Knowledge, Artistry, and Reflection

Designing Thoughtful Programming for Children

J. Elizabeth Mills
Dr. Michelle H. Martin
BCLA Youth Services Institute
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Overview

Introduction

- What is design?
- Why design and children's librarianship
- What is cultural competence and how does it fit into design and children's librarianship?

Design—not just for architects and fashionistas

- Breakout room activity

Cultural competence

- Breakout room activity

Putting it all together

- Thoughtful, reflective programming for children

Storytimes

Knowledge, artistry, and reflection

Takeaways

- Understand the design concepts of knowledge, artistry, and reflection

- Feel empowered to use these design concepts to deliver thoughtful programming for children and youth

- Understand how you can use reflection for diversifying your storytimes--whether you serve diverse communities or not

What Is Design?

- Share some ideas in the chat.

Design

A unique way of looking at the world.

A process of activities and methods that reflect and support that worldview.

A desire to make the world better through empathy and collaboration.
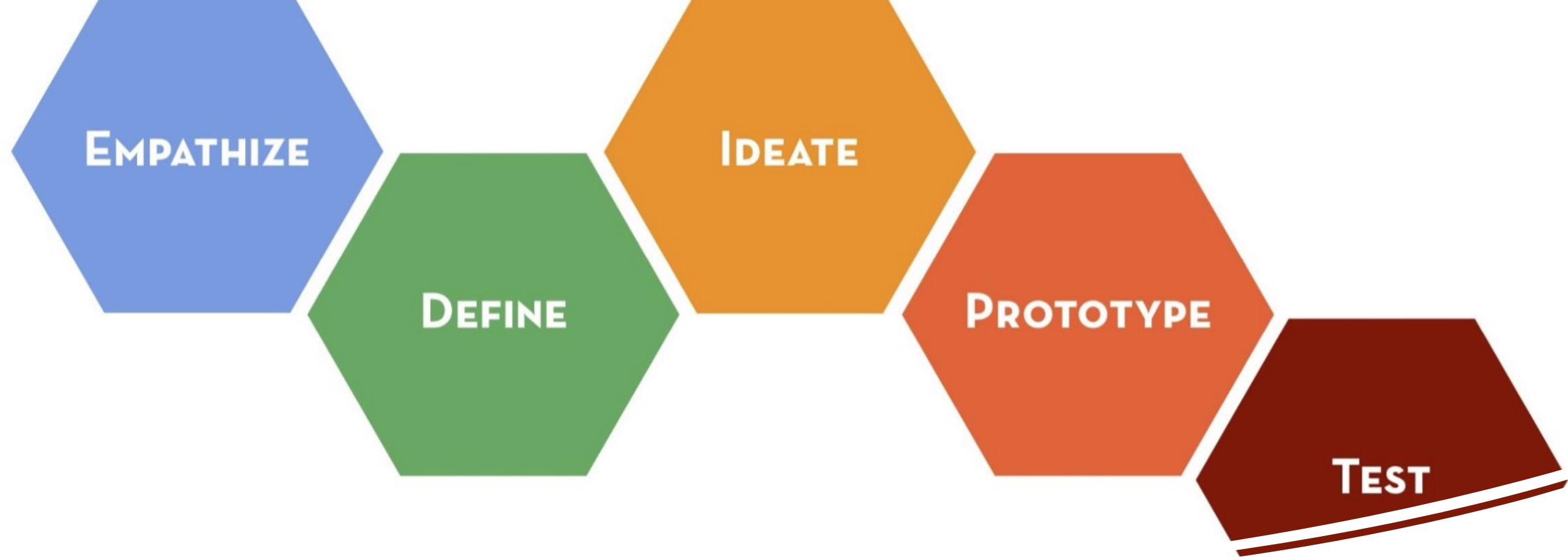
Design is MESSY and DYNAMIC!

