

Listening Beyond Silence:

USING PARTICIPATORY RESEARCH TO INFORM
LIBRARY INSTRUCTION FOR STUDENTS FROM
RACIAL AND ETHNIC GROUPS AND
BACKGROUNDS

Lorna Dawes. Associate Professor-Social Science Librarian
Melissa Gomis. Associate Professor of Practice. Teaching Librarian.
University of Nebraska- Libraries.
ldawes2@unl.edu | Melissa.Gomis@unl.edu



Listening Beyond Silence:

1. Overview of the Project
 2. Discuss the first iteration of a rubric that will be used examine aspects of their current library instruction and research support that may present obstacles to underrepresented minority students at their institutions.
 3. Discuss the advantages of using participatory research methods to collect data to inform instruction development.
 4. Create a plan for evaluating library research support and instruction in your environment.
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The Project

Developing IL & Research Instruction and Support for Students from Underrepresented Racial and Ethnic Groups and Backgrounds in Library One-shot Instruction

DEPARTMENT WORK

Survey and examine how the libraries and other UNL entities currently support these needs with the intention of using this information

RESEARCH

FOUR FOCUS GROUP SESSIONS

- 1 X White
- 2 X Asian
- 1 X African American/ Black

ONE PHOTOVOICE SESSION

- 2 X Asian Students
- 2 X African American Students

The Questions

- ☐ To what extent do students find library instruction experiences (teaching – synchronous and asynchronous, and self-directed) to be culturally engaging, welcoming and inclusive?
 - ☐ To what extent do our students find that our library instruction facilitates the acquisition and use of culturally relevant knowledge?
 - ☐ To what extent do students find their instruction at UNL to be a welcoming environment
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Focus Groups. + Photovoice

WHAT IS PHOTOVOICE

“the focus of photovoice research is not on capturing images as isolated artefacts, but rather, on using images to convey ideas, and to provoke ‘critical dialogue’ (Wass, R et al., 2020)

These approaches in tandem provide oral and visual narratives of the participants perceptions and experiences with information instruction and elicit a robust, rich data set.

- ❑ Chapman et al. 2020) Duke University Libraries, used photovoice and focus groups to examination the experiences and needs of Black student at the university.

- ❑ Creation of participant images
- ❑ Critical reflection by the participants of the photographs and the process.
- ❑ Sharing of the photographs and narratives with the wider community.

PHOTOVOICE

SMAC4: This is probably the space, where- to put it more bluntly, that you see the most people of color, um, yeah, I feel like it is a smaller space, and more close knit. So that's probably why it will make people feel welcomed

RDA. ..even though it may be a welcoming place,...it may be close knit for the students who use the building, but for, I'm just going to be honest, for white students, they feel the exact opposite. They feel that its not for them, and so for them, that's the reason it may feel unwelcoming. But, I will say that we do our best, to kinda of make sure that every student, regardless of their protected class, we try to make sure that they understand that this place is for all students....



Students are relaxed
in the O... lounge

The O..lounge where I spend all of my time. Everyone who is black will be in this room at some time of the day. It's a very welcoming place, we receive lots of instruction there. Its welcoming but sometimes it can be, how do you say it..majority rules. Although the majority may not be right, As long as everyone in the room is agreeing. As it goes to instruction, that's what makes it unwelcoming. Especially if you have an unpopular opinion, regarding any type of anything. Also I notice a lot of students, it can be very intimidating once they walk into the room. So there, that level that will make it unwelcome.

Themes: Community. Being Alive

Themes- Photovoice Discussions

BEING ALIVE

action, satisfaction, excitement

How 'vibrant' is the environment?

COMMUNITY

tight-knit, family, togetherness, home

How accepted and secure do you feel? How many people like you are in the class? How concerned is the instructor about your wellbeing?

DEMEANOR

attitude, personality, tone

What is the personality, tone of the instruction? Is the instructor patronizing or encouraging?

EXPECTATIONS

standards, assumptions

Are their spoken or unspoken classroom expectations?

CLASSROOM ENGAGEMENT

compassion, learning, acceptance, empathy

Is the instructor passionate about the topic? Is there lots of interaction, hands on activities.

Focus Group Discussions

“ ..when you get to know all your peers in the classroom”(AS2)

“also like if the instructor kind of made like a clear, concise expectations, like just before the students when they come for the class.”(AS2)

“when they ask you when you ask questions, and then they answer your questions, and then they encourage you to ask questions, even if those questions are the serious of silly questions.”(AS2)

“So just giving everyone a chance to like what is their opinions and be patient with them.”(AS1)

“So there needs to be some common language ..but I think the language and the terms use should be that you know we should look as a group”(AS1)

“for me a welcoming instruction experience will be one that goes back to the background. Try to bring everybody on board you know. Try to ensure that you on the same. At least, we might not be on the same plane on the same level.” (AB1)

“And then just inclusivity in general, just making sure that there's equity in, or who's controlling the speaking. And who's controlling the responses and who you're trying to teach, because I know in some cases we will be classes where it's basically just a whole lecture of an instructor and instructor asking questions”(AB1)

It's also an experience in which the opinion of everyone counts.”(AB1)

“They kind of get down on the student, they're instructing their level. To try and kind of break down any sort of like hierarchical, authoritative fear that might kind of exist between the instructor and the instructee,” (WW1)

PHOTOVOICE & FOCUS GROUPS

❑ Considerations & Challenges

- ❑ Recruitment: Targeted, snowball recruitment
 - ❑ Organizing homogenous groups
 - ❑ Timeline: training, taking photos, & discussion
 - ❑ Interpretation of research question.
 - ❑ Comprehensively integrating student voice
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Implications

- Survey what instruction is currently taking place- from the library, and from other entities through the university/ college: Reports, interviews, group meetings with advisors and student leaders.
 - Research: student perceptions and experiences
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Further Reading

Chapman, Joyce; Daly, Emily; Forte, Anastasia; King, Ira; Yang, Brenda W.; & Zabala, Pamela (2020). Understanding the experiences and needs of Black students at Duke. Retrieved from <https://hdl.handle.net/10161/20753>.

Rob Wass, Vivienne Anderson, Rafaela Rabello, Clinton Golding, Ana Rangi & Esmay Eteuati (2020) Photovoice as a research method for higher education research, Higher Education Research & Development, 39:4, 834-850, DOI: 10.1080/07294360.2019.1692791

Alison Hicks, Annemaree Lloyd (2018) **Seeing information: Visual methods as entry points to information practices**. Journal of Librarianship and Information Science. 2018 vol. 50 (3) pp. 229-238

Evans-Agnew, R. A., & Rosenberg, M.-A. S. (2016). Questioning Photovoice Research: Whose Voice? Qualitative Health Research, 26(8), 1019–1030. <https://doi.org/10.1177/1049732315624223>
