

# Infused Instruction:

## Women's Studies Librarians are the main ingredient to improve the research process in Women's Studies

Kimberly L Clarke, Librarian, University of Minnesota, Twin Cities  
Chimene Tucker, Librarian, University of California Santa Barbara



### Abstract

Research is an integral part of the feminist pedagogy and discourse in academia. Women Studies Librarians work collaboratively with faculty to integrate the Association of College and Research Libraries (ACRL) Information Literacy Standards in the curriculum in order that their students become more successful at locating appropriate scholarly and activist information for their courses. These methods, based largely on a set of 21st century information competencies developed by Women's Studies librarians, help ensure that today's undergraduate Women's Studies students and future scholars are prepared to engage in quality scholarship in the field. This poster highlights how the ACRL Information Literacy Standards are incorporated in the Women's Studies curriculum.

K. Clarke and C. Tucker are members of the Women's Studies Section of the Association of College and Research Libraries/American Library Association. This is a project of the Section.

### Information Literacy Standards = Learning and Assessment

The Women's Studies Information Literacy Standards is a framework that can be used to develop and measure student learning in the discipline of women's studies.

The standards are a modification of those approved and endorsed by several organizations: Association of College and Research Libraries, American Association for Higher Education, and the Council of Independent Colleges.

These student learning outcomes account for learning from freshman to graduate student.

Encompassing more than technological fluency, the standards incorporate critical thinking and reasoning skills, which are crucial for life-long learning.

### Information Literacy Standards for Women's Studies

Standard I:  
Determines the nature and extent of the information needed.

Standard Two:  
Access needed information effectively, efficiently, and ethically.

Standard Three:  
Evaluate information and its sources critically and incorporate the selected information into their knowledge base and value system.

Standard Four:  
Uses information effectively and ethically to accomplish a specific purpose.

Standard Five:  
Understands many of the economic, legal, and social issues surrounding the use of information and access, and uses information ethically and legally.

### An Example of an Assignment Before Infusion..

Sophomore level Women's Studies course: Traditional research paper

- The topic can be historical or contemporary
- Formal in style
- A minimum of six pages long
- Must include citations (footnotes, endnotes, or parenthetical references)
- Include a list of works cited
- The research paper will account for **20 percent** of your final course grade.

**The biggest weakness of this research paper assignment is that students are given no direction on the types of resources needed to complete the paper [popular newspapers? scholarly journals?], and many will head directly to Google to do their college-level research. Let students know what kinds of materials will be most appropriate: your Women's Studies Librarian will be pleased to help!**

### An Example of an Assignment After Infusion...

Sophomore level Women's Studies course: Traditional research paper

- The topic can be historical or contemporary
- Give examples of topics that are neither too broad or too narrow for students to choose from**
- Formal in style
- Explain the tone of writing you expect the students to use: academic vs. colloquial**
- Must include citations (footnotes, endnotes, or parenthetical references); Include a list of works cited
- Specify which citation style they should use; direct them to examples of citing materials in different formats**