Critical discourse analysis as a reflection tool for information literacy instruction: A case study approach of library orientation sessions

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Abstract

This article uses the theoretical perspectives of critical discourse analysis (Mayr, 2008; Fairclough, 1992) and critical pedagogy (Pagowsky & McElroy, 2016; Accardi, et al., 2010) to explore how language is a socially regulating structure used to represent and maintain power within the academic context. These perspectives are applied to two case studies of library terminology used in the authors' library orientation sessions to examine how language reinforces Western academic ideologies and structures of power in the information literacy (IL) classroom. This analysis facilitates an exploration of how language used in these contexts can both alienate and empower students within the IL classroom. In addition, other aspects that are explored include power dynamics and student voice within the classroom, critical discourse analysis as a tool for IL instruction reflection, and how these are connected to critical pedagogy. The authors also provide questions regarding privilege and power in IL to support library professionals in fostering meaningful reflections and dialogue, challenging their status quo and exploring new approaches to using critical IL in teaching.

Keywords

CA; critical discourse analysis; critical pedagogy; information literacy; language; library orientation; power; textual analysis

1. Author positionality statements

Devina Dandar: I am a multi-ethnic, cis-gendered and able-bodied woman identifying as a visible minority and consider myself privileged due to my birthplace in Toronto as part of the middle class. I have used my class privilege to pursue higher education, my career as a librarian and my professional interests while at the same time being marginalised throughout my academic journey as a result of my skin colour. In my professional life, I have worked in academic and government libraries, both types of institutions that encourage racial diversity in employment but operate in a colonial system of power and authority, which I must carefully navigate considering my intersectional factors. I also acknowledge and consider how these factors affect my instructional practice and the students I serve as a librarian. I am grateful to live and work on the Traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) peoples.

Sajni Lacey: I am a biracial, cis-gendered, able-bodied, settler woman. I have been able to access and use my white privilege in contexts where it benefits me, while also being marginalised as a result of being biracial. While recognising that identities can be chosen and self-defined, they are also often imposed and projected. I have spent my entire professional career in academic libraries, and have found that the language, information, and access that we provide within these libraries often perpetuates and supports the very systems of oppression and hegemony that represents post-secondary institutions and libraries as colonial institutions. My positionality within this context is to strive to use both aspects of my identity to subvert, and when possible change, who, what, and how historically and systematically underrepresented identities are represented, included, and respected. I would also like to acknowledge that I live and work as an uninvited settler on the unceded territory of the Syilx Peoples.

2. Introduction

The following article is based on an accepted workshop for the LILAC Conference 2020.

Language has a socially regulating function that can be used to organise, represent, and enable power within the higher education classroom, and is inextricably tied to information practices connected to the social and political dimensions of language, and the creation and dissemination of information. Within the field of library work, instruction facilitates students' exploration of how information is created and influenced by social and political conditions, and within that, how discourse is reflected in those contexts (Baer, 2016). This is the premise that informed a series of conversations between the authors, both academic librarians, around their positions of authority within the library classroom, and the language choices made within that context to orient students to the library and its practices. As a result of those conversations, this article explores how the language used in library instruction both reinforces Western academic ideologies and structures of power and privilege within the library classroom through the lens of critical discourse analysis (CDA) and critical pedagogy (CP). Additional concepts that will be examined include language adopted by library professionals to communicate acceptable access to information within the academic library environment, how this influences students' perception of who is in power within the academic library classroom, and how this context can define the role of the learner and the instructor within that space.

In particular, the article also explores the authors' first attempt at using CDA to analyse frequently used terminology in their own introductory or first-year level library instruction sessions. The authors discussed together how the language used in these sessions could be alienating due to assumptions made of students' past knowledge and experience with libraries within the Western context. In addition, it was discussed how knowledge of this language can also be empowering in that the ability to engage and utilise the language of the library for research and academic work can lead to success in post-secondary education by meeting the expectations of that context. The authors also provide suggestions for how to reconsider these language choices and their implications within the library classroom and pose questions regarding privilege and power to support library professionals in fostering meaningful reflections and dialogue, challenging their status quo, and exploring new approaches to using critical information literacy (IL) in library instruction.

3. Literature review

3.1 Power dynamics and student voice

At the most essential level, the power dynamics within the IL classroom at the post-secondary level is the positioning of the library professional as the expert who has the knowledge to provide to the learner. Power in this context is one of unequal relationships. As it is framed in the Association of College and Research Libraries Framework for IL ([ACRL], 2016), the goal is to move students from novice to expert through a variety of curricular activities designed, in part, by library professionals and other institutional partners that focus on interconnected IL abilities. Despite these admirable goals of the Framework, students are still schooled through a system that prioritises Western practices, behaviours, ideals and theories and reaffirms this positionality of the instructor being an expert to instil that knowledge as the norm (Ladkin, 2017). As a result, past experience with educational spaces and contexts ensures that this power inequity is maintained in terms of who provides, creates, and assesses information, based on students' experiences. Ladkin (2017) goes on to articulate something that is keenly felt by many of us who work directly with students in library instruction spaces, which is that while the student voice is recognised as important within most classrooms, it can be a challenge to directly incorporate into instruction, and those of us who teach in these spaces most often fail to 'successfully enable students to voice their opinions within the teaching and learning process…[and this]... misalignment of student voice combined with prehistoric school structures, creates an imbalance in power' (p.37). Allowing for a critical perspective to be brought from students' own lived experiences and knowledge, and connecting that to the session, course, or class context requires facilitation and space for exploration which is rarely possible within a single library session, especially considering faculty expectations, assignment deadlines, and time constraints, all of which affects the ability to develop relationships and trust with students.

