



One Builds the Bridge:

Structures for “Serving” First Generation Students with
Information Literacy Instruction

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- Participants will be able to understand the characteristics of Hispanic Serving Institutions and the multidimensional model of “servingness.”
- Participants will be able to adapt strategies discussed to enhance information literacy instruction for all students, particularly graduate students from historically marginalized groups.

Learning Outcomes

Agenda

Servingness

Gina Garcia's multidimensional
framework and Culturally responsive
pedagogies



Temperature check

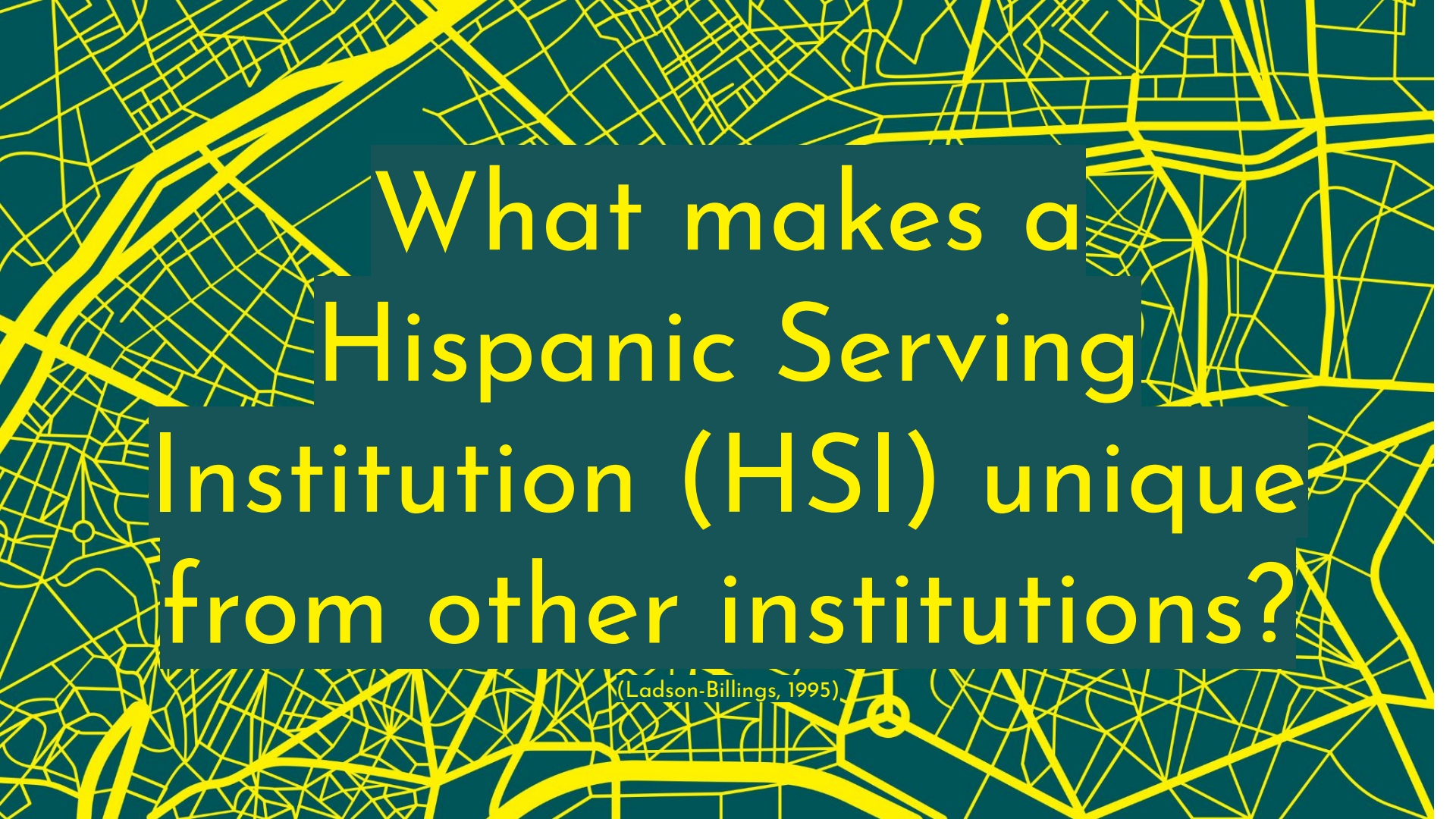
Temperature check



First-gen graduate students

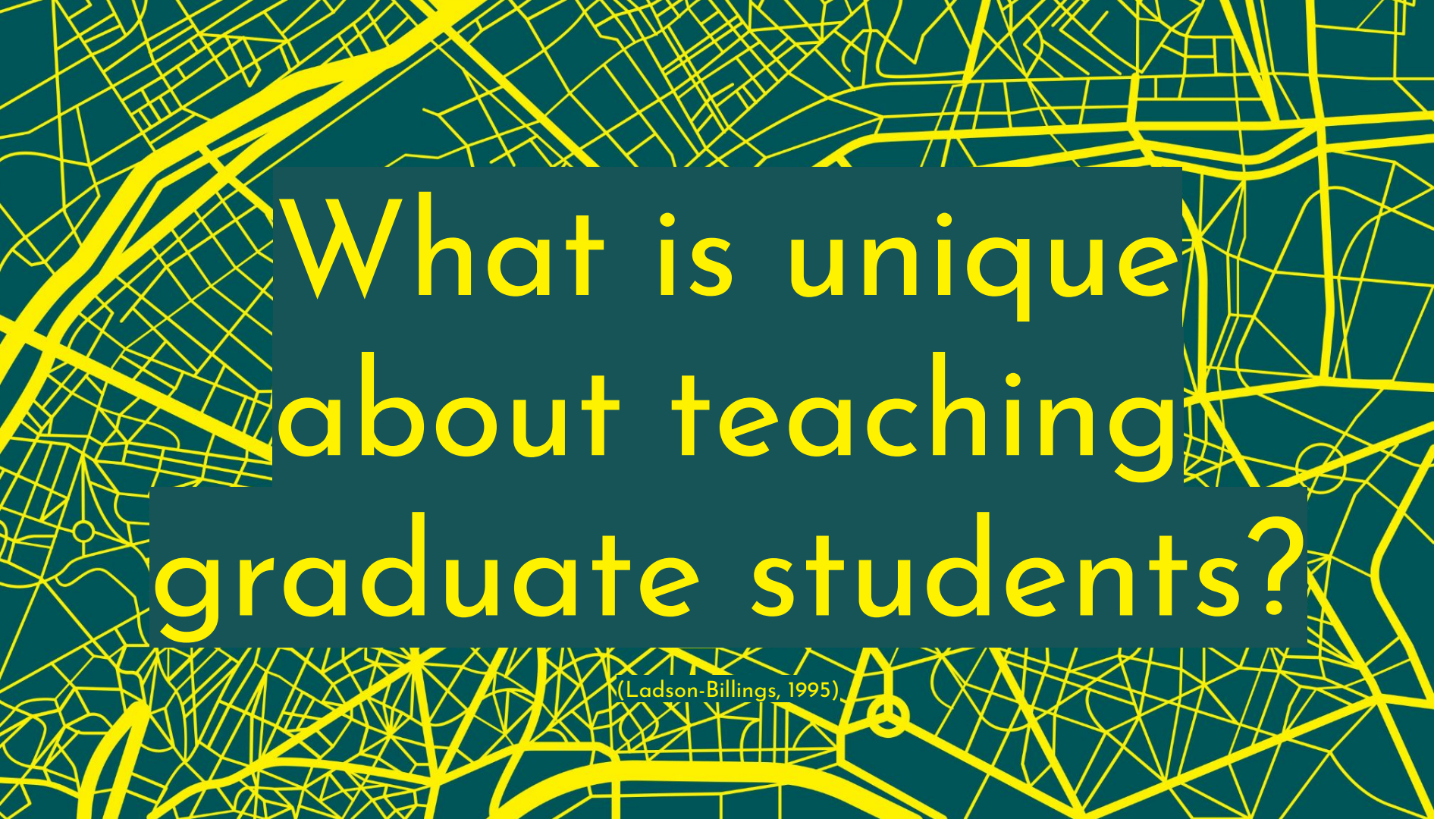
First generation students at HSI's through a
social capital theory lens and instructional
strategies.





What makes a
Hispanic Serving
Institution (HSI) unique
from other institutions?

(Ladson-Billings, 1995)



What is unique about teaching graduate students?