Set perfection aside—failure is OK!
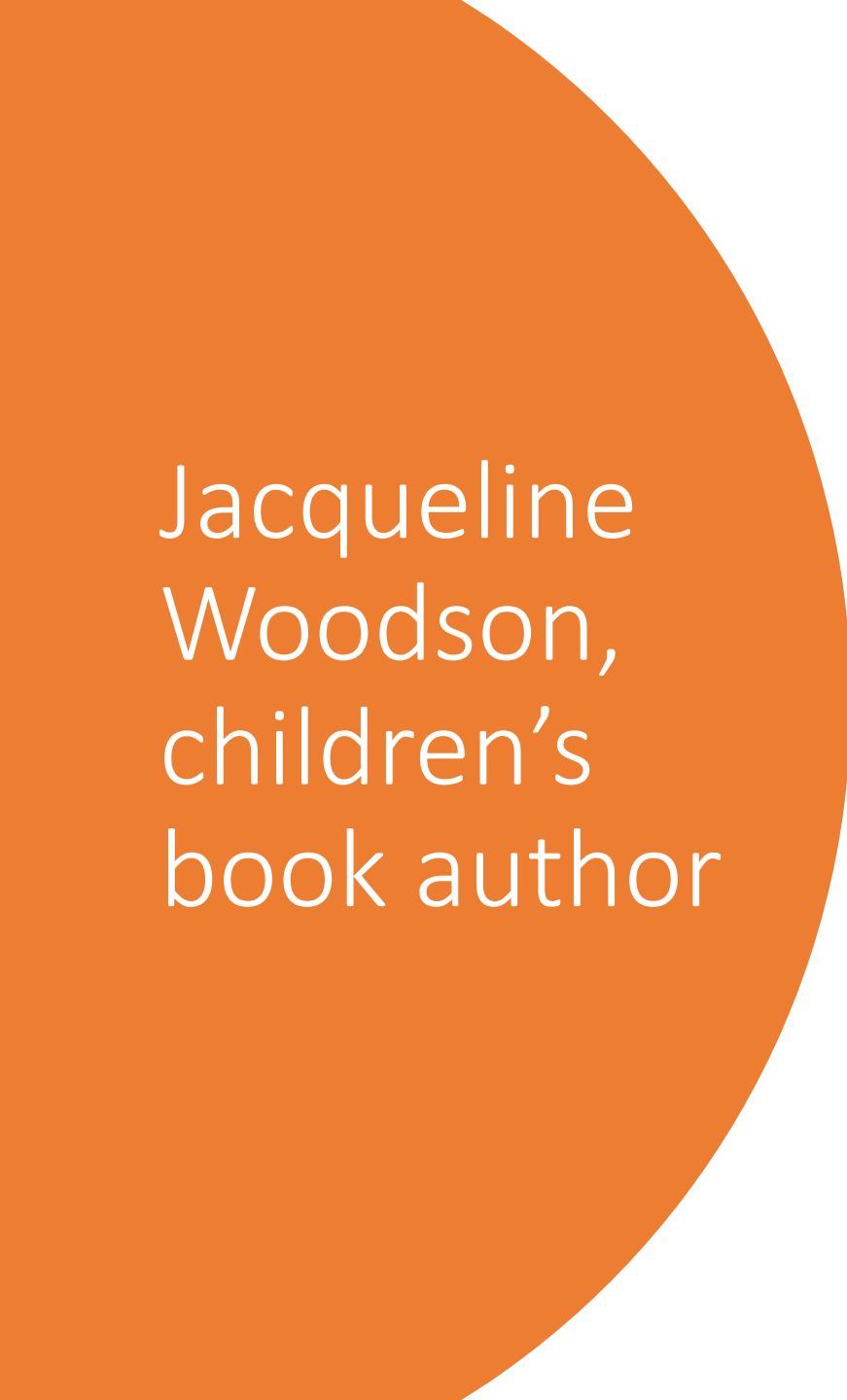We learn from our failures and try, try again.

Repertoire: prior knowledge

Role of repertoire in design

EMPATHIZE **DEFINE** **IDEATE** **PROTOTYPE** **TEST**

A Process

- Just one visualization of the process of design
  - Non-linear
  - Reflective/recursive
  - Universal in its specificity

Jacqueline Woodson, children's book author

- "The more specific you are, the more universal it is for people."
  - (from her talk at Seattle Arts and Lectures)

Nelson & Stolterman:
The Design Way

"Design will always be about creating something that doesn't yet exist." (2013, p. 28)

Reflection
(Schon, 1983, 1987)

- Reflection-on-Action

- Reflection-in-Action

Reflection-on-Action

- Thinking back on your actions, on an experience

- Learning from that reflection

Reflection-in-Action

- Acting with your knowing-in-action

- Experiencing a surprise moment

- Shifting your stance toward the event and your actions

- Expanding your knowledge-in-action, your repertoire to equip you for the next surprise.

