Design Justice and Information Literacy Instruction: Re-Centering Our Instructional Design

Breanne Crumpton (she/her)
Information Literacy Librarian for Humanities
Appalachian State University
WHAT WE'LL DISCUSS

The principles of Design Justice
Applying the principles to reflect on how we approach instructional design
A FEW THINGS OF NOTE

Designer = us / design = instructional lesson planning / community = students

This will not be a holistic view of how to apply the ten principles.

Framing around the one-shot

Principles act as a framework in-line with other pedagogical approaches: anti-racist pedagogy; inclusive teaching; participatory action design; feminist pedagogy; etc.
DESIGN JUSTICE IS...
"creating systems that build on the brilliance of those most affected"

"the collapse of power relationships in conventional design processes"

"designing with instead of for"
WE DO THIS BY...

"becoming/engaging ourselves as part of the community before problem solving"

"facilitating and enabling change rather than dictating or directing"
“Design justice is a method that centers structural and institutional analysis of power inequality and is interested in root causes”

SASHA COSTANZA-CHOCK, DESIGN JUSTICE: COMMUNITY-LED PRACTICES TO BUILD THE WORLDS WE NEED, 2020
We use design to sustain, heal, and empower our communities, as well as to seek liberation from exploitative and oppressive systems.

We center the voices of those who are directly impacted by the outcomes of the design process.

We prioritize design’s impact on the community over the intentions of the designer.
Design Justice Network Principles

PRINCIPLE FOUR
We view change as emergent from an accountable, accessible, and collaborative process, rather than as a point at the end of a process.

PRINCIPLE FIVE
We see the role of the designer as a facilitator rather than an expert.

PRINCIPLE SIX
We believe that everyone is an expert based on their own lived experience, and that we all have unique and brilliant contributions to bring to a design process.
PRINCIPLE SEVEN
We share design knowledge and tools with our communities.

PRINCIPLE EIGHT
We work towards sustainable, community-led and -controlled outcomes.

PRINCIPLE NINE
We work towards non-exploitative solutions that reconnects us to the earth and each other.

PRINCIPLE TEN
Before seeking new design solutions, we look for what is already working at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.
PRINCIPLE TWO

We center the voices of those who are directly impacted by the outcomes of the design process.
Who are we centering in our information literacy instructional design?
ACRL'S FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION
A KEY TENET OF DESIGN JUSTICE IS

“intentionally centering the voices and experiences of the people for whom you’re designing”
Personal Research Reflection

Reflection is an important and iterative part of the research process. A good researcher is constantly reflecting on their information needs, their search keywords, where they are searching for sources, what sources and information they are finding, and any gaps that might be present. In a 1-2 page double-spaced paper, reflect on your own personal research process including:

- How you usually start researching for an assignment?
- Where do you search for sources and why?
- How do you determine a source is reliable and relevant?
- What do you think you do well when it comes to research?
- What are areas where you think you could improve?

This reflection can be based on how you’ve approached a previous research assignment or, if you have not yet engaged in college research, you can consider how you would approach a research assignment or how you have approached research in other aspects of your life (i.e., researching what college to attend). This reflection will be graded on a completion basis and will be used to inform upcoming library session around research.
Answer the following by adding a comment.

**What did you learn in Wednesday's library session?**

- **Anonymous** 1yr
  How to find sources effectively

- **Anonymous** 1yr
  I can rent a DSLR camera from the library

- **Anonymous** 1yr
  How to find things in the library

- **Daniel Hayes** 1yr

**What questions do you have about research?**

- **Anonymous** 1yr
  What are the best sources to research?

- **Anonymous** 1yr
  How do I determine if a source is going to be useful for my research or if it's a waste of time

**How do you determine if a source is good or not?**

- **Anonymous** 1yr
  Read the intro/abstract, check when it was published and who it was published by, see what other works the source cites

- **Anonymous** 1yr
  See what other sources were used

- **Anonymous** 1yr
  You check the credibility of
PRINCIPLE THREE

We prioritize design’s impact on the community over the intentions of the designer.
EXAMPLE LESSON PLAN

FACULTY ASK:
Teach students to search databases effectively

STUDENT LEARNING OBJECTIVE:
Students will "match information needs and search strategies with appropriate search tools" (SSE)

BASIC LESSON PLAN:
Hands-on activity developing keywords; Provide brief introduction to the discovery system and other databases; Have them practice searching

What might the impact be?
EXAMPLE LESSON PLAN (PT. 2)

FACULTY ASK:
Teach students to search databases effectively

INSTRUCTIONAL DESIGN IMPACT:
The instruction will validate and uplift students' approach to research and aid them in forming community among each other.

