

# THE PROBLEM WITH GRIT: DISMANTLING DEFICIT MODELS in INFORMATION LITERACY INSTRUCTION

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Slides: [tinyurl.com/gritandinfolit](https://tinyurl.com/gritandinfolit) | LOEX 2018 | Houston, TX | 5 May 2018

## What To Do Next

1. Recognize deficit thinking when we encounter it, and reflect on our own socialization and how ethnic, gender, and class identities are socially constructed.
2. Discard the assumption that student achievement is a result of mostly effort and engagement, and build upon the knowledge and experiences students bring with them.
3. Teach at the level you want students to learn at, while recognizing differences in familiarity with academic cultures and expectations.

## Recommend Resources

Booth, Char. "On information privilege." *info-mational* (2014).  
<https://infomational.com/2014/12/01/on-information-privilege/>

Gorski, Paul. "Poverty and the Ideological Imperative: A Call to Unhook from Deficit and Grit Ideology and to Strive for Structural Ideology in Teacher Education." *Journal of Education for Teaching* 42, no. 4 (2016): 378-386. <http://www.edchange.org/publications/Poverty-ideological-imperative.pdf>

Hare, Sarah, and Cara Evanson. "Information Privilege Outreach for Undergraduate Students." *College & Research Libraries* (2018). <https://crl.acrl.org/index.php/crl/article/view/16767/18305>

Morrison, Kim L. "Informed Asset-Based Pedagogy: Coming Correct, Counter-stories from an Information Literacy Classroom." *Library Trends* 66, no. 2 (2017): 176-218.  
<https://muse.jhu.edu/article/686890>

Paris, Django. "Culturally Sustaining Pedagogy." *Educational Researcher* 41, no. 3 (2012): 93-97.  
<https://web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf>

Tewell, Eamon, and Katelyn Angell. "Authority and Source Evaluation in the Critical Library Classroom." In *Critical Library Pedagogy Handbook*, vol. 2, pp. 49-57. ACRL Press, 2016.  
<http://eprints.rclis.org/30213/1/authority-and-source-evaluation.pdf>

## **Activity 1: Source Evaluation**

1. Divide students into groups of 3-5
2. Assign each group an information source
  - a. Wikipedia
  - b. Google
  - c. Library catalog
  - d. Library database
3. Group answers questions about source
4. Group presents findings to classmates at front of the classroom

Activity 1 questions:

- Who wrote or contributed to this source? How can you tell?
- How might this particular source be useful to you? What are its disadvantages?
- Do you think this is a trustworthy source? Why or why not?
- Who can publish on this specific topic? Whose voice might be included or excluded?

## **Activity 2: Collaborative Criteria**

1. Divide students into groups of 3-5
2. Group writes down the 3-5 places they go most often for information in their personal lives
3. Group ranks these sources by frequency of use
4. One person from each group writes down the sources on a whiteboard
5. Discuss as a class: “what stands out about these lists?”
  
6. Get back into small groups to write down 3-5 criteria used for deciding if information is good or bad
7. As a class, students suggest different criteria based on their lists
8. Criteria are discussed, and ones the class agrees are useful are added to the whiteboard