Reflective Process

Knowing-in-action → Activity → Surprise event → Reflection-in-action → Experiment → Effect → Adding to repertoire
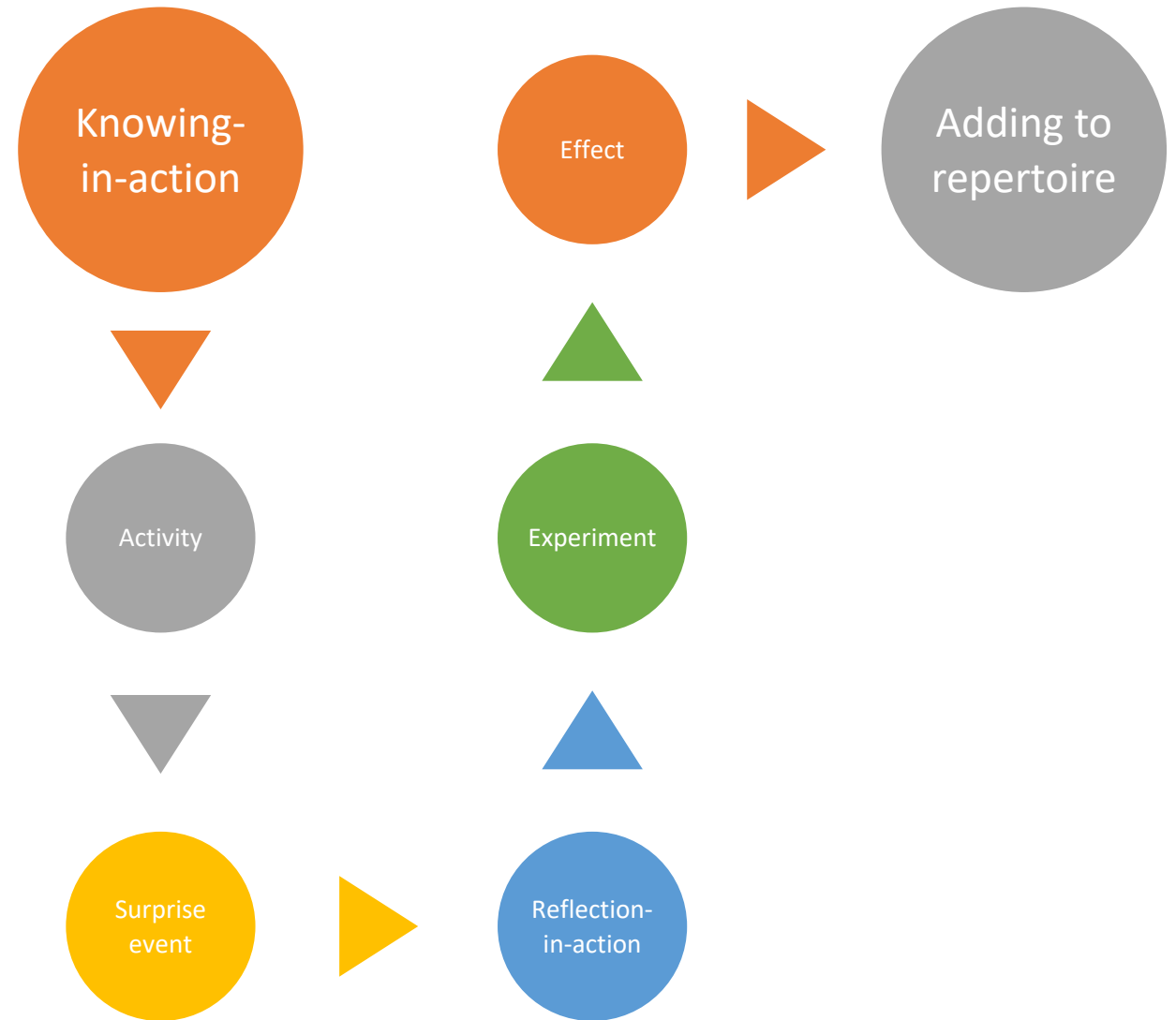
Why Design and Librarianship?

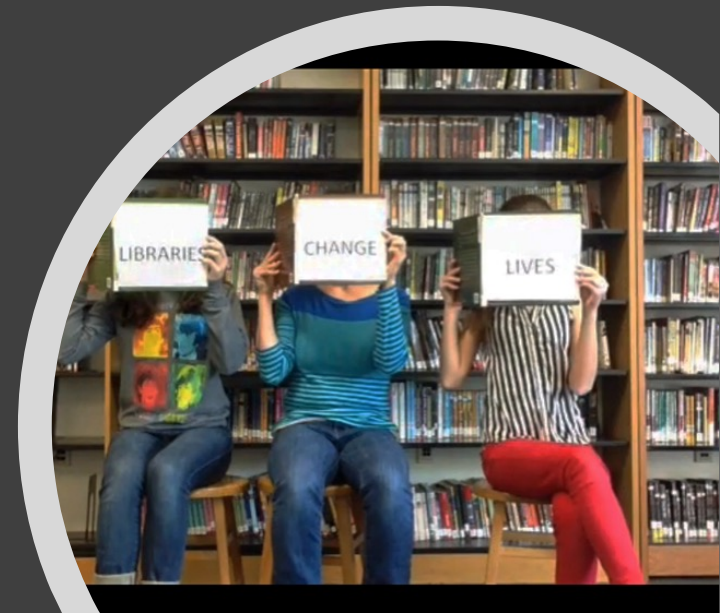Design = making stuff

Libraries make stuff

Libraries are inherently sites of design

Librarians and Design

- Making
- Serving
- Learning
- Teaching
- Advocating
- Being part of a community

Breakout time!