BASIC LESSON PLAN:
In small groups, students will develop a strategy for approaching research. Groups will then test each other's strategy and discuss the what they found in trying out multiple approaches.

How can I measure the impact?
Please rate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of the Library session were provided by the librarian.</td>
<td>○</td>
<td>○</td>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The subject matter was presented in a clear, understandable, and organized manner.</td>
<td>○</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian encouraged student participation (if applicable)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After receiving Library Instruction, I am more likely to use the library for my research.</td>
<td>○</td>
<td></td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After receiving Library Instruction I feel more comfortable accessing and searching the library’s resources.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the most useful thing you learned?

Please include any additional comments or feedback.
Questions so far?
PRINCIPLE FIVE

We see the role of the designer as a facilitator rather than an expert.
“framing oneself as a facilitator and a fellow learner rather than an expert, breaks the traditional, hierarchical structures”
“rather than asking "what do you hope to learn today?" ask "what do you bring to the table?"... Framing questions as assets rather than deficits can reduce hierarchy”
PRINCIPLE SIX

We believe that everyone is an expert based on their own lived experience, and that we all have unique and brilliant contributions to bring to a design process.
“the deficit model of education focuses on learners' weaknesses, including the knowledge, motivation, or cultural values that they presumably lack”

EAMON TEWELL, 2020, P. 138
PRINCIPLE SEVEN

We share design knowledge and tools with our communities.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name?</td>
<td>Your Topic?</td>
<td>Initial Source for your Topic (title, copy/paste link)</td>
<td>What type of source is it? (i.e. book, article, website)</td>
<td>Why did you choose this source?</td>
<td>Who is the Author?</td>
</tr>
<tr>
<td>Nila Montague</td>
<td>How has society’s treatment of gay people changed over the last 100 years?</td>
<td><a href="https://www.pbs.org/wnet/americasexperience/feature/s12/tolstoy-maday/american-gay-rights-movement">https://www.pbs.org/wnet/americasexperience/feature/s12/tolstoy-maday/american-gay-rights-movement</a></td>
<td>website</td>
<td>I chose it because it seemed reliable and relevant since it is published by PBS</td>
<td>PBS Policy Center</td>
</tr>
<tr>
<td>Will Keler</td>
<td>Feminism, how the roles of women have changed over time</td>
<td><a href="https://www.brandonrice.com/our-library/feminism">https://www.brandonrice.com/our-library/feminism</a></td>
<td>website</td>
<td>I believe it is a great source that I’ve used before</td>
<td>Marla Buckett</td>
</tr>
<tr>
<td>Morgan Jones</td>
<td>How has mental health changed since the 1920’s?</td>
<td><a href="https://publichealth.yale.edu/health/topics/1920s-2000s">https://publichealth.yale.edu/health/topics/1920s-2000s</a></td>
<td>Article</td>
<td>It has information related to my topic and comes from a reliable website</td>
<td>Dr. Wallace Mandall</td>
</tr>
<tr>
<td>Anna Capriani</td>
<td>How seasonal depression affects college students</td>
<td><a href="https://mypsychlab.com/basic/health/topics/0522-se-seasonal-depression">https://mypsychlab.com/basic/health/topics/0522-se-seasonal-depression</a></td>
<td>Article</td>
<td>It is important and reliable information from a good source</td>
<td>Dr. Louis Cagle</td>
</tr>
<tr>
<td>Daelys Tipton</td>
<td>The difference between 1961 cheerleading and the current time period</td>
<td>Being a Cheerleader, History of Cheerleading, - Varsity</td>
<td>website</td>
<td>It has a lot of different information based on my topic</td>
<td>Varsity Spirit</td>
</tr>
<tr>
<td>Rachel Durham</td>
<td>What were the gender roles like during the 1950s?</td>
<td><a href="http://www.researchgate.net/profile/Britney-Totty-Powers">www.researchgate.net/profile/Britney-Totty-Powers</a></td>
<td>Article</td>
<td>It seems like a reliable article with good information relating to my topic</td>
<td>Alyssa Sherrill</td>
</tr>
<tr>
<td>Olivia Weston</td>
<td>How has college enrollment changed over the last 100 years</td>
<td><a href="https://educationtoday.org/college-enrollment-statistics">https://educationtoday.org/college-enrollment-statistics</a></td>
<td>website</td>
<td>I chose it because it seemed like a decent source and has valuable information on my topic</td>
<td>Melanie Hanson</td>
</tr>
</tbody>
</table>
PRINCIPLE EIGHT

We work towards sustainable, community-led and controlled outcomes.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic of Interest:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Item Title</td>
<td>Author</td>
<td>Date</td>
<td>Publication</td>
<td>URL</td>
<td>Item Type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Remaining Principles

PRINCIPLE FOUR
We view change as emergent from an accountable, accessible, and collaborative process, rather than as a point at the end of a process.

