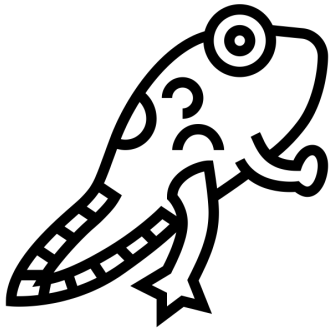
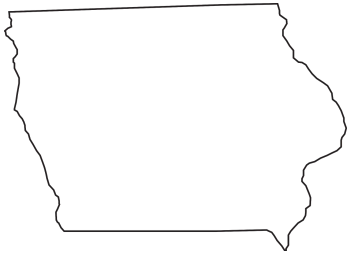


Promoting Transformative Encounters in Archives

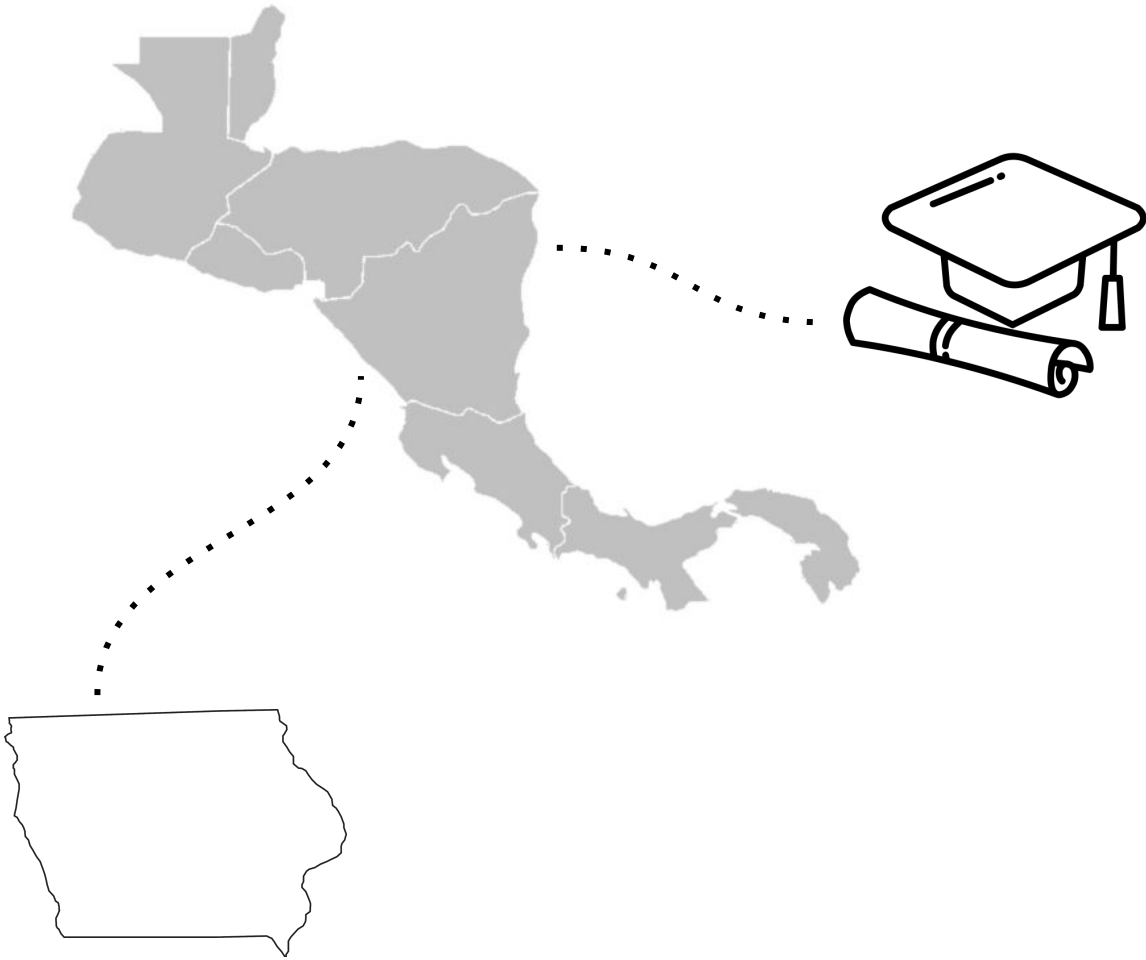
Carli V. Lowe, San José State University Library
SAA Research Forum, Archives * Records
July 12, 2023