We're now going to move you all into breakout rooms.

Over the next fifteen minutes, talk with your colleagues about how you are reflecting and designing in your programs for children and youth.

Advantage Survey

- Consider the background you are bringing into your community service, and how that background impacts your interactions with young people--on a micro level and on a macro level.

- The importance of "inward gazing" to be a better teacher/librarian/public servant/volunteer in underserved communities.

Advantage survey questions

- When I was growing up, I had a place at home to do my homework.

- My parents/guardians could communicate with my teachers because they spoke the same language as my teachers.

- At least one of my parents/guardians went to college

- I had friends who supported my efforts to do well in school.

- I could count on being able to eat breakfast and dinner at home.

- My parents/guardians were able to take me school shopping at the start of each school year.

- I had a home to go to after school.

- I had someone in my household who could and would read to me.

- I had books of my own when I was growing up.

- My family considered it a given that I would go to college.

- I never had to go without a textbook because of not being able to afford it.

- I have never been told I got into a particular institution or job because of my race.

- When I needed help in school, I felt comfortable asking my teachers for help

- I grew up enjoying school most of the time

"Cultural Competence: A Conceptual Framework for Library and Information Science Professionals"
Patricia Montiel Overall

"Cultural competence is the ability to recognize the significance of culture in one's own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service." (Montiel Overall, 2009, pp.189-190)

Montiel Overall, P. (2009). Cultural competence: a conceptual framework for library and information science professionals. *The Library quarterly: information, community policy, 79*(2). 175-204.

"Cultural Competence: A Conceptual Framework for Library and Information Science Professionals"

Cultural competence is dynamic and ongoing--you're never done. There's always more to learn.

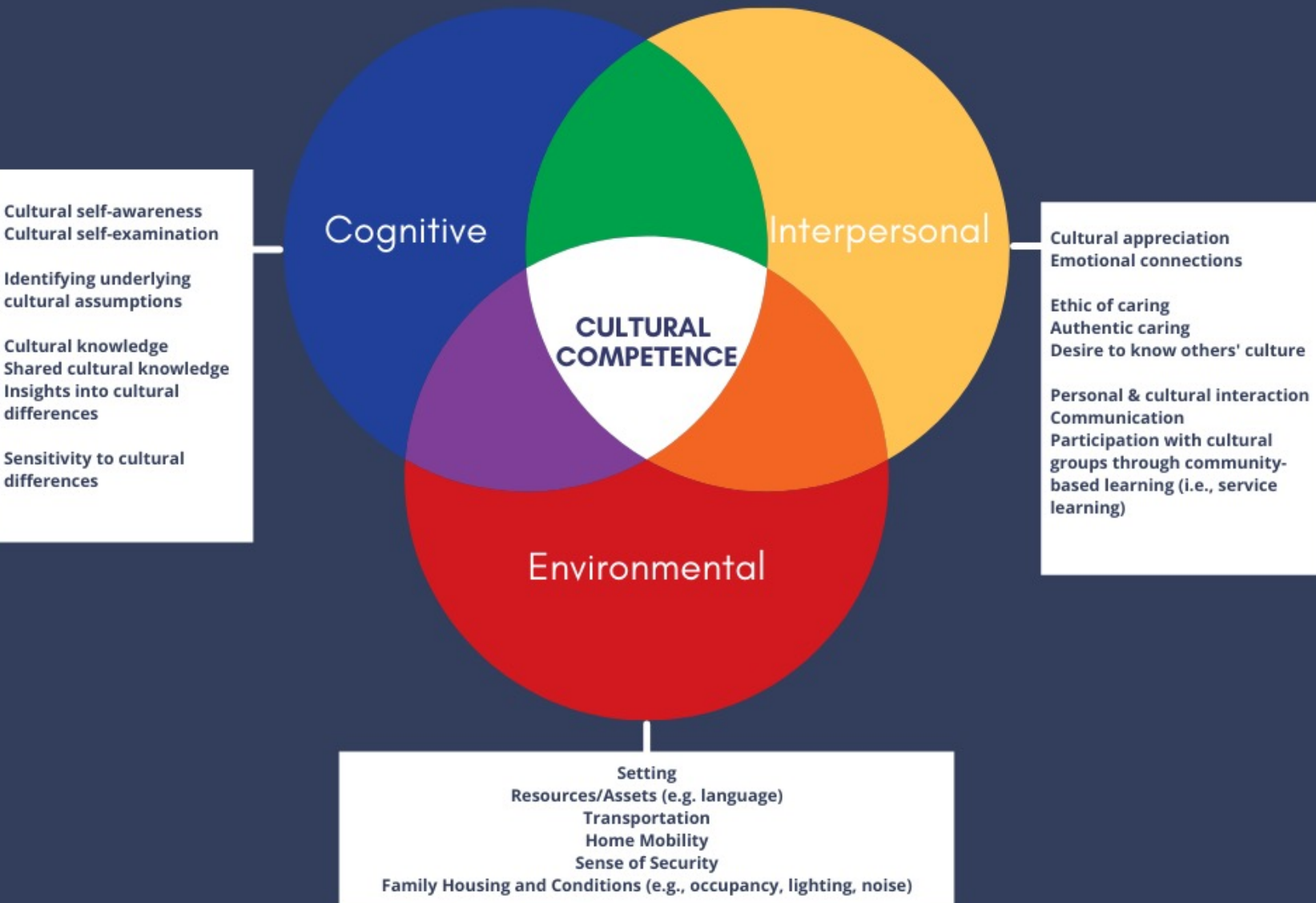You will be more culturally competent in some realms than in others