As the student voice is often excluded from the instructional space (intentionally or unintentionally), it is likely that students can 'suffer from narration sickness', which may lead to a learning dynamic where the seminal argument of students as 'vessels' to be filled up with knowledge becomes acute (Freire, 2018, pp.71–72). There is an element of regulation and control that occurs within these sessions in terms of how students receive information to use in their work, as well as normalising the behaviours and language of research at the university level (Brooks, 2016; Janks et al., 2017). An important aspect of the library professional's instructional role is to show students how to navigate the library system, which with its many points of entry, can often be confusing or overwhelming. Library instructors also rely on student participation to get a sense of students' past experiences with libraries, challenges that arise with using library systems, or any questions that naturally come up when being shown a new skill or tool, but this relies on students feeling comfortable in providing that information through whatever means the instructor provides. The established process of asking for students to volunteer for participation also supports an unequal power structure as it privileges those students who understand and can replicate the language and structure of the system in their answers (Brooks, 2016). This argument, however, does not reflect the individual agency on the part of the instructor in developing a relationship or co-creating a language pattern that reflects the individual perspectives of students, their existing knowledge, and lived experience. As agency plays an important role in terms of positioning 'the educator as one who can pick and choose those aspects of students' lives that 'belong' in the realm of the classroom' (Rodriguez, 2013, p.93), which is part of how power is manifested in these spaces, the goal of this discussion is to explore how language can be used to enable agency in students, as well as what has been reflected in the ample literature on library instruction and student engagement.

Anecdotally, those who teach within the library also have learned knowledge of how students speak and engage with information that can be drawn upon to encourage student participation.

3.2 Critical pedagogy in librarianship

Moreno-Lopez (2005) outlines how a critical approach to library instruction can provide an opportunity to 'reinvent the role of power, placing authority on the students, and arranging curricula and classroom practices to ensure students can develop the relative autonomy necessary to be empowered to analyse, criticise, and question not only the material they are studying, but also the texts in which the content material is presented' (para. 7). This critical approach to instruction, or CP, involves 'engaging in the theory and practice (or praxis) of inclusive and reflective teaching in order to broaden students' understanding of power structures within the education system and in society...with the ultimate goal of action...to make the world a more socially just place' (Pagowsky & McElroy, 2016, xvii). Teaching through a social justice lens, therefore, allows space for students to engage in dialogue to actively question and challenge the IL skills they are learning and applying throughout their academic journey. CP also enables the library instructor's agency to reflect on established practices, even when well-intentioned, to determine and evaluate where opportunities for dialogue are stifled.

While there is no one particular method or approach to employing the use of CP in the classroom, library instructors must reflect on their intent when applying a critical approach by setting up a learning environment where the instructor adopts a facilitator role. This shift to facilitator is in itself a language choice but reflects a larger change of the relationship that is being demonstrated within the classroom (Tewell, 2018). Freire (2018) articulates it as moving away from 'students [as] the depositories and the teacher the depositor' (p.72). Library literature discusses the importance of the facilitator role that librarians and library instruction have in regards to positively influencing student learning and knowledge (Accardi et al., 2010; Downey, 2015; Elmborg, 2006), and librarians have long since adopted this and other perspectives related to CP based on the works of the Frankfurt School, Giroux, and Freire to address inequalities and power imbalances related to the discourse in the education system.

Similarly, Scott (2016) noted that library instructors should invite students to respond to the complex concepts and language used in the ACRL IL Framework to help them better facilitate the library instruction session. Asking students to engage with the very framework used to facilitate their learning within a traditional system sets the stage for reflection and discussion of the social and political aspects of information creation, use, and dissemination, and allows for students to be stakeholders in the discussion (Scott, 2016). This discussion creates an opportunity for students to use language and vocabulary of their choosing, not solely the language dictated by the education system (or indirectly determined by the instructor), thereby shifting the roles of power and agency within the classroom space (Rodriguez, 2013). This type of co-inquiry also supports instructors in reflecting and improving upon their teaching practices and curriculum (Baer, 2016; Bovill et al., 2011), and engaging with and learning alongside students in the process of addressing power inequalities in the classroom.

3.3 Critical discourse analysis

Critical discourse analysis (CDA) is a methodology that analyses texts and spoken language to assess the meaning of language used to describe and explain concepts. It sees language as a social practice 'that is the most useful for our analysis of institutional discourse, as it implies a two-way relationship between a "discursive event" and the situation, institution, and social structure in which it occurs' (Mayr, 2008, p.8). In the context of the academic library, the social practice of institutional discourse '[serves] the interests of certain groups with social power,

ensuring that events, practices and behaviours come to be regarded as legitimate and common-sense' (Mayr, 2008, p.11,13). CDA also enables identification of how power is represented in the language used and the processes by which language (re)produces and maintains social practices and privileges certain ways of doing, thinking, and being over others (Fairclough, 1989; Fairclough, 1992; Machin & Mayr, 2012; Mulderrig et al., 2019, p.1).

