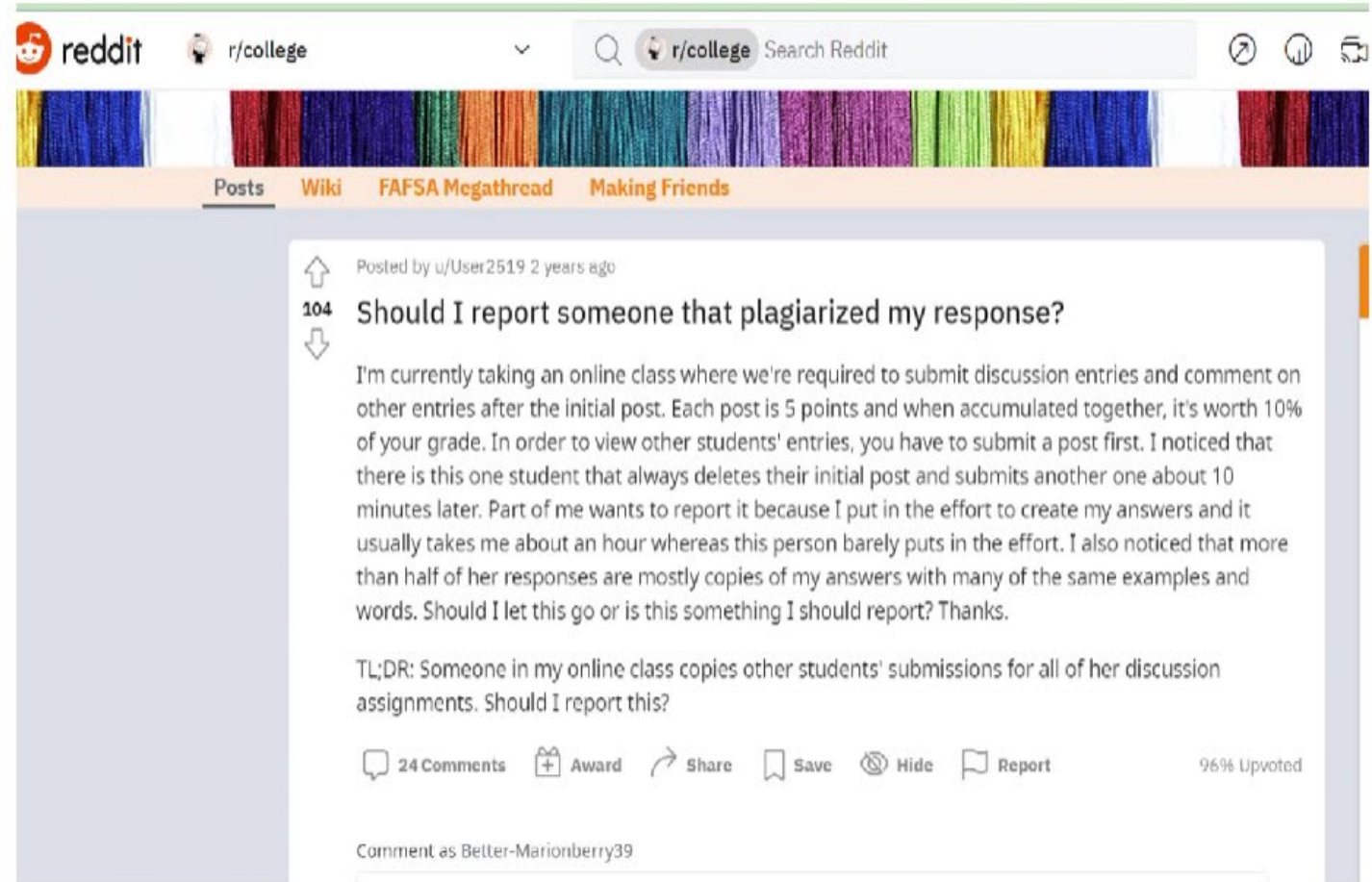
Leung, S. (2020). Knowledge justice. Keynote. Critical Librarianship and Pedagogy Symposium, University of Arizona. https://www.sofiayleung.com/thoughts/knowledgejusticekeynote

