

Unpacking Information Privilege and Diversity for Teacher Education Students: A Lightning Talk

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Raymond Pun (he/him), MLS, Ed.D.
Academic & Research Librarian
Alder Graduate School of Education
rpun@aldergse.edu

Who We Are

Alder Graduate School of Education in California

Aim: train, retain, and support excellent teachers!

MA Program in Education & Teaching Credential

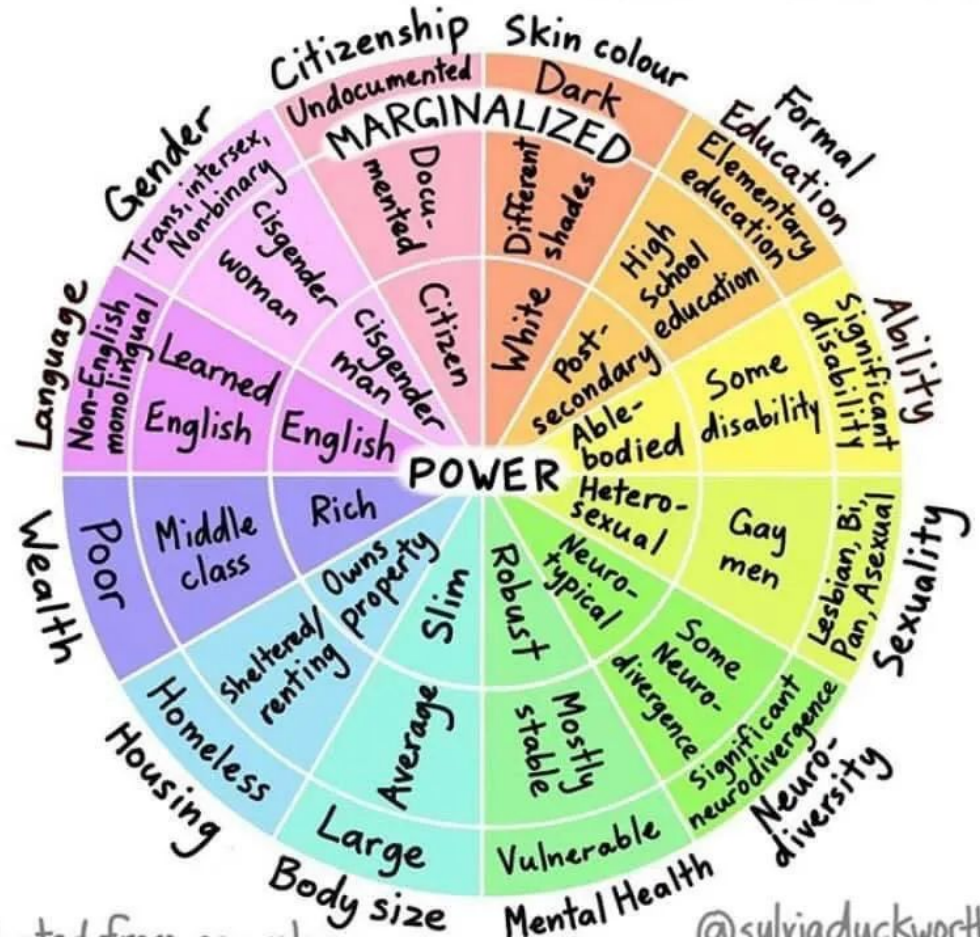


WHEEL OF POWER/PRIVILEGE

Source: "Diagram labelled 'Wheel of Power/Privilege' showing the different degrees to which a person can be marginalised or have power over others in society based on their characteristics."