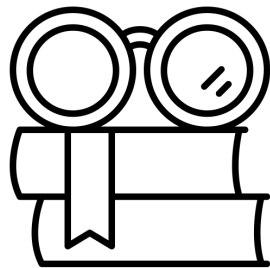
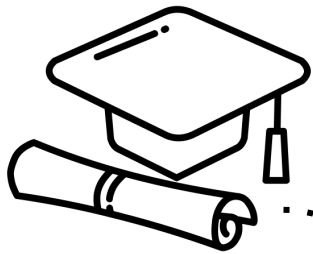


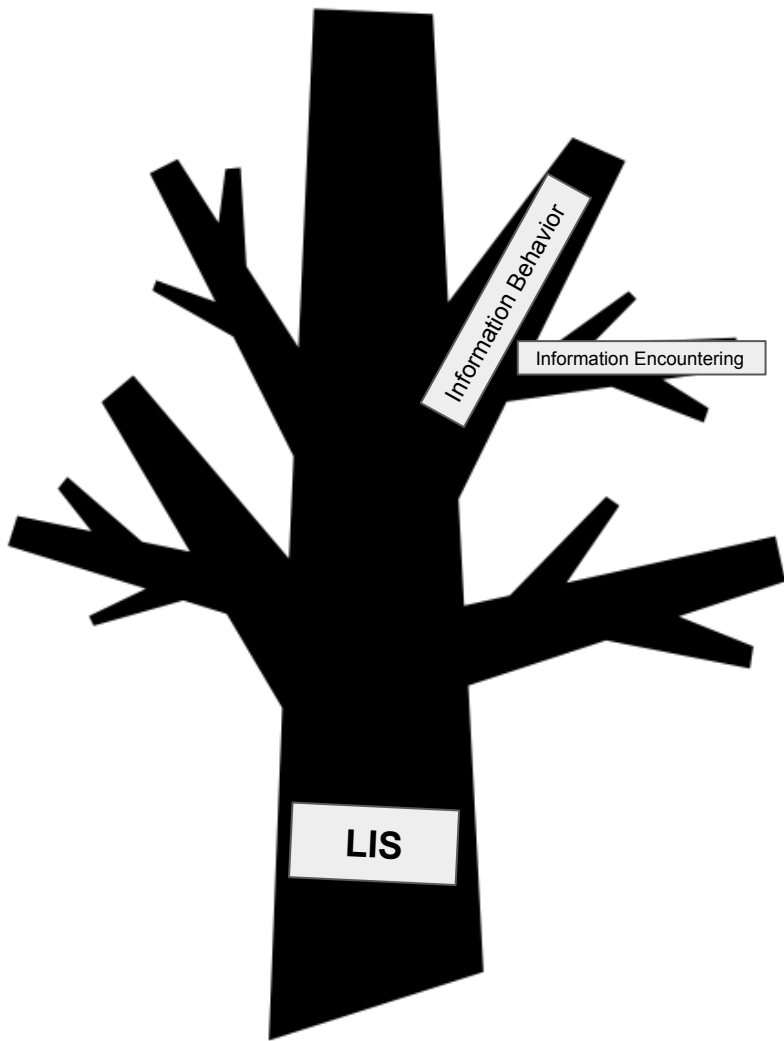
carli.lowe@sjsu.edu







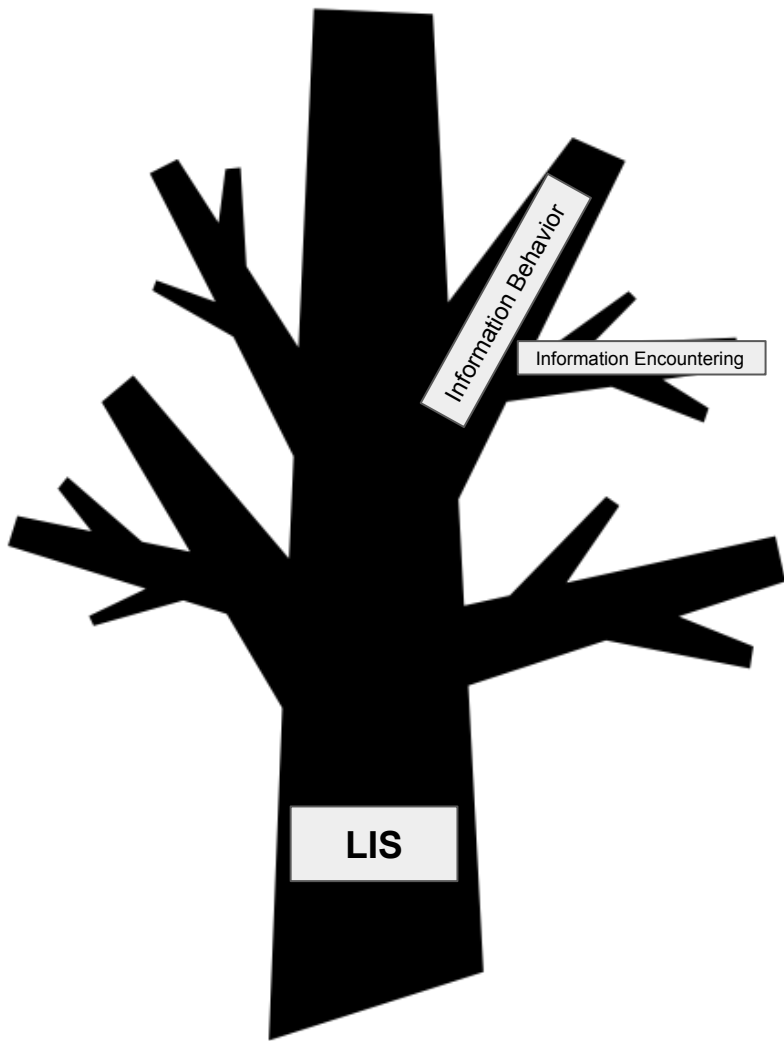




Information Encountering

Finding interesting or useful information whether or not you are looking for it, in any of the many forms in which information is found.

(Erdelez & Makri, 2020)



When information encountering occurs . . .