You might even need to "study up" to become more culturally competent in knowledge and understanding of your own background!
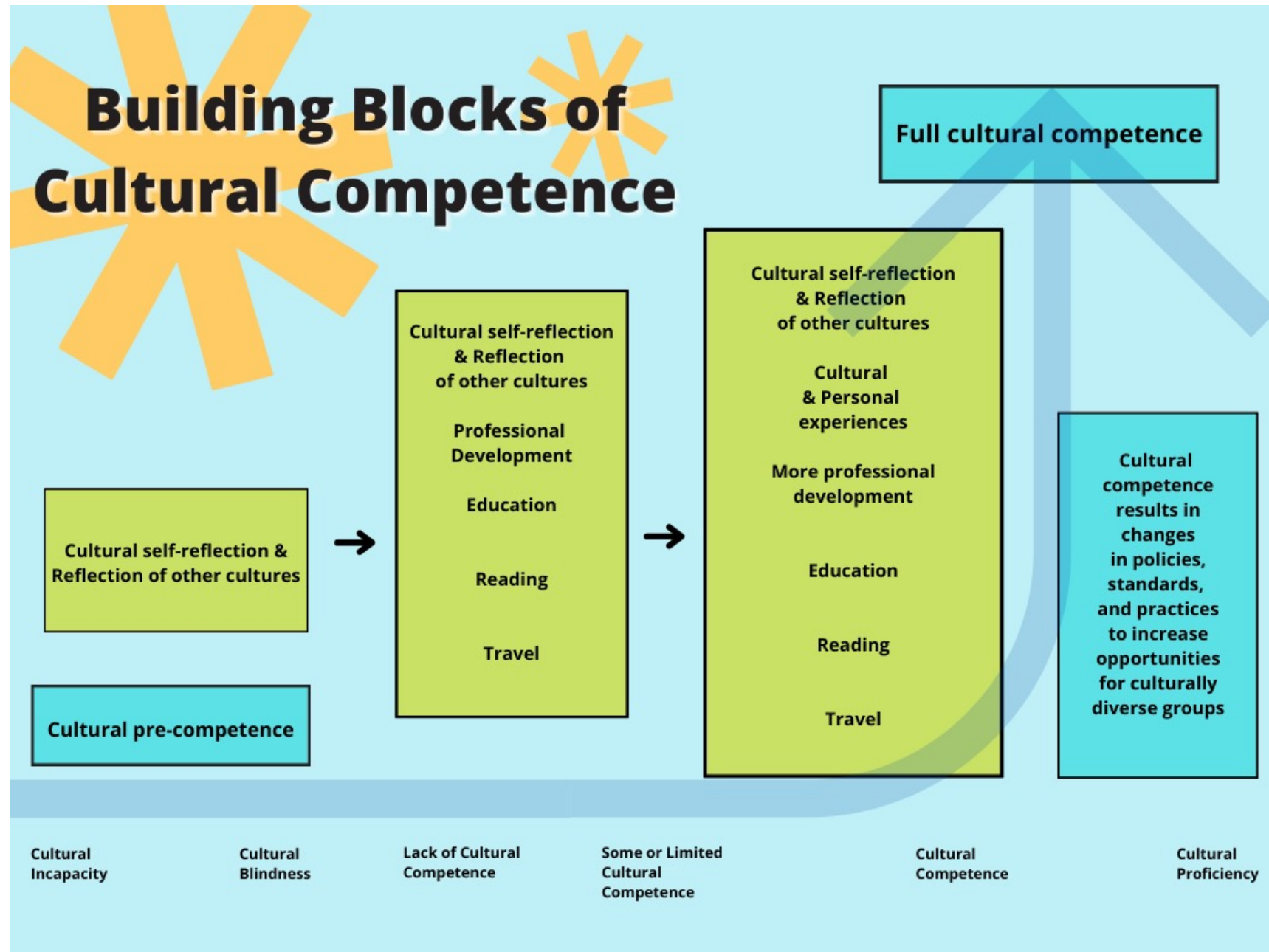
"Cultural competence does not end with knowledge about diverse cultures. It begins a lifelong process of learning about cultural differences to effectively reach those who would benefit the most from library services" (p. 200).

