Perceptions of First Year Students: How to be Better Advocates

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Who Are We?

- Undergraduate Engagement Librarian
- Student Success Librarian
- First Year Experience Librarian

Who we serve
- Undergraduate students
- International students
- Transfer students

What we do
- Teach, manage, and assess information literacy programs
- Outreach
- Committees

What we believe
- Student-centered
- Critical pedagogy
We love first year students!

(and assumed everyone else did, too)
What brought us here?

ACRL 2017
Twitter
Blogs
What brought us here?

ACRL 2017
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What we learned:

Suspensions confirmed:
Communication/shared learning goals = important
A student's first impulse is to go to google.

Our sweet dum-dums:
Oh students... they’ll get there.
Difference between focusing a topic and sticking with it
Difference between finding a source and using it

In the future:
Revisions to assignment/instruction
Continued use of LMS
Put numbers in different columns (!!!)
think/pair/share

In small groups, talk about a time you heard someone make a disparaging remark against students
What does the literature say about librarians’ perceptions of undergraduate students?

*crickets*
This led us to a research project!

What are librarians’ perceptions of undergraduate students?

What impacts librarians’ perceptions of undergraduate students?
Step 1: Assess the Situation

- Where are you?
- Who are you?
- Who are they?
- Recognize your privilege and assess your risk
Step 2: Know the Research

- What is the historic context?
- What fields of research are relevant?
- What type of evidence/authority might speak the most to this audience?
Power & Privilege in Higher Education

- Historical context
- Psychology
  - Microaggressions
  - Growth mindset
- “Authority is constructed and contextual”
Step 3: Have the conversation!
Having difficult conversations
Having difficult conversations

- “Pause…”
- “Can you tell me more about…?”
- “I think I was trying to…”
- “I feel …. when I …”
- “Yes, and…”
- Calling in vs. calling out
Let’s Practice!
Let’s Practice!

Instructions

- Groups of 2
- One of you is Jordan
- One of you is Casey
Let’s Practice!

Your turn!

**Jordan:** “Hi I’m Jordan! I’m an undergraduate engagement librarian at Blank University and I work mostly with first-year students.”

**Casey:** “Oh wow, you poor thing!”
Let’s Practice!

Instructions

- Groups of 2
- One of you is Kim
- One of you is Corey
Let’s Practice!

Your turn!

Corey: “We need to add a plagiarism activity for our ENGL101 classes - students are always looking for an excuse to cheat”

Kim: “....”
Let’s Practice!

Debrief
Step 4: Reflect

- How do you feel?
- What do you think?
- What do you want to know more about?
- Be kind to yourself
Examples of people doing it right

Amy Fast, Ed.D
@fastcrayon

The best way to manage your class is to like your students. It’s not a feeling; it’s a choice.

9:16 PM · Jan 4, 2018

Miriam Posner
@miriamkp

This is how I try to teach, although it takes a lot of energy. Disliking a student is not an option I make available to myself.

6:36 PM · Jan 5, 2018

Amy Fast, Ed.D @fastcrayon
The best way to manage your class is to like your students. It’s not a feeling; it’s a choice.

Make the choice to connect. I’ve never spent time getting to know a student and liked him or her less as a result.
Bibliography

- Images - Pexels.com, free stock images under Creative Commons Zero (CC0) license
Bibliography

- All tweets/screenshots shared with permission
- Thank you to Tara Coleman for suggesting conflict resolution tips
Questions?  
Suggestions?  

Let us know!

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