Leverage various experiences to leverage asset-based thinking

The below is part of an APA style bibliography from the article "The impact of racial identity, ethnic identity, Asian values and race-related stress on Asian Americans and Asian International College students' psychological well-being." What is wrong with how this entire bibliography is arranged? [Big hint:

- Speaks to an experience many students have encountered—stress and college
- Acknowledges that racial and ethnic identity are a factor in such considerations

Leverage culturally diverse examples to leverage asset-based thinking

reddit   r/college   Q r/college Search Reddit

Posts   Wiki   FAFSA Megathread   Making Friends

Posted by u/User2519 2 years ago

104   Should I report someone that plagiarized my response?

I'm currently taking an online class where we're required to submit discussion entries and comment on other entries after the initial post. Each post is 5 points and when accumulated together, it's worth 10% of your grade. In order to view other students' entries, you have to submit a post first. I noticed that there is this one student that always deletes their initial post and submits another one about 10 minutes later. Part of me wants to report it because I put in the effort to create my answers and it usually takes me about an hour whereas this person barely puts in the effort. I also noticed that more than half of her responses are mostly copies of my answers with many of the same examples and words. Should I let this go or is this something I should report? Thanks.

TL;DR: Someone in my online class copies other students' submissions for all of her discussion assignments. Should I report this?

💬 24 Comments   🎁 Award   ↗ Share   🔖 Save   ⊘ Hide   🚩 Report   96% Upvoted

Comment as Better-Marionberry39

Leverage culturally diverse examples to leverage asset-based thinking

"removing a historical reference point that does not consider the emotional impact held by other world views"

Roth, A, Singh, G and D. Turnbow. (2021). "Equitable But Not Diverse: Universal Design for Learning is Not Enough," *In the Library with the Lead Pipe*, (2021). https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/

(But) attend to possible emotional impact of examples for various users

Keep in mind that trauma effects cognitive skills, so consider possible effects of examples

Ute Indians (Not Subd Geog) *(Not subdivided geographically)* [E99.U8]		Provides call number for materials with this subject heading. (Not always present)
UF	Uta Indians	UF (Used For) Subject **Ute Indians** is used for Uta Indians. A subject search for "Uta Indians" retrieves no results.
BT	Indians of North America—Colorado	
	Indians of North America—New Mexico	BT (Broader Term) More general.
	Indians of North America—Utah	NT (Narrower Term) More specific.
	Numic Indians	BT and NT are valid subjects to use in appropriate instances. The LCSH is useful for keyword browsing.
NT	Capote Indians Uinta Indians	
	Moache Indians Tabegauche Indians	
	Wiminuche Indians Yampa Indians	
--**Land tenure**		The two dashes indicate subdivisions for the subject **Ute Indians**. Subdivisions detail specific aspects about the subject. Example: **Ute Indians--Land Tenure**
--**Religion and mythology**		
--**Reservations**		
	NT Southern Ute Indian Reservation (Colo.)	
Wasatch Mountains (Utah and Idaho) USE Wasatch Range (Utah and Idaho)		Not a subject heading. LCSH uses the subject **Wasatch Range (Utah and Idaho)**.
Wind Power (May Subd Geog) *May subdivide geographically* [TJ820-TJ828]		May use geographic subdivisions such as **Wind Power--Utah**.
UF	Wind energy Windpower	
BT	Power resources Renewable energy sources	
RT	Windmills	RT (Related Term) Another subject heading that may be useful.

https://ibiblio.org/msmckoy/summer2004/lcsh.htm

Acknowledge points of tension, especially vis-à-vis Authority

"Knowledge is created, validated, stamped as truth by the oppressors and we have filled our physical spaces with it. By selecting what we consider to be worthy enough to be in our collections, we also signaled what and who are not worthy to be in our collections, our spaces"