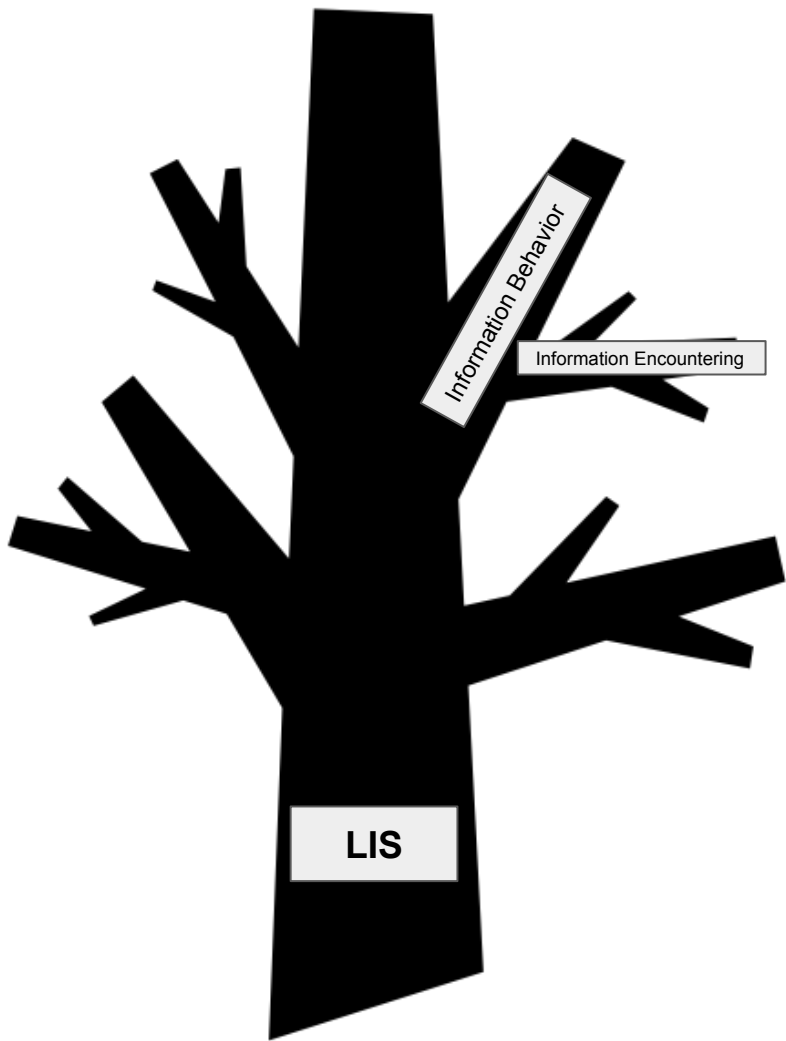
Existing ideas are reinforced

OR

New information takes the encounterer in a new direction

(Foster & Ford, 2003)