(Ladson-Billings, 1995)

Hispanic Serving Institutions

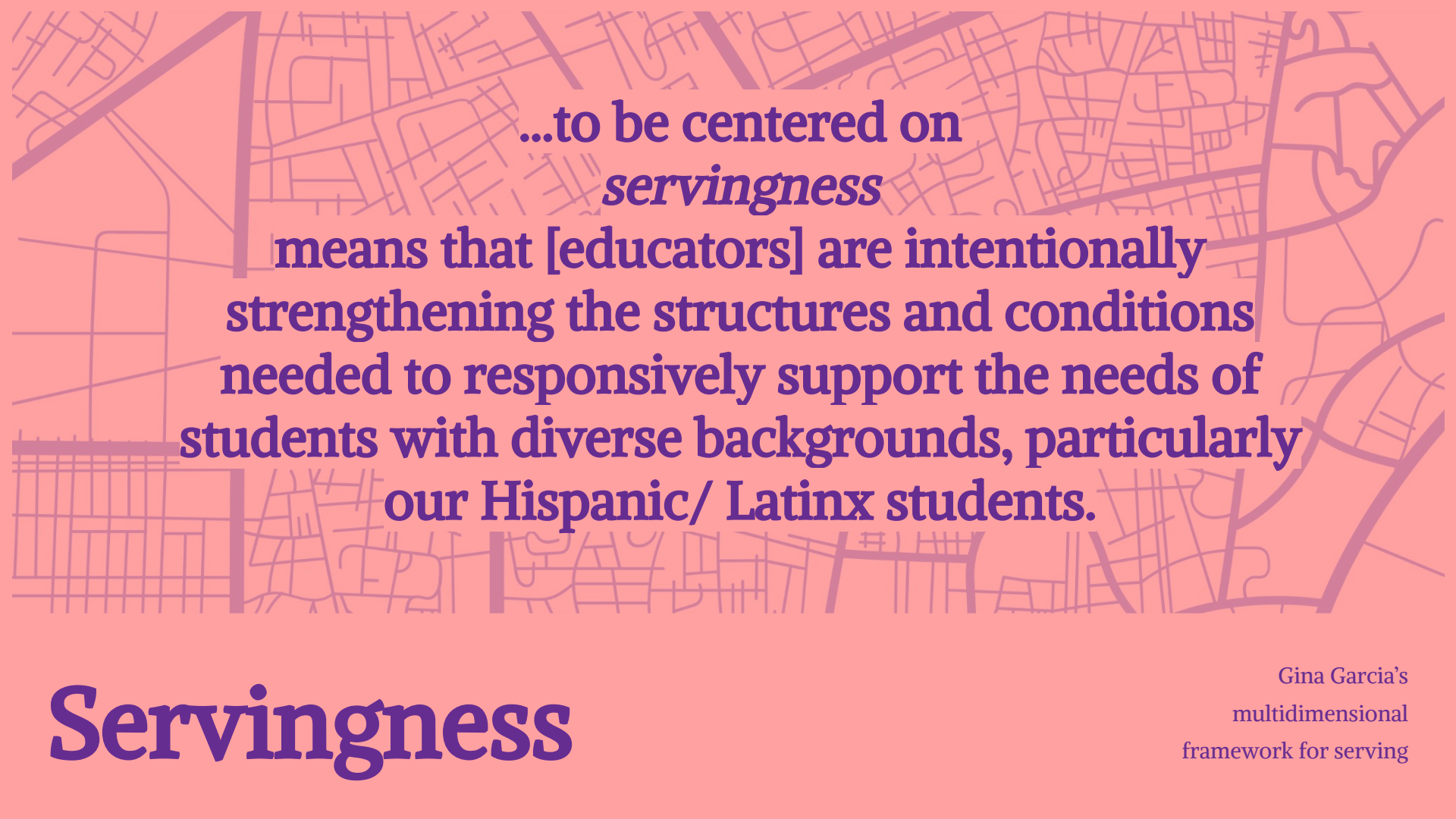
We use the terms **Latine**, **Hispanic**, and **Latinx** interchangeably for people who self-identify as having an ethnic, cultural, historic connection to the process of Spanish colonization and the Indigenous peoples of modern-day Mexico, Central America, South America, and parts of the Caribbean. **For further information, see our references list.**