Montiel Overall, P. (2009). Cultural competence: a conceptual framework for library and information science professionals. *The Library quarterly: information, community policy, 79*(2). 175-204.

Cultural Competence Model

Montiel Overall, P. (2009). Cultural competence: a conceptual framework for library and information science professionals. *The Library quarterly: information, community policy, 79*(2). 175-204.

Building Blocks of Cultural Competence

Full cultural competence

Cultural self-reflection & Reflection of other cultures

Cultural self-reflection & Reflection of other cultures

Professional Development

Education

Reading

Travel

Cultural pre-competence

Cultural self-reflection & Reflection of other cultures

Cultural & Personal experiences

More professional development

Education

Reading

Travel

Cultural competence results in changes in policies, standards, and practices to increase opportunities for culturally diverse groups

Cultural Incapacity

Cultural Blindness

Lack of Cultural Competence

Some or Limited Cultural Competence

Cultural Competence

Cultural Proficiency

Montiel Overall, P. (2009). Cultural competence: a conceptual framework for library and information science professionals. *The Library quarterly: information, community policy. 79(2)*. 175-204.

Culturally-Relevant Pedagogy (Gloria Ladson-Billings) - 3 major dimensions

- Academic excellence that is not based on cultural deficit models of school failure;
- Cultural competence that locates excellence within the context of the student's community and cultural identities;
- Critical consciousness that challenges equitable schools and societal structures

- Culturally Sustaining Pedagogy additionally "supports multiculturalism and multilingualism as a part of the democratic goal of society" (Boutte, 22)

Ladson-Billings, Gloria. "I Ain't Writin' Nuttin': Permissions to Fail and Demands to Succeed in Urban Classrooms." In L. Delpit, *Skin that We Speak*. New York: The New Press, 2002.