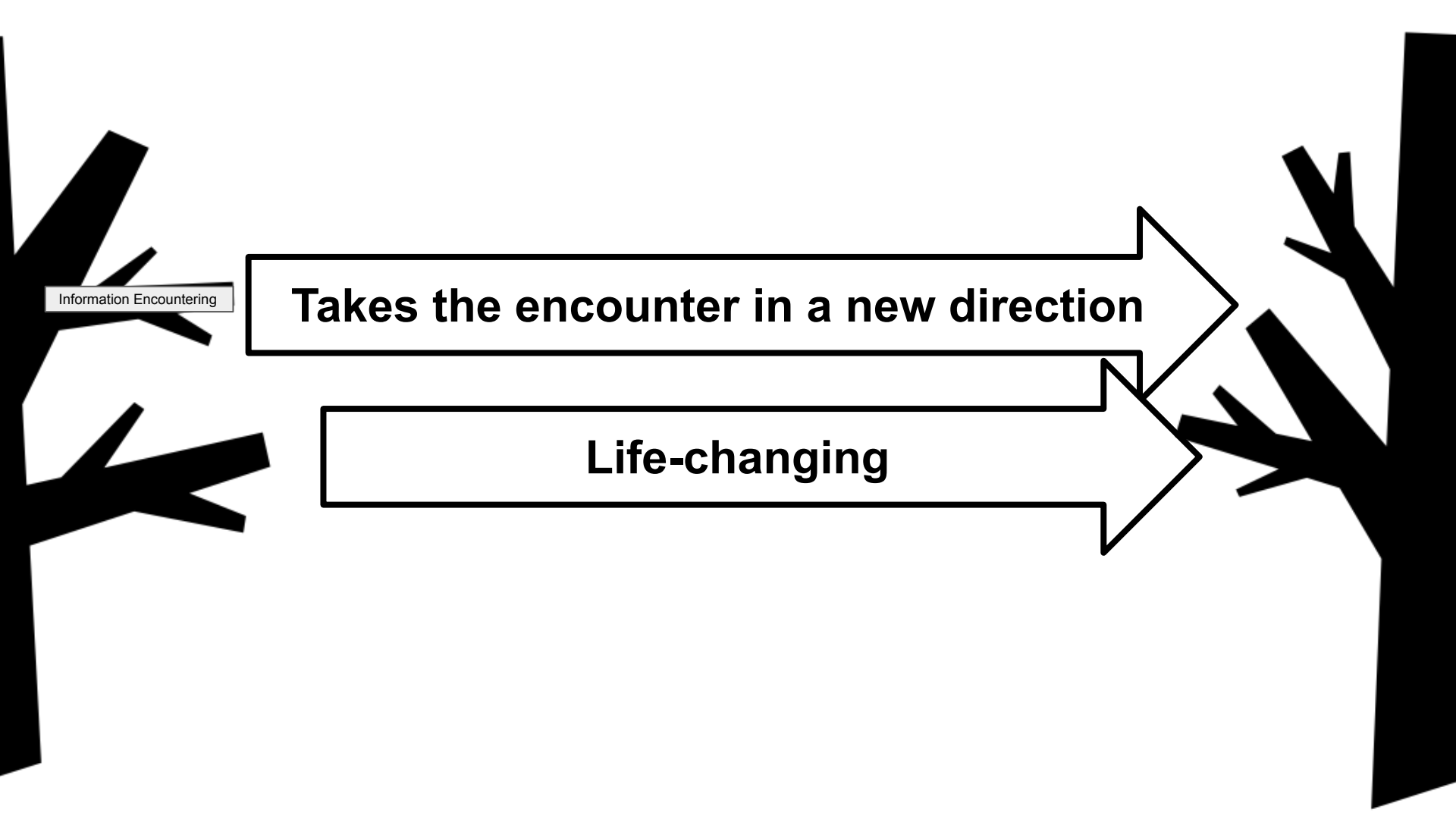


Information encountering can range from . . .

. . . mundane to life-changing

(McCay-Peet & Toms, 2015)



A diagram illustrating a process flow. It features two large, white, right-pointing arrows with black outlines, stacked vertically. The top arrow contains the text "Takes the encounter in a new direction" and the bottom arrow contains "Life-changing". To the left, a small grey box with the text "Information Encountering" has a line pointing