Servingness

Gina Garcia's
multidimensional
framework for serving



**...to be centered on
*servi*ngness
means that [educators] are intentionally
strengthening the structures and conditions
needed to responsively support the needs of
students with diverse backgrounds, particularly
our Hispanic/ Latinx students.**

Servingness

Gina Garcia's
multidimensional
framework for serving



White supremacy

Community leaders

Federal, State, local
legislation

Institutional or State governance boards

Advocacy groups

Alumni

Servingness

Gina Garcia's
multidimensional
framework for serving

Validating experiences

GPA

Course completion

College completion

Transfer

Post-baccalaureate enrollment

Labor market outcomes

Academic self-concept

Social agency

Racial identity

Leadership identity

Critical consciousness

Civic engagement

Graduate school aspiration

Racialized experiences

Servingness

Gina Garcia's
multidimensional
framework for serving

Within the Institution

Structures of Serving

Mission and values
statements

Diversity plans

Institutional
advancement
activities

Engagement with the
Latinx community

Incentive structures

External boundary
management

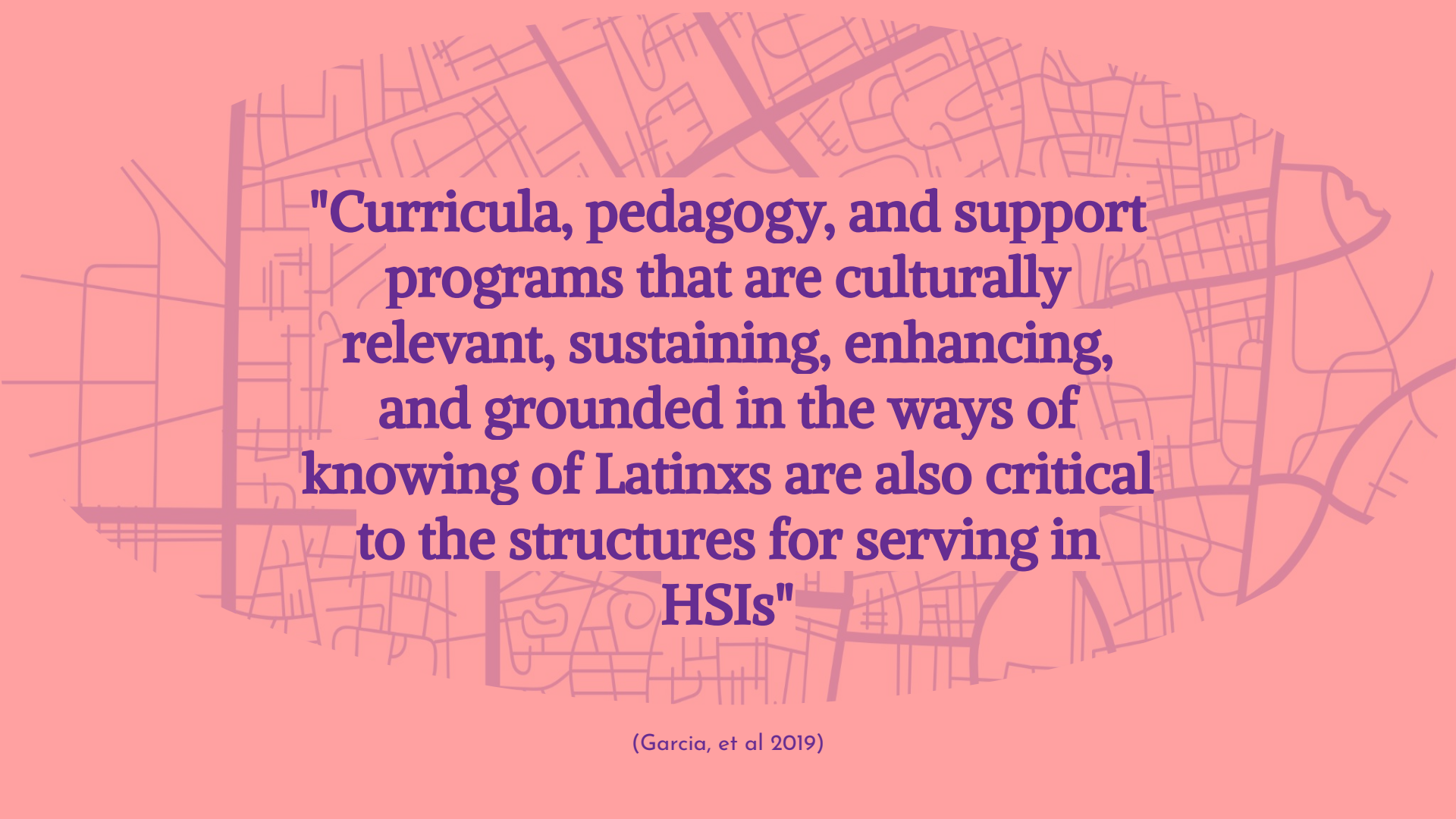
Culturally relevant
curriculum &
pedagogy

