

LIS Pedagogy Chat is a discussion series for library and information science instructors. Our goal is to provide an informal space to ask questions and share ideas about online pedagogy, and to build a community of practice. Each session focuses on a different topic and features a short presentation on best practices followed by a facilitated discussion and a collaborative document of ideas to share. Slides and notes from each session are available in a shared folder. For more information, see <https://www.lispedagogychat.org/>

Feminist Pedagogy

Date: September 24, 2021

Moderator: Maria Sclafani

Link to [Slides](#)

Presentation

- Feminism can be misunderstood, feminist pedagogy is often misunderstood as well.
- Keep in mind that it can be hard to define feminist pedagogy - has many offshoots and branches.
- Forms of feminist pedagogy include:
 - Ethic of care
 - Engaged pedagogy - teaches to the whole person
 - Critical pedagogy - understanding oppression, being able to take a stand against it
- Feminist pedagogy goes back to 1970s, applied to library instruction in 2010 (book chapter) and in 2013 with Maria Accardi's book [citations in slides]
- See also Kingsland (2020) for specific examples of pedagogy practices
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Discussion

- How do you define feminist pedagogy?
 - Decentering authority in classroom
 - Relationships
 - Questioning dominant paradigms
 - Giving students agency

- What does feminist pedagogy look like in your classroom?
 - Move away from lecture to small student groups
 - “Asking students how they feel about research and the research process but also how they’re doing that day to get at that affective dimension and validate their feelings as people”
 - Round tables
 - Peer to peer review
 - Foregrounding ethical research practice.
 - Flipped classroom
- How has the pandemic affected your pedagogy?
 - Highlights that we cannot ignore our feelings or pretend these other things are not happening; of course they affect our pedagogy
 - Taking time to chat and check-in, building in time to breathe
 - Time in Zoom without the instructor
- Using Breathing Bear from Simmons SLIS - <https://slis.simmons.edu/blogs/elearningguide/>
- Do librarians have more space to experiment in the classroom?
 - Not consensus! Some folks may feel more freedom, while some folks feel less due to faculty expectations.
- Is the goal of feminist pedagogy to empower women in particular?
- Are there ways to better embed librarians into classes so that there's space for this kind of pedagogy?
 - A request form that shows how long it takes for librarians to address specific topics
 - Embedded librarians in LMS
- Are we slow to adopt feminist pedagogy?
 - Yes, why . . .
 - Librarians have a lot of responsibilities, hard to find time to innovate or adopt new theories and practices
 - Historically, have not had grad classes in library instruction until recent years, so librarians may have lacked solid background in instruction, theory, etc.
 - Maybe we were doing it (female dominant profession), but didn’t name it as such?
- kim morrison's work that takes an asset-based approach and lets the students lead in terms of topics researched during IL sessions: <https://www.ideals.illinois.edu/bitstream/handle/2142/101408/66.2.morrison.pdf?sequence=2&isAllowed=y>
- How is feminist pedagogy different from decentering whiteness in academia? Where is there overlap?
 - Feminist pedagogy looks at gender and other forms of marginalization, but lots of overlap with critical pedagogy and other pedagogies with similar goals
 - Some critiques of critical pedagogy (esp early writing) not including gender in its analyses
- feminist research example in a one-shot

- What does a researcher look like? Helping students critique image of researcher as European white man, see woman and people of color as researchers
- Gender pay gap
- Researching historical figures (e.g., Ada Lovelace)
- “For me, it's mostly about trying to make sure i'm not using a hot topic that could be triggering for students. So "domestic abuse" might be something that students are interested in and that needs to be researched, but I don't want any survivors struggling with the class because of the surprise topic.”
- Asking “does X issue affect women the same way”
- Morin, L. (2021). The First-Year Library Instruction One-Shot: A Place for Caring. *Communications in Information Literacy*, 15 (1), 95–103.
<https://doi.org/10.15760/comminfolit.2021.15.1.5>
- pointing out who is considered the "default" in these studies, and what kinds of bias that ends up causing
- I'm hearing more about gatekeeping in publishing articles that center marginalized groups. Editors and reviewers questioning the value of the work because it doesn't involve the "default" population.
- This reading help bring home the point of who we think about when we talk about people approaching the reference desk. Hurley, D. A., Kostelecky, S. R., & Townsend, L. (2019). Cultural humility in libraries. *Reference Services Review*, 47(4), 544–555. <https://doi.org/10.1108/RSR-06-2019-0042>
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