

The Weasel-Woodpecker Model of Embedded Librarianship

Note: This is our ideal model (still a work in progress), but you would likely build toward the Weasel-Woodpecker model of embedded librarianship in collaboration with a faculty member. This isn't a step-by-step guide, but a collection of strategies for you to consider. Make it your own--together!

How To Use This Handout

We have created this handout to communicate two major intentions that are built into the model:

1. Building information literacy into the entire semester through:
 - a. **The syllabus**
 - b. **In-class instruction (which includes what we did and what we asked our students to do)**
 - c. **Assignments (major and minor)**

We have color-coded these categories in the handout.

2. Teaching the research process to our students through:
 - a. [Selecting topics]
 - b. [Identifying information needs]
 - c. [Identifying resources]
 - d. [Locating information sources]
 - e. [Identifying source types]
 - f. [Evaluating information sources]
 - g. [Synthesizing information]
 - h. [Using information ethically]
 - i. [Creating research products]
 - j. [Reflecting on their research process(es)]

In class, we address each of these research activities; however, only a few are included in the handout and identified by brackets.

Syllabus

It's helpful to share top billing on the syllabus. This communicates to students that both the faculty member and the librarian share authority, expertise, and responsibility.

How do you suggest this to your faculty member? *"It would be useful for students to have my contact information in a place where they can easily find it. That way, if they need research help at any time during the semester, they can reach out to me directly. Could we include my information alongside yours on the syllabus (and in the course management system)?"*

Gender and Contemporary Issues

GNDR 3690 Section 001

3 credits, ST 214

Monday & Wednesday 1:25-2:45pm

Spring 2017

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she/her

Connect your shared values for students in the syllabus. One way is through the learning outcomes:

Learning Outcomes

In this course we will explore our gendered world. In the process of exploring this content area, you will have the opportunity to develop many different educational skills detailed in the University of Utah's General Education Learning Outcomes (see <http://ugs.utah.edu/gen-ed-regs/outcomes.php> for rubrics on each of these learning outcomes). More specifically this course will provide an opportunity for you to develop:

- A. Broader knowledge of human cultures
- B. Intellectual and Practical Skills including:
 - a. Critical thinking
 - b. Written communication
 - c. Oral communication
 - d. Information literacy
 - e. Team work
- C. Personal and Social Responsibility including:
 - a. Ethical reasoning and action
 - b. Foundations and skills for lifelong learning
 - and -
- D. Integrative learning

Syllabus and In-Class Instruction

Even if information literacy isn't explicitly named, the core concepts might be laid out using different language. Library jargon isn't the only way to say a thing! Look for terms like research, critical thinking, integrative learning, etc.

In the course readings in the **syllabus**, we identified which [types of sources] the students would be reading. We talked, **in class**, about different source types (academic and popular) and the characteristics of those types.

In the following figure, we intentionally mislabeled the January 18th Coates source as "academic" as a jumping off point for a larger **in-class discussion** that would help students to disentangle the notion of [authority] from exclusively academic sources.

Jan 18	MLK Keynote-	Prior to class: Coates, Kingsbury Hall, 12pm-1pm <i>1. Academic Source:</i> Coates http://www.theatlantic.com/politics/archive/2015/07/tanehsi-coates-between-the-world-and-me/397619/
Jan 19	Racially Just Utah 6:30pm-9pm	13 th Film screening and panel discussion
Jan 23	Gendered State Violence	<i>1. Academic Sources:</i> Coates Crenshaw Intersectionality https://www.youtube.com/watch?v=-DW4HLgYPIA <i>2. Popular Source:</i> Black Lives Matter https://www.youtube.com/watch?v=-DW4HLgYPIA

For our January 23 readings, we used the Crenshaw YouTube source as a way of further teasing out that distinction. Kimberlé Crenshaw wrote a foundational text about intersectionality called *Mapping the Margins* (1991), which is shown below in a Google Scholar search. But we pointed students to a YouTube video of a presentation that Crenshaw gave that brings that work into the present day.

Kimberle Crenshaw: Academic or Popular?

The image displays two overlapping digital elements. On the left is a YouTube video player with a red and yellow starburst graphic that says 'WOW' and 'WOMEN OF THE WORLD FESTIVAL 2016'. The video title is 'KIMBERLÉ CRENSHAW ON INTERSECTIONALITY'. On the right is a Google Scholar search interface. The search bar contains 'mapping the margins' and shows 'About 445,000 results (0.13 sec)'. The top result is an article titled 'Mapping the margins: Intersectionality, identity politics, and violence against women of color' by K Crenshaw, published in the Stanford Law Review in 1991. A grey arrow points from the YouTube video towards the search result.