Leung, S. (2020). Knowledge justice. Keynote. Critical Librarianship and Pedagogy Symposium, University of Arizona. https://www.sofiayleung.com/thoughts/knowledgejusticekeynote
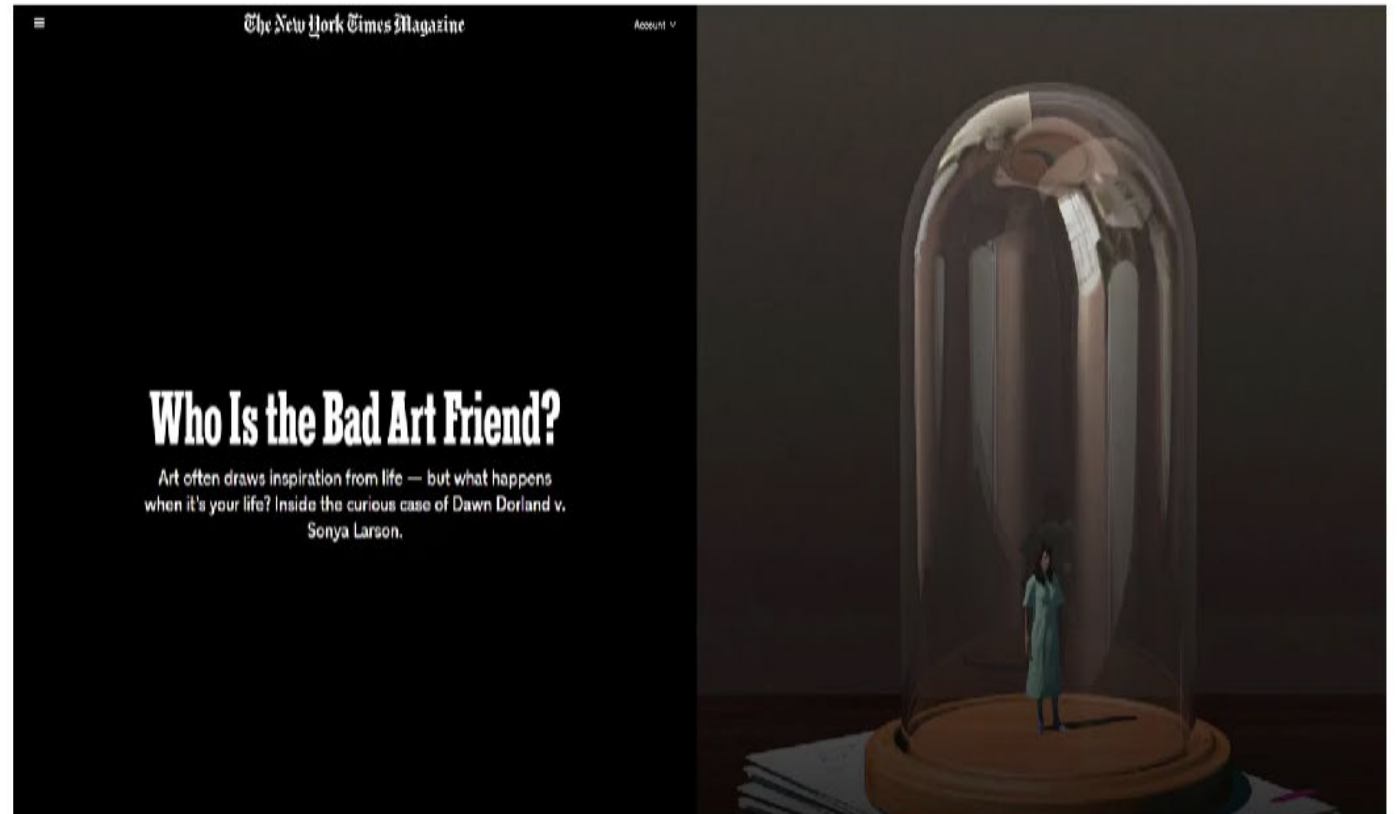
Acknowledge points of tension, especially vis-à-vis authority

Ultimately, Pennycook argues that understanding attitudes toward plagiarism in Hong Kong (where they spent the majority of his teaching career) requires understanding both a different conception of language in which language creates reality as opposed to reflecting and describing it so that "the issue is not one of understanding the world and
then mapping language onto it but rather of acquiring language as texts as a precursor to mapping out textual realities" (222) and the way learning was presented to students, in terms of emphasizing the learning of others ideas and lectures (so why did the language need to be original?) and English as an outside, colonial, imposition that had little to do with their everyday lives and knowledge.