Programs and
services for
minoritized students

Compositional
diversity of faculty,
staff, administration,
graduate students

Leadership and
decision-making
practices

HSI grants



"Curricula, pedagogy, and support programs that are culturally relevant, sustaining, enhancing, and grounded in the ways of knowing of Latinxs are also critical to the structures for serving in HSI's"

(Garcia, et al 2019)

Funds of Knowledge

Types of Capital: Social, Cultural, Symbolic

“Cultural capital was acquired through the learning of particular authors, jargon, vocabulary, or learning the writing style for literary criticism.”
(Winkle-Wagner & McCoy, 2016)



Social Capital

Costs of Attending College

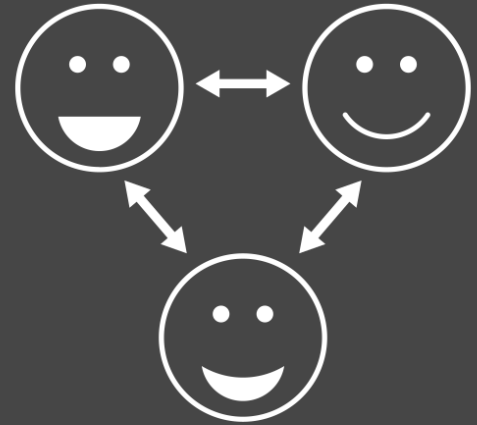
Financial
-\$\$\$



Temporal
-Years



Ethical
-Relationships





Familismo

- Placing family needs over individual needs
- Importance of higher education varies

“[F]amilismo includes a belief in the importance of maintaining strong family ties, the expectation that family is the primary source of support, an emphasis on loyalty to family, and a commitment to the family over individual needs”

(Kiyama et al., 2015).

Ethical Costs

Socialization Alignment

Modify (-, +)

Adapt (+, +)

Social Capital Congruence

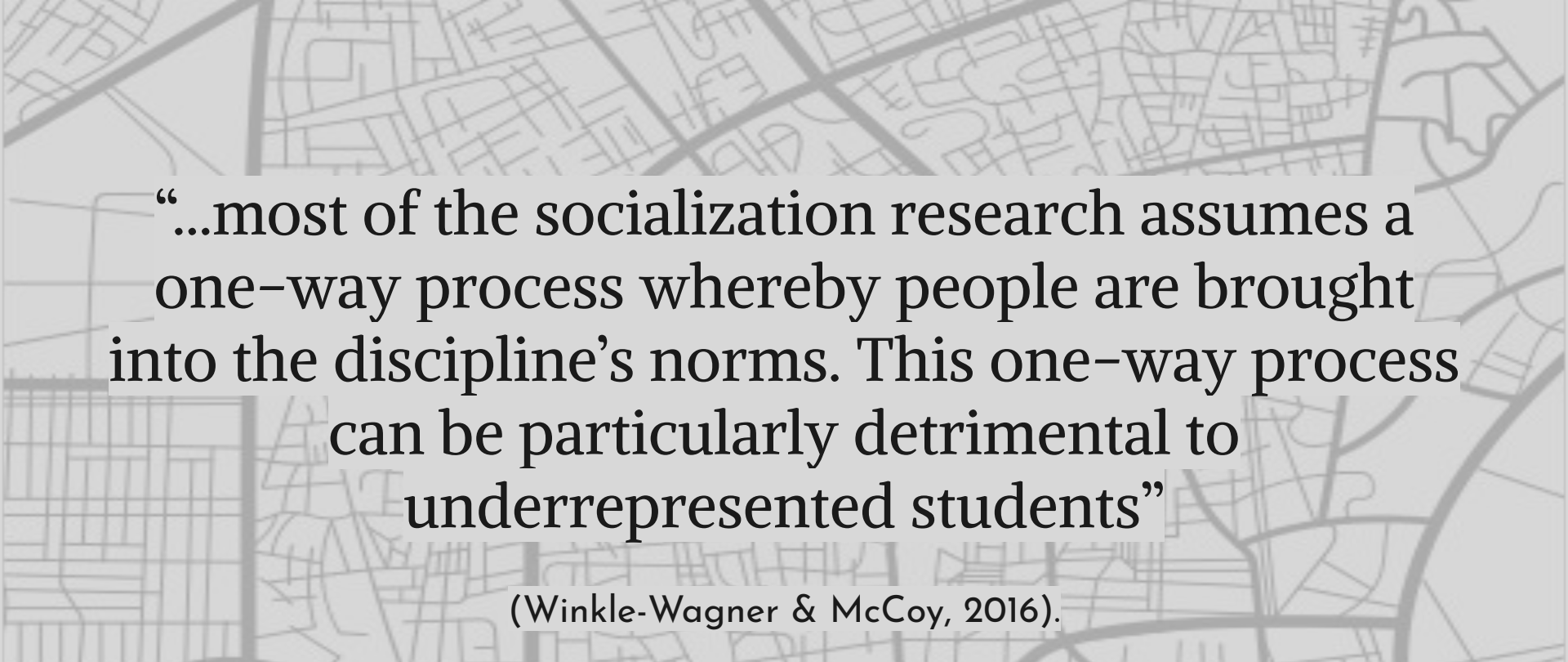
Excluded (-, -)