Throughout this article, CDA is used to explore how the language choices used by two academic librarians reflect larger narratives of normative assumptions and barriers to engagement with students. It can also be used to examine 'enacting political and cultural agendas' as well as 'agents of culture and shapers of student consciousness' in the classroom (Elmborg, 2006, p.193); this suggests that discourse used in the library classroom plays a role in the process of examination. CDA has a 'synergy' with critical literacy (Rogers, 2017) and CP as it leads from a stance of engaging with critical language, reading, writing, and design and redesign as integral to the process of critical literacy, all of which must be considered when designing library instruction to provide opportunities for student engagement (p.4). As library professionals, we facilitate, enable, and gatekeeping access to information that is used as a form of professional currency in academia, and as a result can easily reinforce and perpetuate its language conventions. These language conventions are used all the time in library instruction, and they have become ingrained within our practice. Even without the intent of reinforcing the power structure of our institutions, we use the terms such as 'academic', 'scholarly', 'peer-reviewed', 'database', 'journal', 'citation', etc. sometimes without the recognition of how alienating this can be for those hearing it for the first time (Schaub et al., 2017). This 'expert blindness' as Scott (2001) argues, is a core part of the power dynamic in academic institutions and serves the purposes of 'disciplining populations' (p.92). This also ties in with critical language studies, which argues that the conventions that are used within a language context are inherently 'invested with power relations and ideological processes which people are often unaware of' (Fairclough, 1992, p.7). Relegating this language usage within the library context through terminology is an essential component of academic life, which perpetuates the power relationship of those who are and those who are not 'in the know' of these language practices.

3.4 How does critical discourse analysis connect to critical pedagogy and IL?

CP can be enhanced by CDA to assess behaviour and the established use of language in library instructors teaching practices. Dar et al. (2010) recommend analysing three aspects to challenge interactions between the instructor and students: the text (written language that establishes and maintains power), discourse practice (student interpretation of the language used and institutional production of language to assert authority) and sociocultural practice (existing institutional social and cultural structures that provide a platform for these interactions). Using CDA in CP engages with this use of language on all three fronts. Through analyses, it seeks to enact change through addressing practices, engaging in finding solutions to power imbalances and issues, as well as changing and challenging the dynamic of those interactions. Looking at both together supports library instructors in developing a critical approach to teaching.

Critical information literacy (CIL) reflects the praxis approach that structures one of the seminal texts in this area, *Critical Library Instruction: Theories & Methods* edited by Accardi, Drabinski, and Kumbier (2010). In the introduction to the collection, the editors outline how this approach demonstrates how librarians 'adapt approaches from other fields, disciplines, and communities of practice, and make these approaches clearly relevant and useful to library instruction' (p.x). CIL is in part focused on the 'power relationships that impact information production and

dissemination and tries to move information literacy beyond the purely mechanical and technical' (Downey, 2015, p.173). Committing to CIL provides a lens for identifying privilege and power in library instruction and offers library instructors the opportunity to create an environment that prioritises the role of the student, informed by local context, to shift the discourse to be not solely defined by institutional practices. Mayr (2008) highlights how students have 'the capacity to create and impose discourses. In this way, they have considerable control over shaping our routine experiences of the world and the way we classify that world. They, therefore, have the power to foster particular kinds of identities to suit their own purposes' (p.1).

As Critten (2015) outlines, 'critical information is not just the message itself, but also the context in which it is transmitted and understood. It recognises its socially constructed nature and the political and cultural implications that come with it' (p.2). As Accardi et al. (2010) and Nicholson (2016) outline, supporting students in situating library instruction and the multiliteracies attached to that instruction are connected to a variety of systems that assume students having a deficit in their knowledge. CIL is therefore crucial in restructuring classroom power dynamics through recognising that students can provide context and content to the information structures that librarians discuss and demonstrate. This approach by its very nature requires librarians to think not only about *what* content is taught but also *how* it is taught and communicated, which inherently includes language (Critten, 2015). It requires a reflection of how space is provided for students to be critical of not only the larger picture of information production but also of how that information is provided to them from the library.

There is also a portion of language that is used in library instruction that may not be reflected in students' work. In one-shot library instruction, the goal is typically to provide an orientation of academic library language such as 'database', 'journal article', etc. while also preparing students to search using library tools. However, the language used in these sessions is not what students write about in their assignments. It is the language of the sources themselves, so the expertise on the students' part lies in being able to find, understand, contextualise and integrate that content. The library instructor's role is therefore to facilitate for the student both a translation and discussion of the language and vocabulary of the academy to the specific expectations placed on students to complete their course work successfully.

4. Critical discourse analysis of library instruction content

4.1 Methodology for case studies

The following case studies will explore both authors' first-time experimentation using critical discourse analysis of terminology used in their first-year library instruction sessions. It will involve a textual analysis of language used in library orientations, as well as the implications of this language being taught as a construct of the Western academic conception of a library and research. Several questions were used to guide the authors' reflection throughout the case studies such as 1) What power structures are library instructors enacting and supporting through their language choices?; 2) Do those choices indicate or demonstrate a practice that is simply reinforcing power dynamics of the post-secondary context while also providing learners with the opportunity to engage and critique?; 3) Is there a power that comes with being introduced and orientated to a set of language practices, such as what is seen and used in the academic library context?; 4) How do library instructors balance that with the realities of working and supporting hegemonic, neoliberal structures?

