Gender Studies as Information Literacy: Collaborative Approaches to Credit-Bearing Library Instruction

ULIB 301: Gender and the Research Process

Kelly Diamond: Head, West Virginia University Libraries' Office of Curriculum and Instruction
Lynne Stahl: Humanities Librarian, West Virginia University Libraries

Background
• Initially developed in 2003
• Updated in collaboration with Center for Women's & Gender Studies; Co-taught 300-level course with hybrid delivery

Opportunity for Course Revision and Reboot
• New Office of Curriculum and Instructional Support
• New Humanities Librarian with PhD in English, background in gender studies
• Administrative support

Revised Course Structure
• Three-week Units: - Library Science - Humanities - Social Sciences - Natural Sciences - Interdisciplinary Studies
• Individual Research
• ACRL Framework
• Guest speakers: - Archives - Pharmacology - LGBTQ Studies - Anthropology - Libraries - Law

Course Outcomes
• Recognize that gender studies is multidisciplinary with acknowledged authorities
• "standard" scholarly works may not represent the only or majority perspective on the issue.
• Articulate traditional and emerging processes of information creation and dissemination in gender studies;
• how and why some individuals or groups may be underrepresented or systematically marginalized within disciplines and systems that produce and disseminate information;
• Formulate research questions based on gaps or reexamination of existing information;
• Create information product that organizes, synthesizes, and analyzes information in meaningful ways and from multiple sources.

Scheduling/Delivery Mode
• Class scheduled for MW, 75 minutes
• Pre-Pandemic - Hybrid: In-person Mondays; online Wednesdays
  (eCampus discussion boards / VoiceThread)
• Post-Pandemic - Reduced workload; streamlined readings; peer workshops
  - Synchronous Zoom meetings (M); asynchronous postings (W)

Final Assessment
Research-based information product that demonstrates ability to synthesize course material, articulate evidence-based argument that engages with scholarly and other conversations as appropriate, and reflect analytically on chosen format, content, and approach.

Sample Student Projects:
- stoptransdiscrimination.weebly.com
- amk0060.wixsite.com/ulib301project

Feedback (SEIs)
✓ Course content was thought-provoking.
✓ Course materials were useful to course objectives.
✓ Instructor fostered a positive learning environment.
✓ Instructor provided helpful feedback.

In light of overall positive feedback, what does "learning" mean to students?

Next Steps
• Revamp assignments to bridge gaps in outcomes (increase student focus on form/structure of information products, less on content)
• Incentivize/integrate into curricula beyond Libraries
• Collaborate with relevant departments to increase enrollment (English, Philosophy, Anthropology, etc.)

Questions? Contact Kelly.Diamond@mail.wvu.edu or Lynne.Stahl@mail.wvu.edu

Excerpted from SEI report

Lynne Stahl: Humanities Librarian, West Virginia University Libraries