Defy (+, -)

“Graduate education tends to be about professional socialization, in which students adopt the identity and values of their expected profession”
(Miner, 2022)

(Miner, M. A. (2022). Conceptual mapping of social spaces in graduate school [Graph] p. 401)


Graduate Students

A faint, light gray background pattern of a city street map or network of lines, overlaid on a light gray background.

“...most of the socialization research assumes a one-way process whereby people are brought into the discipline’s norms. This one-way process can be particularly detrimental to underrepresented students”

(Winkle-Wagner & McCoy, 2016).

Ethical Costs



Break for Questions



Culturally relevant pedagogy

(Ladson-Billings, 1995)



Culturally sustaining pedagogy

(Paris & Alim, 2017)

Applying Culturally responsive teaching to existing library instruction



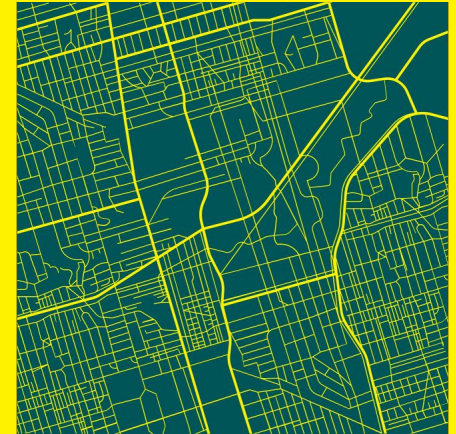
Preparation

Excavates the instructor's beliefs, implicit biases, and previously held assumptions.



Communication

Library instruction can be most effective when librarians practice cultural humility.



Facilitation

Decentering authority-focused, lecture-based banking model of instruction for student-centered approaches.