To create inclusion criteria, the authors first identified bibliographic terminology used in higher education settings (that is, 'academic library language') as defined in the *Multilingual Glossary*

of Library Terms published by ACRL (2015), as well as commonly-used concepts in academic libraries self-identified by the authors based on their professional, anecdotal experience teaching and working in higher education. The ACRL glossary was chosen to aid in the identification of bibliographic terms as the ACRL is the largest professional academic library association in North America and thus the glossary is based on the North American academic library context, where both authors' institutions are located.

Drawing upon Fairclough's (1992) model of CDA, each author selected their respective library orientation presentation slides and the corresponding presenter notes as the text or object of linguistic analysis to identify words that met the inclusion criteria. For case study one, the second author reviewed presentation slides from nine years (2009-2019, excluding 2011 as those slides were irretrievable) of first-year library orientation presentations. For case study two, the first author reviewed presentation slides from three years (2016-2019) of library orientation presentations. In both case studies, syncategorematic words such as *the, in, and,* etc. were excluded. Table 1 and Table 2 include a list of all bibliographic terms for both case studies.

Each author's list of bibliographic terms was separately entered into NVIVO 12 to run a word frequency analysis including stemmed words to identify the most frequently occurring words and concepts in the texts. Word frequency was selected as the basis for analysis as it is commonly joined with CDA to analyse moral, political or social qualities of language in the literature (SAGE Publications, 2019) and the authors were interested in how often students were exposed to these terms throughout the orientation session. Each author selected these terms for analysis: 'scholarly and/or academic', 'evaluating' and 'authority' (three of 25 terms for case study one), and 'peer-review', 'database', and 'Boolean search strategy' (three of 35 terms for case study two). These six terms were selected as they occurred most frequently and were also connected to activities in each author's orientation session, which provided opportunities for dialogue between students to engage with the terms (see Appendices), and for both the authors and the students to address bias, authority, injustice and power structures inherent in the bibliographic terminology. Therefore, these terms provided the most scope for exploration using CDA.

Table 1: Case study one terms

Term	Count	Frequency
academic	22	6.53
citation(s)	16	4.75
journal(s)	15	4.45
article(s)	13	3.86
peer	13	3.86
source(s)	12	3.56
review/reviewed	11	3.26
research	11	3.26
database(s)	9	2.67
librarian(s)	8	2.3
subject(s)	8	2.37
editor	7	2.08
guide(s)	6	1.78
information	6	1.78
keyword(s)	6	1.78
library	6	1.78
strateg(y/ies)	6	1.78
style(s)	6	1.78
search(es)	6	1.78
mla	5	1.48
reference(s)	5	1.48
scholarly	5	1.48
evaluat(e/ing/ion)	5	1.48
cit(ed/ing)	4	1.19
authority	4	1.19

Table 2: Case study two terms

Term	Count	Frequency
search(es)	7	4.9
strateg(y/ies)	6	4.2
research	6	4.2
scholarly	5	3.5
review/reviewed	5	3.5
reference(s)	5	3.5
peer	5	3.5
database(s)	5	3.5
library	5	3.5
boolean	5	3.5
academic	5	3.5
keyword(s)	4	2.8
journal(s)	4	2.8
guide(s)	4	2.8
discovery	4	2.8
article(s)	4	2.8
apa	4	2.8
subject	3	2.1
stacks	3	2.1
source(s)	3	2.1
literature	3	2.1
thesis	2	1.4
publication	2	1.4
paywall	2	1.4
librarian	2	1.4
interlibrary	2	1.4
dissertation	2	1.4
discipline	2	1.4
credible	2	1.4
catalogue	2	1.4
reserves	1	0.7
multidisciplinary	1	0.7
methodology	1	0.7
interdisciplinary	1	0.7
collection(s)	1	0.7

4.2 Limitations of this study

There are some limitations to this study. The first is the scope; given that this article is meant to explore the authors' first experiment with CDA, only orientation presentation content was selected as the sample of discourse for analysis, and other library instruction presentation content was excluded. The second is author bias; neither of the authors have been involved with the creation of the orientation materials from the beginning of the analysis timeline, 2009 for case study one and 2016 for case study two. Therefore, the contextual understanding of the campus environment, the process of collegial input, and goals for the session as they existed at the beginning of the timeline are absent from the authors' understanding of why content was originally included or not, and how decisions were made about structure and activities in the session. In conjunction with this, both authors were responsible for the creation of the orientation materials in the last several years, which partly influenced how the language and terminology selected for analysis were viewed and interpreted in the context of this exploratory study.

5 Case study one

5.1 Context

The University of British Columbia Okanagan admitted 2055 new undergraduate students in the most recent academic year with data available, most of whom have come directly from secondary school (73%). The majority of students entering the university are from the local region (23%), the rest of the province (29%), other parts of the country (24%) and internationally (25%), according to the UBC Okanagan Enrolment Report 2018-19 (Mukherjee-Reed & Szeri, 2019). The majority of programs at UBC Okanagan require students to take six credits of English (two courses) to graduate. Therefore, most students will take an English course in the first term of their first year. The most commonly offered course is an introduction to university writing, which is meant to teach students the elements of writing across the disciplines. Students in this course may be enrolled in almost any program and as such, have different expectations of library services and how they will potentially apply library session content to support their coursework. This means that the design and content of the library orientation session must be aimed at a broad first-year audience that is not discipline-specific.