PRINCIPLE NINE
We work towards non-exploitative solutions that reconnects us to the earth and each other.

PRINCIPLE TEN
Before seeking new design solutions, we look for what is already working at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.
PRINCIPLE ONE

We use design to sustain, heal, and empower our communities, as well as to seek liberation from exploitative and oppressive systems.

“Local and indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.”

Read the excerpt from “The Politics Of Citation: Is The Peer Review Process Biased Against Indigenous Academics?”.

“But for Indigenous academics whose work focuses on Indigenous issues, the peer review process can be difficult to go through. Peer reviewing is when an anonymous jury of academics working in the same field review an article submitted for publication, and decide whether or not it’s a fit for the publication. The reviewers, who often don’t know the identity of the author, will provide feedback on the article — ranging from praise to criticism. “I actually know many scholars who decided to end their careers in academia because of the discrimination they faced in the peer review system.” said Kyle Powys Whyte, professor of philosophy at Michigan State University. He is from the Citizen Potawatomi Nation. Even if the research in question is written from an Indigenous perspective, Powys Whyte said Indigenous academics are often asked to cite the work of white male scholars, even if it is unrelated to the topic. This is something Sarah Hunt, a professor at UBC’s First Nation and Indigenous Studies program, said she’s seen first hand. She is from the Kwakwaka’wakw nation. “I recently received three peer reviews on an article for a journal based in Europe — two were positive, and one just felt like I was being lectured and talked down to,” said Hunt. “[The review stated] I should be referencing all these white male scholars. . . in order to legitimize my work.” The reviewer also insinuated that Hunt’s work does not add anything new to the canon, because previous non-Indigenous scholars have written similar ideas. “It can be quite demoralizing, especially when you’re writing about issues in your own community that you really care about.”

According to the reading, what are some reviewers telling indigenous scholars to do to have their work published via peer review?

- Anonymous 12mo
  To quote white male authors, even if their work is not relevant
- Anonymous 12mo
  Cute white authors, or the same Indigenous author whose work is over 20 years old
- Anonymous 12mo
  Cite white male authors, even if their work is not on topic
- Anonymous 12mo
  Value the white male canon over knowledge gained through non-Western approaches
- Anonymous 12mo
  Ask white male authors to their works cited
- Anonymous 12mo
  Very biased
- Anonymous 12mo
  Cite white male authors because their work is considered more

Why is it important for researchers (including students) to seek out and include historically excluded perspectives in academic work?

- Anonymous 12mo
  Good scholarship requires a wide range of sources
- Anonymous 12mo
  More knowledgeable than predominantly white authors
- Anonymous 12mo
  To get a more broad perspective of an issue, rather than the historically white male perspective
- Anonymous 12mo
  To ensure validation and legitimization of current scholars from historically excluded groups.
- Anonymous 12mo
  Reality is not reflected from only one point of view
- Anonymous 12mo
  To contextualize what has been missing in the scholarly

Do you have any ideas about how you might make your Works Cited page more diverse?

- Anonymous 12mo
  Read more diverse authors
- Anonymous 12mo
  Include diverse types of info, such as oral histories
- Anonymous 12mo
  Consider different epistemologies, different ways of knowing
- Anonymous 12mo
  This is what I need help with... HOW do we distinguish??
- Anonymous 12mo
  Look at newer papers that cite classic texts
- Anonymous 12mo
  I think it’s important to consider that some cultures don’t want to share with outsiders
- Anonymous 12mo
  Look up the authors of the papers that you’re reading. Don’t just assume legitimacy based on institutional affiliation
“Design can be seen as a permanent striving toward, an ongoing process of ideation, iteration, and revision toward the ideal”

SASHA COSTANZA-CHOCK, DESIGN JUSTICE: COMMUNITY-LED PRACTICES TO BUILD THE WORLDS WE NEED, 2020, P. 202
Questions?
crumptonbe@appstate.edu

https://tinyurl.com/designjusticeIL
REFERENCES


Costanza-Chock S. (2020). Design justice: Community-led practices to build the worlds we need. MIT Press.


REFERENCES

https://static1.squarespace.com/static/5d5d34e927fded000105ccc4/t/5db4f29c7161a11f1860ea66/1572139687280/DESIGN%2BJUSTICE%2BZINE_ISSUE1.pdf