Just as Coates can be an authority in an academic setting without being an academic source, we asked students to question what [authority] means outside of the academic context. An organizing theory of

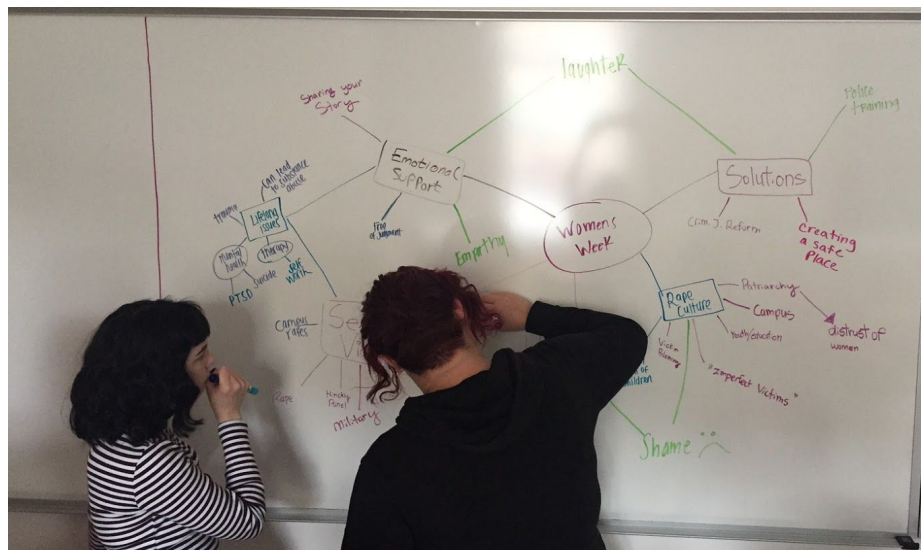
the class was intersectionality, and students read articles about the Women's March in its lead-up, focusing on the perspectives of women of color.

In-Class Instruction

We [discussed in class](#) images of signs that we pulled from the Salt Lake City Women's March to demonstrate how white women uncritically granted [authority] to historical figures, who they didn't know much about and who have been critiqued within the field of Gender Studies. We asked students to consider how deeply they [know their sources] and to [evaluate] why Susan B. Anthony, specifically, and Suffragettes, generally, are problematic from an intersectional perspective. We discussed this notion in class through a [lecture](#) about the ways in which authority is constructed and contextual. Note that information literacy content is indistinguishable from Gender Studies content.



We taught students how to use mind maps to [synthesize] information from multiple sources and to [include their own voices in the scholarly conversation].



Assignment-Level

Our **major assignment** for this course is a research project on a gender studies topic that requires students to use information literacy skills that they have practiced throughout the semester.

Group Class Facilitation (50% total)

In small groups, you will plan and facilitate a class session on a topic of your interest. You might invite a guest speaker, show films, give PowerPoint presentations, facilitate discussions/group work, etc. Regardless of how you facilitate the class, you need to incorporate one current event into your presentation. This assignment will include several smaller assignments.

- Group meeting/lesson plan rough draft (5%): Your group will meet with Cassie and Adriana 2 weeks prior to your class facilitation to discuss your group's rough draft of ideas/readings. (You can meet with us prior to this to brainstorm ideas.)
- Lesson Plan (15%): Turn in a finalized lesson plan 1 week prior to your class facilitation that includes
 - Learning outcomes for your class sessions
 - Assigned readings—at least: 1 academic, 1 popular, and what to do options
 - Preparation assignments
 - *Detailed* plan of how you will utilize your time (explain activities, films, etc., and materials needed and who will bring them)
 - Assessment of your class peers learning of the topic
 - Bibliography with written description of why you utilized the sources you used (your description should demonstrate information literacy as we define it through our work with Adriana)
- Class facilitation (15%)
- Reflection paper (15%): Individually write a reflection paper on your learning. This paper is due 1 week after your facilitation.

Learning outcomes: broader knowledge of human cultures, critical thinking, written communication, oral communication, information literacy, and teamwork

Here is an example of one of our **minor assignments**. In class, we discussed and gave students opportunities to practice [identifying, finding, and evaluating academic and popular sources]. This was followed up with a minor assignment (show below):

Consent preparation

Published Edit

1. Before class, do a search for a "popular" source on the topic of consent. Try to find a source that is credible. This popular source could be written (e.g. a newspaper article, blog), a video (e.g. youtube or vimeo video), audio (e.g. a song, podcast), etc., etc.
2. Include a link to your source in the assignment folder.
3. Explain what criteria you used to decide if your source was credible. Were there any sources you ruled out as not credible? What made those sources less credible?