Pennycook is explaining, then, the different ways academic writing may be understood in different contexts.

https://vimeo.com/657069319

Acknowledge points of tension, especially vis-à-vis authority

Of course, it is not at all like everyone in the West has the same take on intellectual ownership.

Acknowledge points of tension, especially vis-à-vis authority

Avoid a "one right way" /fixing a deficit mindset

Cushman, Ellen, Damián Baca, and Romeo García. "Delinking: Toward Pluriversal Rhetorics." Toward Pluriversal Rhetorics, special issue of College English, vol. 84, no. 1, 2021, pp. 7-32.

In the introductory essay to *Constellations*, issue 4, moderated by Kim Wi-eser, authors Alexandra Hildago, Cat Jennings, and Ana Mileno Ribero provide ample evidence of the self-referential story that serves as prima facie claim and evidence for the history of the cultural rhetorics told there. …Story, as it has been marshalled in Hildago, Jennings, and Ribero's essay, is one of individualized telling by and for a collection of BIPOC people to connect these localized and embodied stories in orientation to its own "practice of constellating stories" around and within its own "engagement with the work that has already been done in cultural rhetorics" (3). Because cultural rhetorics imagines itself as a multicultural alternative within the terms set forth by "master narratives," it fails to see itself as replicating the very terms for structuring knowledge, and thus makes invisible the master narratives of what counts as "cultural" and what counts as "a counterstory." … Along the way, cultural rhetorics constellates itself as another zero-point enunciation of knowledge—to publish therein, one must cite those of the appropriate lineage, precisely in order to create its own hierarchy of knowing with reference to its own self-authored intellectual lineage. Cultural rhetorics thus uses story as a trope for knowledge making for itself while obscuri more pluralistic and open to BIPOC writers though authors must necessarily orient their orbits around this North Star.

07:25

"Feedback should strive to acknowledge the way learners create meaning within their existing cultural schemas"

Cahall, C., Mitola, R., Heinbach, C., Sewell, A. (2023) Inclusive or Harmful?: a Critical Content Analysis of Tutorials Provided by R1 Academic Libraries. *Forging the Future: The Proceedings of the ACRL 2023 Conference*

A Provocation: Centering Agency

"We could ask: how might students use and shape their educations? How do their educations use and shape them? And how might they resist, hack, change, or simply prefer not to? We don't get to stop asking questions about the why and whether of our teaching simply because the digital provides algorithms that approximate answers."

Morris, S.M. (2017). Critical pedagogy and learning online. Keynote Speech. *Sean Michael Morris Blog*. https://www.seanmichaelmorris.com/critical-pedagogy-and-learning-online/
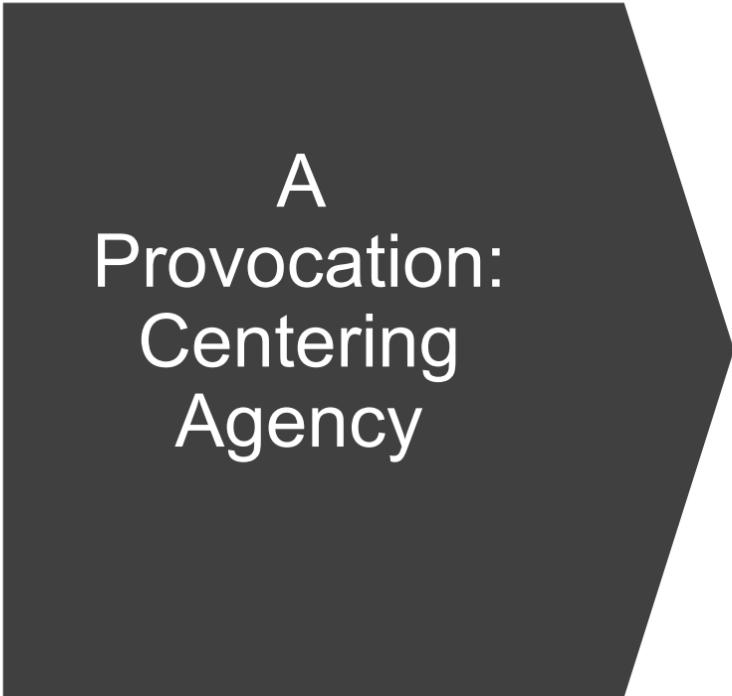
A Provocation: Centering Agency