There is an established practice of offering a library orientation for every first-year English class in the autumn term. This practice has been in place for over a decade, and the presentation slides from these orientation sessions have been saved in a communal folder except for the 2011 slides. Session content is usually focused on the physical spaces within the library and the basics of how to find sources using the library's discovery layer. The structure and responsibility of developing and designing these sessions have shifted over the years between a single individual or a team. Due to the volume of classes every year (ranging from 30-43 per year over the last 10 years), the delivery of these orientations has been divided amongst the librarians to share the teaching load, typically ranging from three to six people per year. These orientations are run as either 50 minutes or 80-minute sessions in the first six weeks or so of the semester. The second author has been responsible for designing and coordinating the delivery of this program for the last three years.

5.2 Case study one analysis

This case study will focus on exploring the analysis of three frequently used terms in the author's library orientation session: 'scholarly and/or academic', 'evaluating' and 'authority'.

5.2.1 Scholarly and/or academic

What is meant by the terms 'academic' and 'scholarly'? Within the context of these sessions, it would typically be content produced by academics or scholars with graduate degrees, published in a peer-reviewed journal with in-text citations and a reference list, at minimum. While these 'criteria' are told to students in these sessions, it does not provide any contextual understanding as to why academic sources are composed of these elements. Instead, it is presented as the main criteria that should be applied to all information sources students may use. While this might not be explicitly stated, it is certainly implicit in the way that library instructors teach students to evaluate a source for inclusion within the academic/scholarly discourse and in their work. However, what is the meaning that is communicated to students as an orientation to academic sources? It tells students that only one set of criteria is applicable regardless of the context of their assignment or interests. Therefore, it misses the mark in terms of the contextual nature of authority and that the format of a source indicates something about its creation. When reviewing this content within the context of the presentation slides themselves, it is clear that the goal is to provide students with a first glimpse at expectations for research at the university level. However, there is some additional content that could be included to provide more depth to the understanding of scholarly or academic sources.

One consideration is that identifying something as scholarly or academic is very much tied to the specific context of the academy. It is one of the commodities produced within it, and this should be communicated to students directly. It not only attributes value to the work that goes into these sources but also provides a context to evaluate who is given authority within this context. When library instructors or faculty require (and in many ways demand) that students use scholarly and academic sources, what is being implicitly assessed is students' understanding of the definition of an academic or scholarly source. Students are asked to determine the characteristics of this source and what it means within the context of their assignments. However, what is not outlined within this process, and rarely included within a single session library orientation, is why those are the sources that are included and why these criteria are the standard. It does not unpack the meaning of the criteria within the context of the academic world.

What would a critical perspective on using academic or scholarly as a term in an orientation session look like? What are the questions that could be posed to students that could enable a discussion that recognises the reality of the academic context while also honouring the student experience and perspective? Some alternatives could be instead to ask students what it means to them when they are asked to use an academic source or an activity in which students compare different types of sources, identify criteria for what is scholarly/academic, and discuss what is missing from that criteria. Below are some additional questions that could guide a or group discussion or individual reflection to invite students to question and explore the content they are taught and its meaning:

- What source do you expect you will use at university and why?
- What are you an expert in? How did you get there?
- What experience would you expect that author(s) or academic sources to have? Why? Who gets those experiences?

- Why do academic sources take a long time to produce?
- What role does immediacy or currency play within academic or scholarly sources?
- Can you think of a context when social media would be appropriate as a source of information in the academic context?

5.2.2 Evaluating

Evaluating sources is a necessary component of IL skills and is something with which students have experience. The message to students is that evaluating sources is important to ensure that credible, authoritative sources are incorporated in their assignments. The amount of subtlety and effort that is required in evaluating sources beyond using CRAAP (Meriam Library at California State University, 2010), RADAR (Mandalios, 2013) or other similar evaluation tools is impossible to do within the short time span of an orientation session, and is missing in the sessions used for this analysis.

A critical approach to encourage students to think beyond selecting 'scholarly' or 'peer-reviewed' as an option in the library discovery tool could involve asking students why they need to evaluate sources, what criteria they should use to do so, and how they can apply the skills they have developed outside of school to this task is important. Taking this a step further, students could discuss and search for who is writing the sources they deemed appropriate for their work, what voices and perspectives are included or excluded, and what source format means in the evaluation process.

7.2.3 Authority

Authority is another challenging and somewhat problematic term. The fact that it appears so many times in the presentation slides and notes analysed speaks to the power structure that is established when students are oriented to the idea of the librarian as the authority providing information on the types of sources students should use, what they should expect in terms of those who are producing those sources, and what makes a source 'good' or 'credible'. While it is important to provide a framework of typical expectations around academic/scholarly source use so that students have the language to articulate what they have chosen to use, and it empowers them to engage with the academy using its language, it devalues students' authority on the content developed through their lived experiences of schooling.