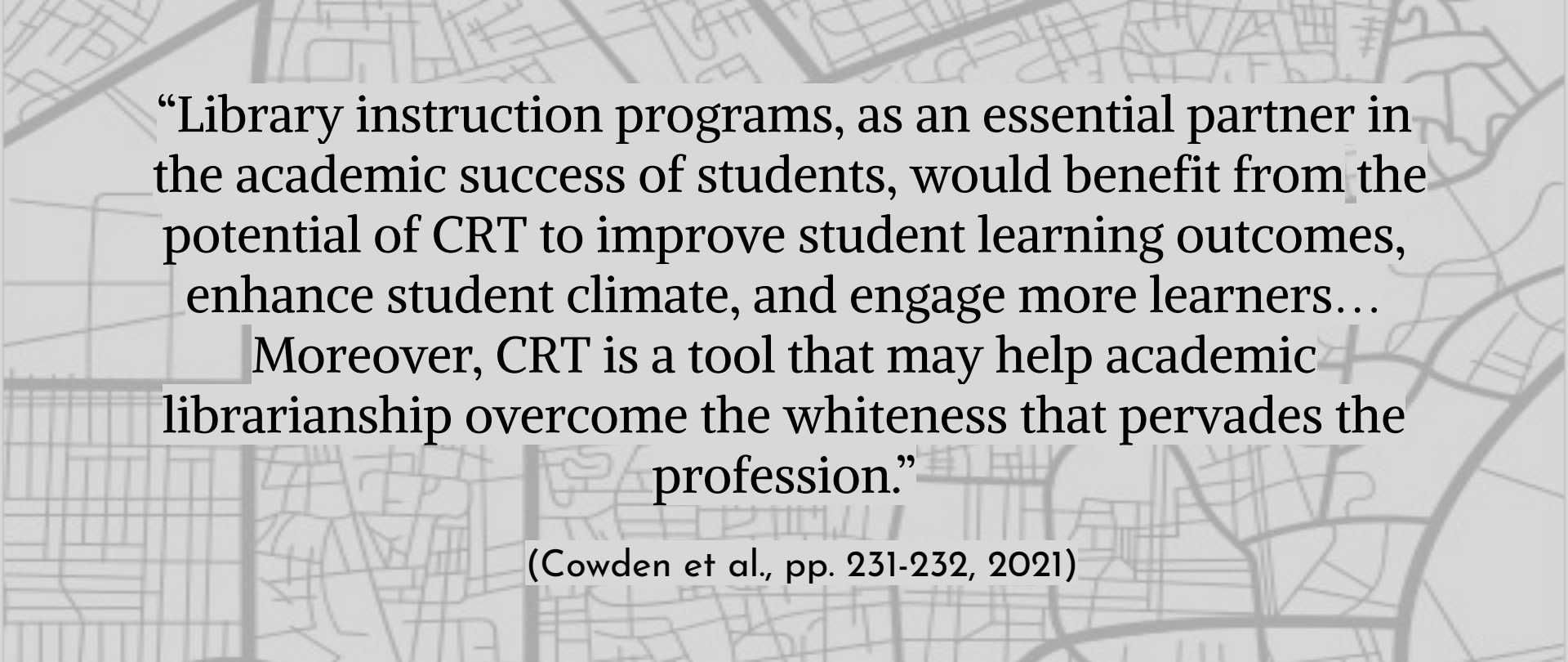
Culturally relevant library instruction tools



Quetzalcoatl



Zapatismo



“Library instruction programs, as an essential partner in the academic success of students, would benefit from the potential of CRT to improve student learning outcomes, enhance student climate, and engage more learners...

Moreover, CRT is a tool that may help academic librarianship overcome the whiteness that pervades the profession.”

(Cowden et al., pp. 231-232, 2021)

Culturally Responsive

Adult Learners: **Andragogy**

- Learners are goal-oriented
- Take ownership of their own learning
- Use their life experiences as resources

(Forest & Peterson, 2006)

“...bidirectional anticipatory socialization for graduate education, where one gains new ideas but does not abandon one’s background.”
(Winkle-Wagner & McCoy, 2016)

Teaching Graduate Students

There are 11 HIPs

The ones we will focus on:

Collaborative Assignments and Projects

- Working with others and considering the views and insights of others
- Critical to be exposed to working with and opinions from those with different backgrounds and life experiences

