

# FURTHERING HUMAN RIGHTS EDUCATION THROUGH INFORMATION LITERACY INSTRUCTION: BIG IMPACT FROM SMALL EXAMPLES

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# SITUATED IN HUMAN RIGHTS EDUCATION

*as a common standard of achievement for all peoples and all nations, to the end that **every individual and every organ of society**, keeping this Declaration constantly in mind, **shall strive by teaching and education** to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance*

Universal Declaration of Human Rights (1948) – United Nations

# SITUATED IN PROFESSIONAL ETHICS

- Access
- Privacy/Confidentiality
- Intellectual Freedom
- The Public Good
- Social Responsibility

# ARTICLE 19: INFORMATION RIGHTS

*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

# LIBRARIANSHIP PRACTICE

- Collecting
- Exhibitions/Displays
- Forums
- Instructional Services
  - Separate Workshops
  - Course-Integration

# COMPLEX SETTING

- Academic Library Instruction
- Guest Instructor
- Merging/Aligning Curricula – Information Literacy and Course Content

PROPOSAL:  
“LOADED EXAMPLES”

# EXAMPLES AS OPPORTUNITIES

- Demonstrates Search Strategy (Information Literacy)
- Relevant to Course (Curriculum Content)
- Must Not be Confusing or Distracting
- Are Always “Loaded” with Messages – Whether Intended or Not



# HUMAN RIGHTS AND OTHER OUTCOMES

- Information Literacy
  - Embedded in ACRL Standard 5
  - Can Engage in Proposed Draft Framework
- Support Other Learning Outcomes
  - Multiculturalism
  - Diversity
  - Tolerance
  - Global Perspectives
  - Cultural Appreciation

# CHALLENGES

- Librarian Preparation and Comfort with Instruction Role
- The Problem of “Neutrality”
- The Work of Individual Librarians

QUESTIONS? COMMENTS?