Adopting a critical approach could involve providing a space to discuss and present what authority is in the standard or expected sense within the academic library context and have students provide their perspective of what that is and how it can be used to determine their work within this sphere. Students could also reflect upon their own authority, to recognise its value and apply it to their work in the academic context. This will hopefully provide students with the confidence to recognise the authority they have, as well as how they can incorporate and potentially redefine it as they develop their IL skills.

6. Case study two

6.1 Context

Royal Roads University offers applied and professional programs in areas such as leadership studies, communication, business, environmental sustainability, education and conflict management, the majority of students are in one of two main demographics: mid-career professionals returning to academia after several years in the workforce or international students who are taking a language pathway course at the university before starting their

degree program. Since students come from diverse backgrounds in terms of their countries of origin, first languages, fields of employment, previous education, and the program in which they are currently enrolled, they have varying expectations of library support, services and resources. Common to both groups is that students usually need a refresher or are learning to use academic library language, databases and search tools for the first time.

Library orientation sessions have been offered to all new students since 2006. Presentation materials for the orientation session have been saved in a communal folder accessible to all library staff. The latest iteration of the presentation, which includes more interactivity, has been offered since 2016. The presentation materials have changed in the past four years, however the learning outcomes for the session have generally remained the same: 1) provide an overview of library services and resources available to support students with their research, 2) highlight the best places to start academic research on the library homepage, 3) developing a search strategy, and 4) discuss the definition of peer-review and why it is important to students' literature searches. The overview of peer-review is a session outcome based on instructors' requirement for students to use peer-reviewed articles in assignments, and therefore it is requested that the library orientation session covers its definition. These orientations are run as either 45-minute or 90-minute sessions within the first two weeks of each program start date. The structure and responsibility of developing the content and delivering these sessions have shifted over the years between three librarians. Each librarian covers the same content but delivers it slightly differently. The first author has integrated some small group discussion, polls and quizzes in her delivery of the session (see Appendix 1) to create more opportunity for critical instruction.

6.2 Case study two Analysis

This case study will focus on exploring the analysis of three frequently used terms in the author's library orientation session: 'peer-review', 'database' and 'Boolean search strategy'.

6.2.1 Peer review
The library orientation teaches first-year students a traditional definition of 'peer-review' as 'research reviewed by experts in the field prior the publication', and that it is important to use peer-reviewed sources as they are considered 'authoritative' and 'credible'. Students are also shown how to find peer-reviewed material in the library search tools and databases. The use of the words 'peer-review', 'authoritative', 'credible' and 'expert' in this session establishes and reinforces hierarchies in the library classroom as there is one single, academic definition provided to students. The use of the word 'authoritative' is meant to establish that only literature that passes the peer-review process is credible, without questioning the power imbalances within this process itself. Furthermore, students are encouraged to look for literature only within databases that index peer-reviewed material, which then implies that material outside of library databases not written by 'experts' are not meant to be used in academic research. Anecdotally, the first author has conversed with students who mentioned that the easiest way for them to achieve high grades on an assignment is to stick to using the 'peer-review' search result filter in the library's Discovery search tool. The power imbalance here is that othered, marginalised or under-represented perspectives in areas of research are not considered within the scholarly conversation and are overlooked by students in favour of peer-reviewed material. It also sets up the hierarchy that library databases are the authoritative place to search for information, and that search tools which provide coverage of non-peer-reviewed but relevant material are of diminished value.

To address these power structures using a critical approach, the first author created an opportunity for students to question this established definition via discussion in the library orientation session, connected to the ACRL (2016) IL frame 'Authority is constructed and contextual'. While students are provided with an overview of library services and resources for getting started with research, discussion questions are posed *before* the traditional definition of peer-reviewed is offered to students. In small breakout groups, students respond to 'What is peer review? Why is it important?'. The use of open-ended questions allows for dialogue between students, invites them to draw upon their understanding of peer review, and activates prior knowledge, all of which are part of CP. This is evident in the variety of responses reported back in the session, such as 'getting feedback on your writing from your classmates', 'holding yourself and your work accountable to others', 'information evaluated by experts', and 'traditional knowledge and shared understandings amongst Elders'. By engaging in this activity, the language used to describe the concept of 'peer-review' is challenged. Their responses are validated, and specific words are examined in the different ways that knowledge is reviewed by different knowledge communities. The concept of knowledge and expertise is expanded to include more than just peer-reviewed research findings, such as Indigenous storytelling. The notion of 'experts' and 'authority' is challenged- the expert depends on the community in which the knowledge is created, so it could be a colleague, an Indigenous elder, a researcher, or a classmate. This activity brings the student voice into the classroom discussion, using their understanding to describe peer review. While students are shown how to find peer-reviewed articles using library resources and given the requirements to use traditional research sources, students are also encouraged and shown how and where to search for literature and information created by marginalised and/or underrepresented voices to inform their work and build deeper understandings of their topic and research interests.