Adapted from ccrweb.ca @sylviaduckworth

<https://ydrf.org.uk/2021/09/19/privilege-wheel/>



Adapted from ccrweb.ca

@sylviaduckworth



Information Privilege



HIGH SCHOOL

- I had lots of books at home
- I had access to books in my first language and books about my culture
- I had easy access to the internet growing up
- I could get to a public library in my hometown
- My high school had access to scholarly databases (ex. JSTOR)
- My high school had a lot of AP offerings
- My high school had a library and librarian
- My high school had a lot of technology
- I had to write research papers in high school
- My school prepared me well for college-level research (ex. citing, finding & evaluating sources)



COLLEGE

- My professors encourage academic freedom
- I have a personal computer and smartphone with unlimited data/internet access
- My professor provides students with the full text to course readings
- My university library hasn't had major budget cuts
- My university has a special collections library
- If a book or article isn't in my library, I can request a free copy of it from another library
- I have access to any databases and journals I need through my university library
- My university subscribes to citation and research software (ex. EndNote)
- I am able to purchase textbooks for all my courses

Source: Library 101 Toolkit, Duke University by Hannah Rozear: https://sites.duke.edu/library101_instructors/2018/08/13/information-privilege/



Think & reflect on your
own experiences & in
your placements



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Inspired by "White Privilege: Unpacking the Invisible Knapsack," by Peggy McIntosh and Char Booth's work on information privilege.





Diversity in Children's Books





Think and reflect: what were
your favorite books as a child?



DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

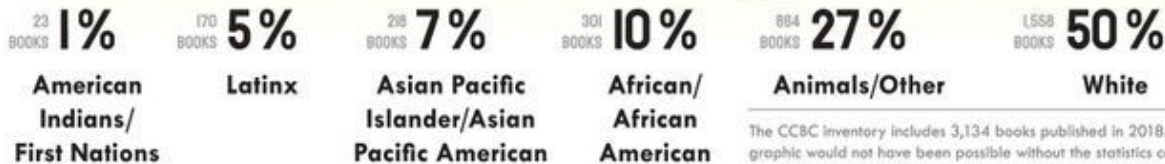




Illustration by David Huyck, in consultation with Sarah Park Dahlen
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Source: Huyck, David and Sarah Park Dahlen. (2019 June 19). Diversity in Children's Books 2018. [sarahpark.com](https://sarahpark.com/blog) blog. Created in consultation with Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner, with statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: <https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-about-poc-fnn/>.

Retrieved from <https://readingspark.wordpress.com/2019/06/19/picture-this-diversity-in-childrens-books-2018-infographic/>.

The CCBC Inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.



Think-Pair-Share & Discuss: what does the graphic mean to you & what does it mean to see representation for you and for your students?

Assessment with Two Questions: what questions do you still have about searching and what is one take away?





Instruction for Educators: Companion Document to the ACRL Framework

Teacher Professional Practice (Information has Value Frame) – In their professional practice, educators:

- Advocate for equitable access to resources that provide multiple perspectives, ensuring their students have access to the information needed for learning;

Teacher Pedagogy Practice (Authority is Constructed & Contextual Frame) – In their instructional practice, educators:

- Expose students to diverse perspectives in order to teach them to maintain an openness to new perspectives, additional voices, and changes in schools of thought;

Teacher Preparation and Education (Information has Value Frame) – As they prepare for service as educators, teacher education students:

- Develop awareness that some individuals or groups of individuals may be underrepresented or systemically marginalized within the systems that produce and disseminate information, & develop understanding of the impact that this may have in schools.

Source: <https://acrl.libguides.com/ed/Welcome> – ACRL EBSS – 2021-2022 committee: Robin Ewing (Chair), Alison Lehner-Quam (Vice-Chair), Jennifer Ditkoff, Melissa Gomis, Margaret Gregor, Amy James, Sarah Parramore, James Rosenzweig (Secretary), Jennifer Shimada

2020-2021 committee: Robin Ewing (Chair), Trent Brager (Secretary), Laura Cameron, Ashley Crane, Melissa Gomis, Alison Lehner-Quam, Kathryn Otto, James Rosenzweig, Jennifer Shimada

THANKS!

What questions or comments do you have?

Raymond Pun (he/him)

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