

Interactive Lecture – Lesson Plan

1. Learning Objective:

Students will identify the main concepts in the “cultural competence” framework and the concept of “cultural humility” as they apply to LIS.

(Note: This objective is in preparation for applying these concepts to evaluate a library’s cultural competence.)

2. Warm-up activity (3-5 min):

Using Padlet, students will be asked to write notes in a shared board, with the following prompt:

Can you think of examples of interactions in a library setting where cultural differences might present a challenge to communication or service?

Please write the situations only (don’t elaborate on what to do.) For example: “When interpreting loan policy rules” / “Patrons with young children using specific rooms” / “Patrons physical interactions with staff (hugs, for ex.)” / “Policies that regulate attire, hair, or personal appearance of staff”

3. Lecture: Part 1 (15 min)

Consisting of a lecture with slides, presenting the main points of the Cultural Competence framework from Patricia Montiel-Overall.

Overview of the characteristics of the three domains: cognitive, interpersonal, and environmental.

Application to the LIS field.

4. Activity: Think-Pair-Share (5 minutes)

Please read the following quote:

“To increase library use by minorities and underserved populations will require LIS professionals who not only are capable of building relationships with communities and who recognize environments factors that contribute or inhibit library use but who also understand their own culture, values, and biases as a starting point in working with diverse groups” (Overall, 2009, p. 179)

- Think for 1 minute about the meaning of that quote (with timer on screen).
- Discuss with one classmate: “what does that mean to you?” (students are assigned to breakout rooms) – 2 minutes
- Share your comments with the group at large – 2 minutes

5. Lecture Part 2 (10 minutes)

Overview of the concept of “cultural humility” from Hook et al. (2003).

The interpersonal aspect of cultural understanding.
Power and implications in library dynamics. Roles and authority in library settings.

6. Wrap up (3 minutes): Clear and muddy
Using Padlet, students will fill a board that has two sections titled "Clear" and "Muddy" by writing down which ideas, concepts, or definitions are clear to them after the lesson, and which are still not fully developed, are still unclear, or confusing (muddy).