Asset-Based Thinking

- Instead of focusing on what children lack, focus on what assets they **bring** from their backgrounds
- Actively work on **removing** barriers to their learning and to their full engagement with you
- Requires gaining a greater **understanding** of what those barriers are and getting to know *both* the child you're working with (and their family if you can) and yourself better. These changes benefit not just BIPOC youth but all youth
- Teaching & youth work are about *building relationships with children.*
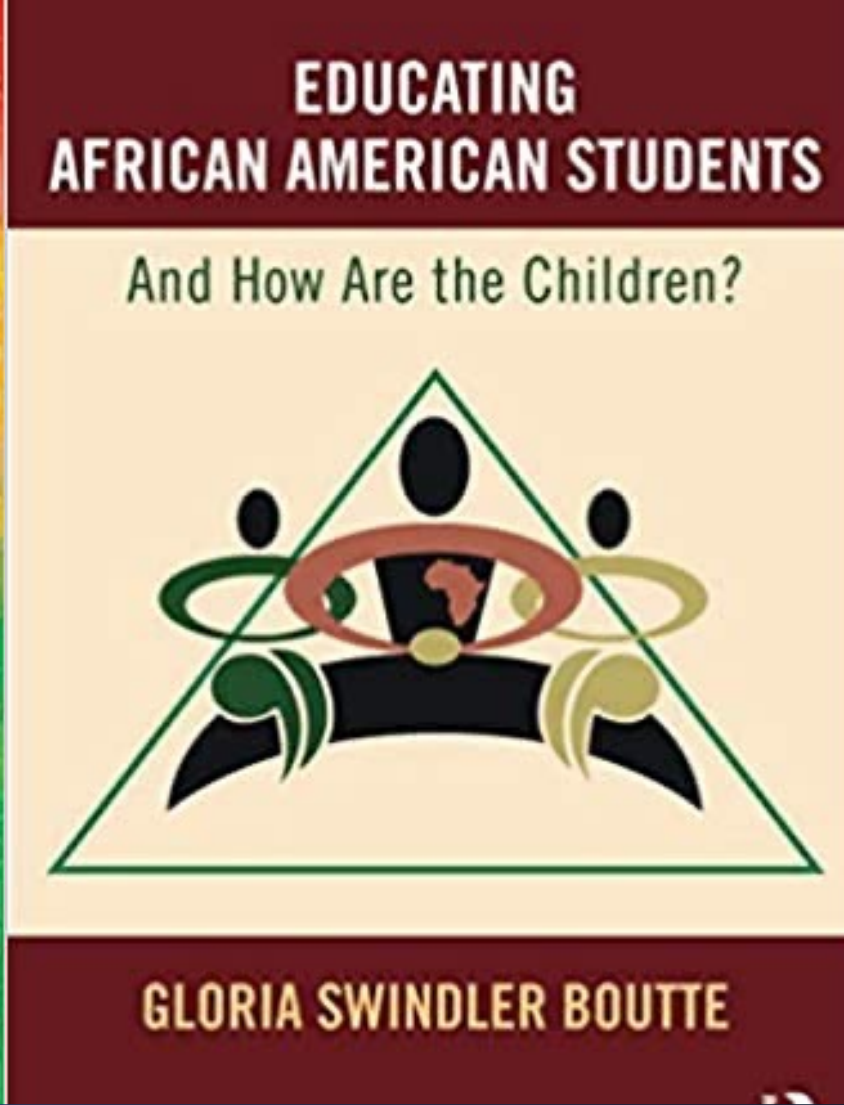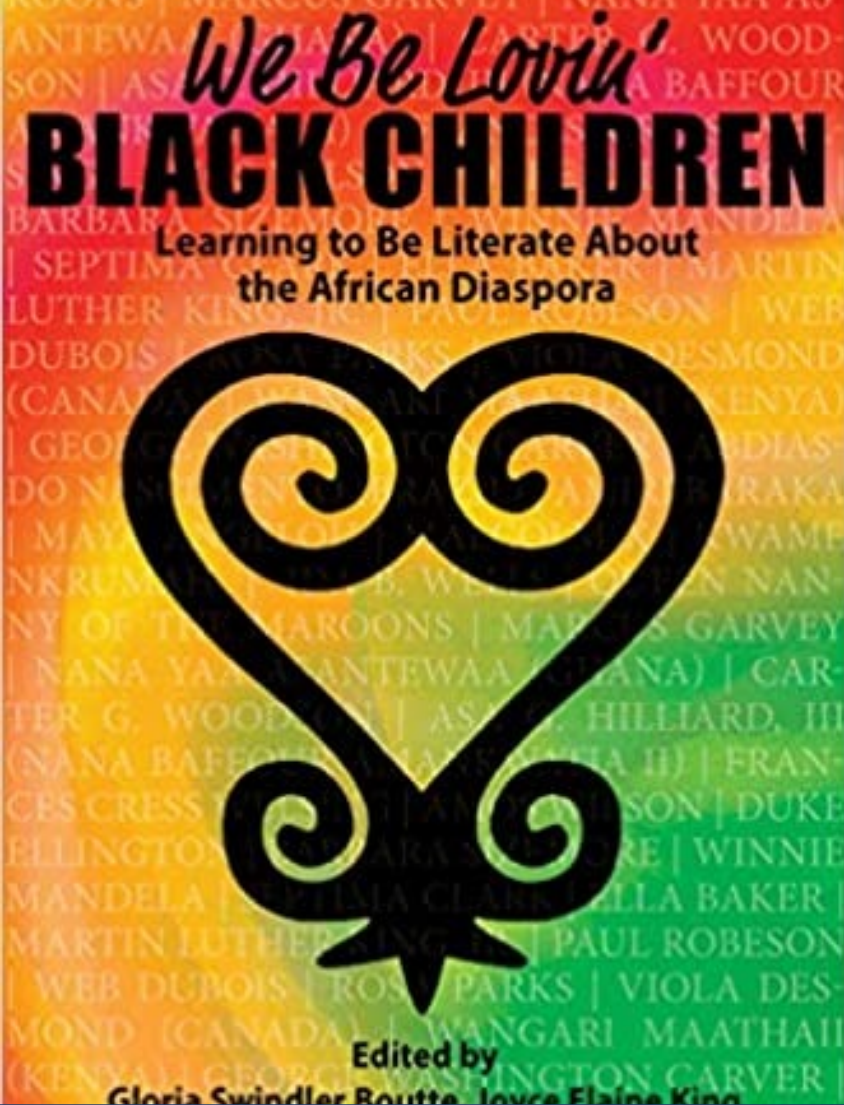
The Work of Gloria Swindler Boutte
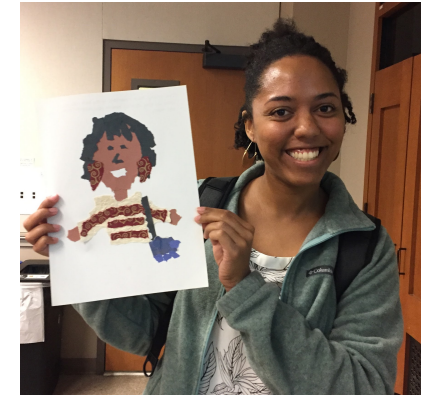
Torn-art Self Portraits

Cultural Artifact Exercise

- Elephant-ear Sweetgrass Basket, an art of the Low Country of South Carolina

Breakout time, part 2!