6.2.2 Database

As one of the orientation session outcomes, students are encouraged to use library databases as one of the starting points for their research to 'find subject-specific information'. Students are told that databases contain information that they will not find on Google. While this is true, the meaning behind this message is that the information found in databases is privileged and superior to the information found in a Google search and that it is accepted as a 'credible' source within the academy. However, students are not told how information is selected and included in databases, what information is excluded from databases, and why both included and excluded information could be valuable to their work. In some instances, students are dissuaded from using Google as a search tool to find information outside the academic context that could provide alternative perspectives to inform their work; here is the power structure that needs to be challenged. While students can learn about the value of library databases in the research process, discussing how information is selected and accepted provides an opportunity for students to critically think about and question their evaluation process for finding, selecting, and using information. Students could describe where they find information for their research, why they use it, and take note of the language and terms they use and learn why they attach value to those information sources. Students could also discuss what kind of information they find in a Google search or outside of databases, who creates that information (inferring whom does academia give power and authority), and why that information could offer different perspectives or inform their work in addition to traditional 'scholarly' material in databases.

6.2.3 Boolean search strategy

Lastly, students are also taught the importance and the advantages of developing a search strategy to use during their research process and are shown a few examples of search strategies using Boolean operators. In almost every session, students ask for a definition of

Boolean and question how it is better from what they perceive as their strategy for searching. In this session, it is inferred that the librarian approach to creating a search strategy with Boolean is the correct or more efficient way to search because it is the 'academic way'. Search strategies are used in many privileged information sources in academia, such as library databases and discovery tools. Again, 'search strategy' or 'Boolean search' are terms that need to be unpacked in library instruction as it carries a sense of authority over other approaches to searching for information, such as a 'natural language search' which is commonly used in Google and similar search engines where non-scholarly information, and a lot of information created by marginalised voices, are found. While a Boolean search strategy is indeed efficient in databases and can be effective in finding relevant information on a topic, the emphasis on Boolean search strategy needs to be questioned within the library orientation session as it serves to maintain power structures in that these strategies find privileged information that perpetuates Western knowledge paradigms and theories.

An alternative to only teaching Boolean search strategies could be to first activate students' prior knowledge and ask how they search and whether their approaches have been effective. Students could also share and discuss their approaches and strategies for finding information and consider how the Boolean search strategy can be used and integrated within their approaches to searching for information. This allows for students to critically assess how the Boolean search can be useful and what kind of information the Boolean search finds- and does not find. Taking it further, students can discuss how their non-Boolean searches can help them find information not privileged within academia. In doing so, the concept of the Boolean search does not lose value but instead becomes one of many strategies, not the only strategy, that students have at their disposal to search for information.

7. Next steps and conclusion

Both authors found that using a CDA approach helped to highlight how existing language in library orientation sessions contributed to issues of power and authority that affect the learning experience for students who are new to the post-secondary environment. Specifically, it encouraged the authors to consider how their language choices 1) constructed what knowledge means in the context of using library resources to conduct research and in the context of academia; 2) showed students how to participate and engage with the subject matter being taught; and 3) influenced students to normalise, accept, and reproduce the language, concepts of knowledge, and power dynamics of the academy through the process of learning IL skills. It also provided the authors with a means to reflect upon how their language choices could be addressed to empower students to use the language of the academy while also providing opportunities for them to draw upon their own lived experiences and prior knowledge to pursue and inform inquiry throughout their academic journeys.

For other library instructors interested in applying CDA to their instruction, there are a few challenges that may arise. The first is access to instructional content and software to analyse text; both authors had access to successive years of orientation content and the NVIVO software, but others may not have similar access. The instructor will then need to consider whether they wish to analyse instructional content developed over some time or a single session and identify what tools they will use to analyse the language of the content. The second is identifying sample text that is of significance to the instructor and their instructional context. In this case, each author had several iterations of speaking and presentation notes from the same orientation to analyse and was also very familiar with the content having delivered the session numerous times. The instructor may need to first create a text sample, such as a transcript,

based on their library's presentation slides or digital learning objects. The third challenge is the time required for planning a critical approach to the session, time for activities where students have opportunities to challenge established norms and language, and time to build rapport with students to create a safe space for discussion and critical reflection. The authors experienced this challenge delivering orientation sessions to students and found that working with faculty was essential to getting enough time for the session within the course schedule. Related to this is the last challenge of faculty expectations of the session content, as tension may arise both from analysing content using CDA and subsequently delivering the session using a critical approach. The instructor may grapple with teaching to meet faculty expectations of what should be delivered to their students which contrasts with the critical instruction that the library instructor wishes to deliver. It is therefore important to build relationships and engage in ongoing discussions with faculty about how a critical approach could be integrated into the library session to balance expectations and support student learning.

Although new and undergraduate students were the focus of this article, CDA could also have implications for librarians teaching students at the graduate level who will be engaging in more advanced research. For these students, they will most likely already have significant experience using and engaging with the language of the academy. An interesting next step in using CDA with library session content for graduate students would be to explore how the context and language use is shifted with these students or other advanced researchers, such as how they perceive academic language and its terminology as having value within their coursework and research, as well as how they might critique those language choices having experienced how the academy has benefited and/or excluded them. Another point of exploration could be how librarians present or make assumptions about academic language and bibliographic terms used with students and researchers at advanced levels, and how those assumptions may or may not encourage their continued use in the next generation of researchers and scholars.

Going forward, more work needs to be done on the use of CDA and critical pedagogies in IL to empower students to enable their autonomy and power within the learning environment and for librarians to challenge power structures sustained by academic library language. The following questions can be helpful as a starting point to consider, reflect upon, and discuss to build a foundation for using CP to evaluate the language used in library instruction. The authors hope that these questions inspire readers to critically evaluate and challenge existing teaching practices that contribute to hegemonic authority structures and power imbalances in the classroom to enact change that meaningfully supports social justice.

