

Mar 25th, 9:00 AM

ACRL Framework and Critical Pedagogy

Critlib Unconference 2015 Session Attendees

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/critlib>



Part of the [Critical and Cultural Studies Commons](#), and the [Library and Information Science Commons](#)

Let us know how access to this document benefits you.

Critlib Unconference 2015 Session Attendees, "ACRL Framework and Critical Pedagogy" (2015). *Critlib Unconference*. 10.

<https://pdxscholar.library.pdx.edu/critlib/2015/Conference/10>

This Event is brought to you for free and open access. It has been accepted for inclusion in Critlib Unconference by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible:
pdxscholar@pdx.edu.

Session 2: 10:45-11:45

ACRL Framework and Critical Pedagogy

These notes will not be as organized as Emily's

opening question; can anyone share something they have already done involving the framework and critical intervention?

--taskforce at institution trying to address scholarship as conversation- talking about authority as a barrier/issue of privilege. teaching authority more as credibility--creating authority.

learning outcomes from ethnic studies dept--creation of knowledge by white men in academia-one of the ideas was to cite not just white men- recognizing structures of power. when you are citing people, how is that subverting the structures of power? discuss!

Open access - format controls who has access to information

using reddit to examine whose voice isn't represented (teaching method)

the framework provides an opening for integrating critical theory--but do folks have experience with this not working?

--how can we assess how these frameworks are 'working' how do we have these conversations and cross thresholds -

mapping ourselves to the frameworks

frame them as questions and talking points--making it a conversation with faculty to make it more successful.

tension between what the purpose of the framework -presenting concepts to students, great. talking to the institution and other institutions-less useful. there has to be more assessment-local assessment--which is not valuable, because of the frameworks. but the framework makes things more shaky.

how do we connect the framework to pedagogy and actual teaching?

getting beyond actual teaching skills since many of us aren't taught to teach.

threshold concepts-indoctrination? or place to connect with students?

is it useful for faculty to think about what it means to learn something for the first time?

information literacy doesn't work as well for certain disciplines, but the framework has in some instances opened that up.

Media theory, "medium is the message"/McLuhan: thinking about authority and representation when it comes to scholarship as a conversation. being cognizant of how the format/medium of citation establishes the mode of credibility and access.

framework brings into question a Tolerance for Ambiguity. Jen Kludinyi example of nursing students uncomfortable with ambiguity, but having an illness without a known cure or reason.

whether its standards or frameworks or= whatever-what strengthens us is being on an even level with faculty--we need to advocate for ourselves as partners.

standards vs framework in terms of assessment.

your unhappiness can be productive. if things are broken it perhaps can bring focus to structural problems and force the issue