"adaptive design that enables personalization and flexible configuration of shared core objects, tools, platforms, and systems provides a path out of the tension between the diverse needs of individual users and the economic advantages of a large-scale user base."

Costanza-Chock, S. (2020). Design justice: community-led practices to build the worlds we need. Cambridge, Massachusetts, The MIT Press.

A Provocation: Centering Agency

Web-based instruction should be "flexible enough to encourage novices while not boring advanced learners."

Schlegel, K. (1996). *EduWeb*. http://www.netspot.unisa.edu.au/eduweb/.

Web instruction should "request production of knowledge" such as by open-ended questions that challenge learners to think about the information and use the information to create new knowledge.

Duchastel, P. (1997). "A Web-Based Model for University Instruction," *Journal of Educational Technology Systems.* 25 (1996/97): 225.

"a linked table of contents in a separate frame not only provides a continual overview of the material for the learner, but it also **allows the user to select the elements and their order**. If users choose to leave before completion, the linked contents page allows them to **resume at another time** without unnecessary repetition. Internal navigational aids such as buttons, icons, and text links allow users to **review material, move between and within sections as needed, and receive additional explanations if desired**.... **This flexibility allows the learner to customize the instruction, thus keeping the learner's interest, an intrinsic motivational factor.**"

Dewald, N. H. (1999). Web-based library instruction: What is good pedagogy? *Information Technology and Libraries*, *18*(1), 26–31.

A
Provocation:
Centering
Agency

Which of the following outcomes is NOT a reason for careful citation?
(required)

☐ Not losing points on an assignment or facing academic sanctions up to separation from the university

☑ Not getting arrested

☐ Allowing others a way to trace the conversation

☐ Giving yourself a way to understand the discussion already taking place about the topic

Correct! Academic citation is an ethical, not a legal, requirement. Copyright covers the legal rights to use others' intellectual property and is focused on how much is used and for what purposes (if you're interested, quoting for academic purposes/arguments falls under "Fair Use" and is completely legal--so you're safe!)

A Provocation: Centering Agency

In this video...

This is really more about some larger questions

- –what does "originality" mean?
- –how does it vary in different contexts?
- –are there issues with the Western scholarship model?

than a concrete skill. Along the way, though, we'll look at how these ideas have been explored and developed in Western scholarship so it's a model of joining the academic conversation!

(ie, if you want to skip this video—skip this video)

Centering Agency in Practice

Use Cases
- *Model of citation as building scholarly community*
- *Academic discussions about specific citation practices (#citeblackscholars; Constellations example)*