1) How are you currently approaching critical pedagogy in your instruction regarding the use of language?

2) What new strategies might you use to destabilise power structures in your classroom to engage students in the discussion of critical IL? What do you need to implement this?

3) How might you change or modify the language used in your classroom to teach in a socially just way and to support students in developing critical literacy competencies?

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Appendix

Appendix 1: Case study one lesson plan from 2019

First-Year English Orientation

Lesson Duration: 50-80 minutes

Materials needed:
- Laptop
- Whiteboard Markers
- Resource Packages
- Sweets

Learning Objectives:
By the end of this session students should be able to:

1. Find and locate key resources and services through the library including making a writing appointment, subject librarians, citation style guides, borrowing materials, asking for help;
2. Describe types and formats of university sources primarily books and journal articles, as well as peer-review;
3. Construct and conduct a search in Summon using keywords, AND, quotation marks, and limiting options such as peer-review or source type.

Setting the Stage

Content	Time
Welcome and Introduction Overview of learning objectives ***Ice Breaker:*** What comes to mind when you think of a Library	5-8 min

(Think/Pair/Share – Table Discussion – Group Discussion - Mentimeter)		

Main Lesson

Content	Time	Framework
1. Using the Library website ***Library Website Scavenger Hunt*** (In tables or small groups – record on whiteboards) 2. Types of Sources ***Scholarly/Academic or Not?*** (In tables or small groups) - Have students fill it out on the chart or on individual whiteboards Criteria to consider when evaluating sources and thinking about context of sources 3. Finding Information Sources ***Discussion on finding information in real life*** (Think/Pair/Share – Table Discussion – Group Discussion) Library Searching 101 - AND/OR - Quotation marks - Keywords ***Which search strategies?*** (Table activity – record on whiteboards) Limiters discussion Peer-Review Wrap up and Questions?	8 min 10 min 2 min 5 min 5 min 10 min 3 min 2-5 min	Information Creation as a Process - Info may be perceived differently based on the format Authority is Constructed and Contextual - Use research tools and indicators of authority to determine the credibility of sources Research as Inquiry - Seek appropriate help when needed - Break questions into smaller pieces limiting the scope of investigation

Librarian Reflection:

Appendix 2: Case study two lesson plan from 2019

New Students Orientation (general, not program-specific)

Lesson Duration: 45-50 minutes

Materials needed:
- Laptop or USB with presentation slides
- Whiteboard markers and flipchart paper for small-group discussion
- Link to "Is this article peer-reviewed?" library FAQ, Kahoot quiz
- Incentive (e.g. sweets, university-branded pens or pencils)

Learning Objectives:
In this session, you will discover:

1. Library services available to support your academic research during COVID-19
2. Best starting points on the library homepage to begin your academic research
3. Tips for developing a search strategy
4. What peer-reviewed means and why it is important to your literature searches

Setting the Stage

Content	Time
1. Welcome and introductions 2. Traditional lands acknowledgement 3. Overview of learning objectives 4. Lecture-style: Overview of the physical library space and services (interlibrary loan, textbook reserves, bookstore, writing centre, book renewals, printing/scanning, group and silent study spaces, computer lab, breakout room bookings)	5 mins

Main Lesson

Content	Time	Framework
1. Small-group discussion: What is "peer-review" and why it is important? ● Ask students to share responses ● Validate responses, provide academic definition of peer-review and why instructors believe it to be important to student assignments ● Discuss other forms of knowledge that is reviewed by peers amongst other communities external to academia and why that knowledge can be important for their academic studies (e.g. Traditional Indigenous knowledge providing differing perspectives to Western ideologies)	8-10 mins	Authority is Constructed and Contextual ● Use research tools and indicators of authority to determine the credibility of sources
2. Quick poll: Is it okay to use Wikipedia in your research? ● Ask students why they respond yes or no ● How Wikipedia has value for preliminary searching, providing an overview of topic, contains links to scholarly materials ● Instructors generally do not allow citing Wikipedia in assignments	2 mins	Searching as Strategic Exploration ● Searching as a strategy to learn the vocabulary and language, influential researchers and perspectives of a chosen field, discipline, topic
3. Instructor demo of starting points (search tools) for research on library homepage ● How to find academic peer-reviewed articles in the main library search tool and its key search features/functions ● How to use a search strategy to find literature, some tips for developing a starter strategy using AND/OR ● How and where to find books, media, subject-specific information and stats	10-15 mins	Research as Inquiry & Searching as Strategic Exploration ● Seek multiple perspectives during information gathering and assessment ● Consider research as open-ended exploration

- Coverage/scope and limitations of library search tools and databases - Quick mention of using Google to find information sources for Indigenous knowledge, BAME, BIPOC researchers or research from the global south and subaltern communities - How to get assistance from the library (FAQs (show peer-review example), question form, contact information appointment booking)		- Match Information needs to appropriate search tools - Seek appropriate help when needed
4. Quiz/Time for any outstanding questions - Five-question Kahoot quiz connected to the session content; not graded (gamification activity instead of a true summative assessment) - Students participate using their mobile devices in small groups - Incentives may be given as rewards for quiz participation	5-8 mins	

Librarian Reflection: