

Teaching Toward Wholeness: Empowering Relationality in the Information Literacy Curriculum

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**Have you ever felt like your
lived experience wasn't
reflected in the literature?**

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If so, what is a time you didn't feel that your lived experience was reflected in the literature?

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Relationality refers to grounding identity within the relationships you have with the land, ancestors, others, and future generations.

(Wilson, 2008, p.80)

A Personal Example

EMPACHO

When a fragment or portion of food sticks or settles to the inside of the intestine making it difficult to process, creating serious problems for the digestive tract.

Indigestion — also called dyspepsia or an upset stomach — is discomfort in your upper abdomen. Indigestion describes certain symptoms, such as abdominal pain and a feeling of fullness soon after you start eating, rather than a specific disease. Indigestion can also be a symptom of various digestive diseases.

The Instructional Programmatic Assessment Rubric

- [Instructional Programmatic Assessment Rubric](#)
- Managing Emotional States and Cycles of Research
 - Recognizes that students come to research as whole people
 - Notes this as a non-linear process
 - Emphasizes knowledge of resources for self-care

Preamble:

“Researching is an emotional prospect, though it may often be seen as primarily intellectual.

Discovering new information may be exciting, depressing, or it may challenge individual world views, and these emotional states can influence the research process itself. Acknowledging this is an important step to managing research. Students approach research as whole people, with past lived experiences that may intersect with research topics and the research process. Encountering world views that negate lived experiences can be upsetting and even traumatizing.

Strategies for managing these kinds of emotional distress include: building in time and space to reflect on and process the information a student finds; seeking feedback to check-in or get an alternate perspective; and pausing or stopping research. These strategies are all valid ways to protect and support your well-being. Managing emotional states is often a non-linear process and you may need to engage in self-care at multiple points in the research process.”

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**How much do you/your
faculty see research as
primarily intellectual?**

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**How much do you/your
faculty see research as
primarily emotional?**

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What words come to mind when you think of emotional responses to the research process? [examples: trauma informed, anxiety, curiosity, etc.]

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Examples of Building Relationality

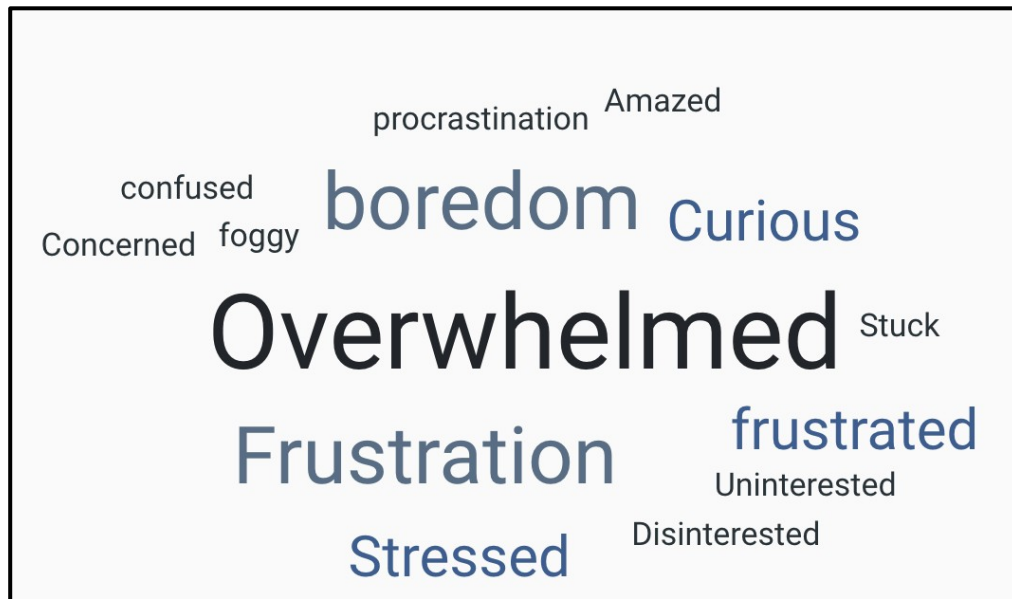
Engaging In a “Making Space” Mentality

- “Making Space” mentality is a reframe of the Decolonial Skillshare practice.
- Moving the student interactions from transactional to an exchange of knowledge.
 - Allows me to reaffirm lived experiences.
 - Opens up opportunities for meeting student needs beyond the classroom.
 - Example: The Undocumented/DACA Student Cartonera collection



Negotiating Instructional Approaches

- Trauma informed approach
 - Teaching tools used
 - Capacity building for students
 - Building trust
 - Emotional impact



Socio-Emotional Component of Research Tutorial

- Target audience: Non-traditional students, made through a course neutral approach

Learning Outcomes:

- Develop awareness of available support services and when to use them
- Identify strategies for feeling more connected to your academic community
- Recognize different types of motivation and how to utilize them

Coping Strategies

Use the drop-downs to learn more about possible strategies the students could use to manage their socio-emotional states during the research process. Remember, this is not an exhaustive list! What works for you may not work for another person, and vice versa.

Break down tasks	+
Be kind to yourself	+
Have strategies for self-care	+
Change the scenery	+
Allow imperfections	+
Ask for help	+

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What strategies have you used or could you anticipate using to help students become more aware of relationality in research?

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Wrap-Up

- Supporting students through the emotional states of research builds relationality and supports them as whole people.
- Be aware of the constraints we each individually face as part of a larger community. Creative problem-solving can help us work around or confront these constraints.
- Relationality can be established both within and outside of the classroom. The library is both physical and digital space, and you can leverage these to build stronger relationships with others.

References

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