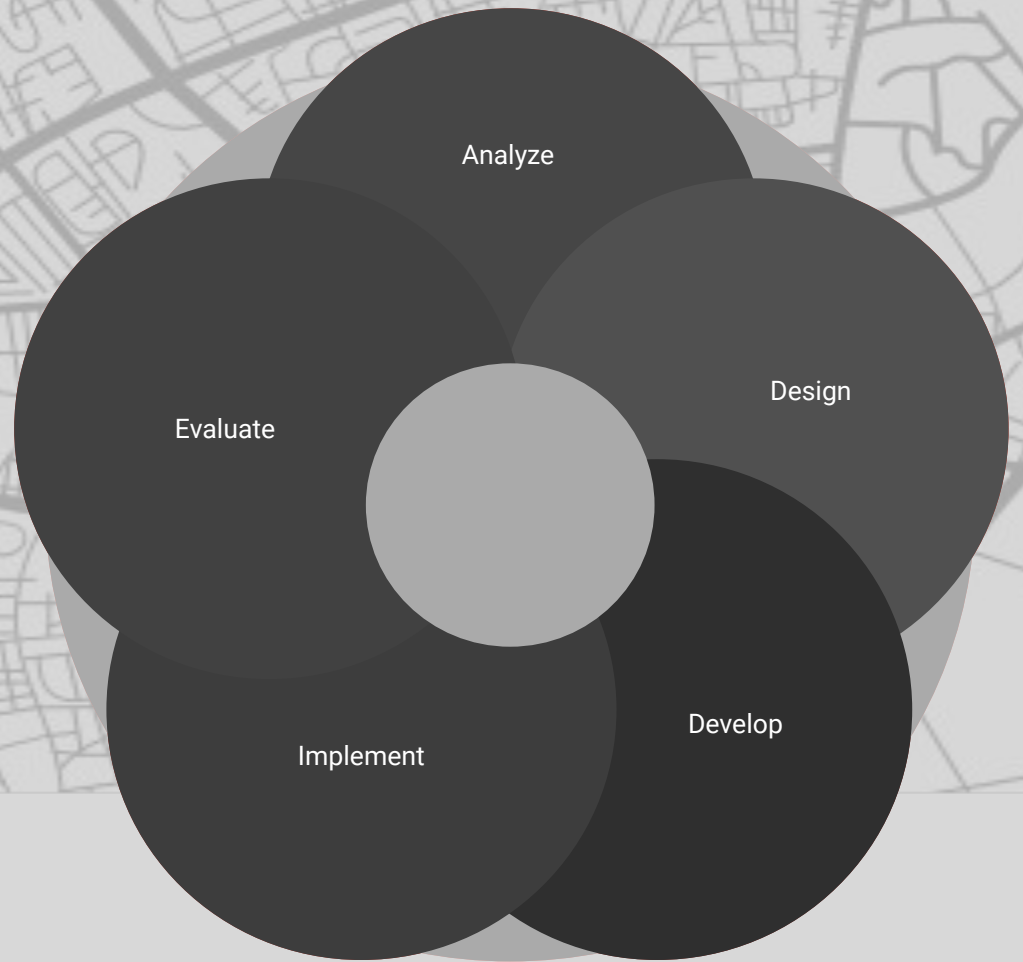
Learning Communities

- Learning similar concepts across several courses
- In one-shot BI, librarian can focus on a 'big question' with implications outside the classroom



High Impact Practices

Analyze
Design
Develop
Implement
Evaluate



ADDIE Model

Analyze

What is important to your students? What backgrounds do they come from?
What are my assumptions and implicit biases about my students?

Evaluate

How will I ensure all voices are heard?
Did my interactions with students challenge my assumptions and biases?

Design

Am I using culturally responsive resources and artifacts/manipulatives?

Implement

Do I let students take ownership of some portion of the lesson?
How do I make sure to include all students?

Develop

How will I use my students' backgrounds and experiences as a resource and teaching tool?
Do I include authors/sources from a wide array of backgrounds?

ADDIE & CRT



Cultural humility

(Hurley et al. 2019)



Conocimiento

Anzaldúa

7 Stages of Conocimiento





7 Step Lesson Plan Template



Lesson Title: _____

Duration: _____ minutes

Standards: Those can be your Institution Standards (ILOs), General Learning Outcomes (ILOs, ACR), Frameworks, etc. as a combination of _____	
Objectives: Following instruction, students will be able to 2 or 3 objectives are about. Try to avoid more than 3.	
Materials: Not necessarily a step in the process, but it's good to list out what you'll need (e.g. worksheet 1, writing utensils, whiteboard, etc.)	
Anticipatory Set (Warm Up): Something they can do quickly and relatively independently. (e.g. write down two sentences or why you use Google to look for coffee shops)	



CRT ADDIE Outline



Lesson/Program Name: _____

Analyze

Prepare for your Audience

Who is your audience? What are the demographics of your learning community? Age, ethnicity, etc.

What is the campus culture?

What is important to your students? What backgrounds do they come from?

Self-reflection

What are my assumptions/implicit biases about my students?

How will I make / practice effective communication?

Learning Environment

[LINK TO FOLDER](#)

Resources

Exit Ticket

How do you
build bridges
currently?





Tlazocomatli / Thank you!

Questions???

Email us if you have any follow up
questions

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