Alternate Models (Decenter Authority)
- *The idea of authorship in various cultures*
- *Western shift to enlightment ideas of intellectual ownership*
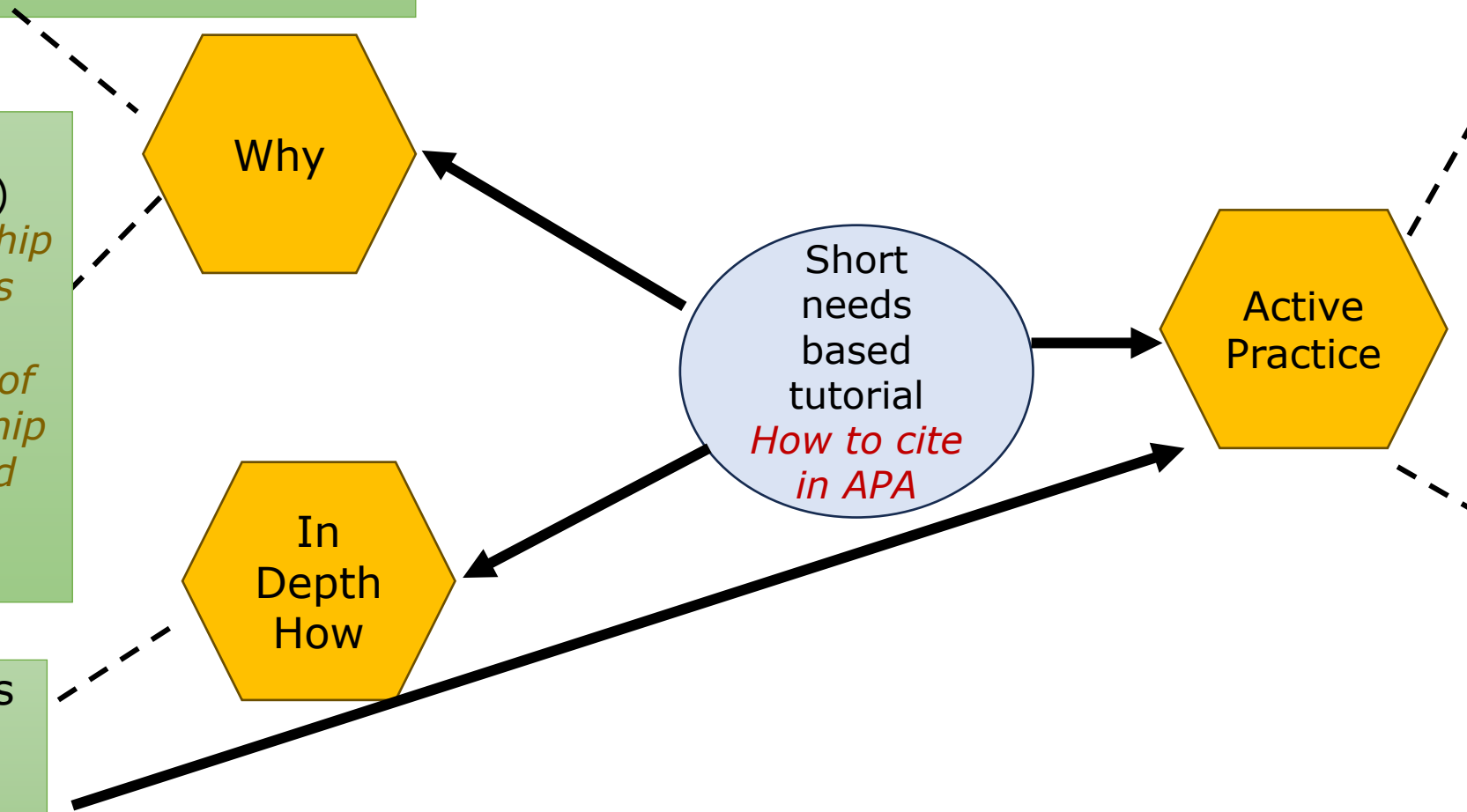- *Tik Tok trends and ownership*

Specific Cases
- *Citing a Book*
- *Citing Instagram*

Why

In Depth How

Short needs based tutorial
How to cite in APA

Active Practice

Evaluative
Multiple Choice-- Pick proper form

Formative
Give a quote to work into a sentence w/ proper citation

Thank you!!

I'm excited to answer any questions I can and to hear your thoughts on some of these approaches, as well as what has worked for you.

Also please feel free to reach out to me at amann@iwu.edu

The next page has my works cited—this presentation will be available on the Carterette website

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