We're now going to move you all into breakout rooms.

Over the next fifteen minutes, talk with your colleagues about your cultural artifact or your torn art portrait. What does it symbolize?

What was your experience with the activity? What did you learn about yourself? How might you use this activity with kids?
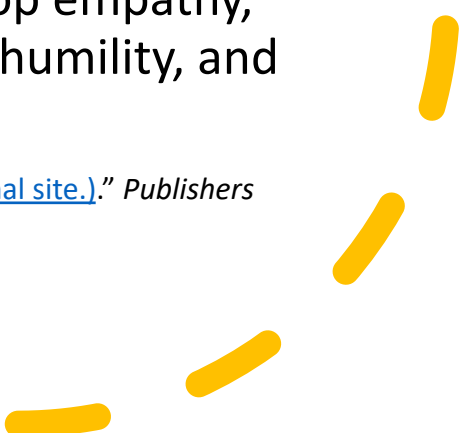
What does design in libraries have to do with racism, cultural competency, and equity work?

"Rooted in the belief that design can have an impact on the social, cultural, and economic equity of cities, the seminar requires students to examine the unresolved issues of race, equity, inclusion, diversity, and access in urban communities."

Griffin, T. (2015). "There is a syllabus for an urban design course on race and justice in Harlem (Links to an external site.)." *Next City*.

"Each of us must do the work required to develop empathy, cultural competence, racial literacy, intellectual humility, and a culturally responsive practice."

Cooke, N. A. (2020). "What it means to decolonize the library (Links to an external site.)." *Publishers Weekly*.

Designing with cultural competency

Inward gazing & Listening

Prototype iteration

Program and service ideation

Self- and peer-reflection

Community collaboration

Begin with inward gazing. Ask yourself about your own cultural background and traditions.

Step into the work of design and look around you to learn from others.

Ask yourself what is happening around you and what can you do to contribute?

What do you need to know that you don't already know in order to approach this design work from a standpoint of cultural competency?

Reflect, constantly, on yourself, your work, and the work you're doing with the community.

Listen to and learn from those around you.

Remember…

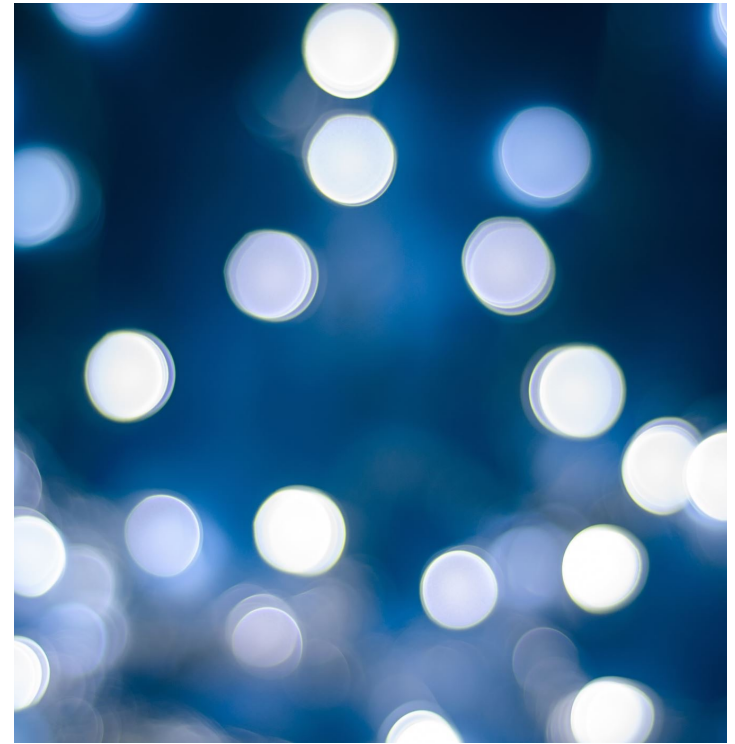Design is messy and dynamic and reflective.

Cultural competence work is, too.

Both ask us to put our whole selves into the work and to be part of a community that seeks to make the world better.

How can YOU be a culturally thoughtful and competent designer in the work you do to reach and serve children and families in Canada?

What's next?

Bring	Stay	Contribute	Seek out	Decolonize	Be	Make
Bring design into your future work	Stay on top of trends, methods	Contribute to the conversation	Seek out diverse and inclusive voices in your design work	Decolonize design and the world in which you design	Be constructively critical of what you see and build	Make connections to your work

THANK YOU!!

jemills1@uw.edu
mhmarti@uw.edu

Padlet URL:
https://padlet.com/michelleholleymartin/gzjwk7lkippn1c10

QUESTIONS?

Booklist

Resource List