to the start of the top arrow. On the far left and right, there are black silhouettes of trees. The entire diagram is set against a white background.

Information Encountering

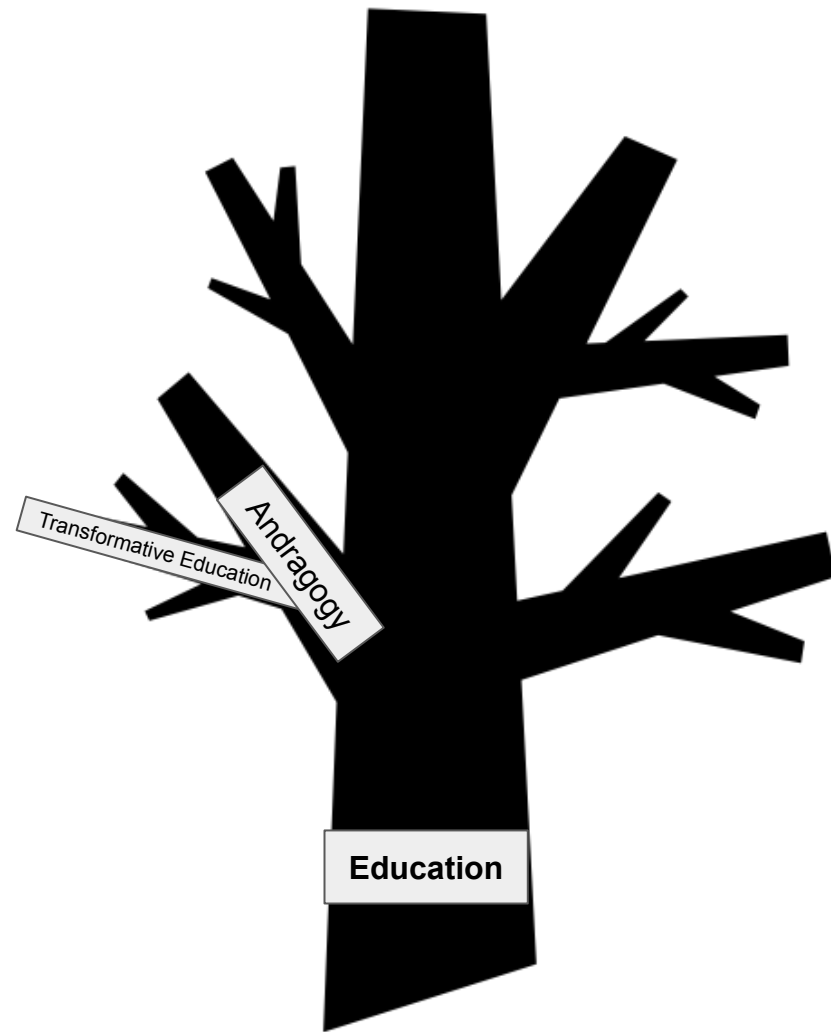
Takes the encounter in a new direction

Life-changing

Transformative Education Theory

- Process of perspective transformation
- Critical awareness of assumptions, relationships, and the reasons for them
- Taking action to change these assumptions and relationships

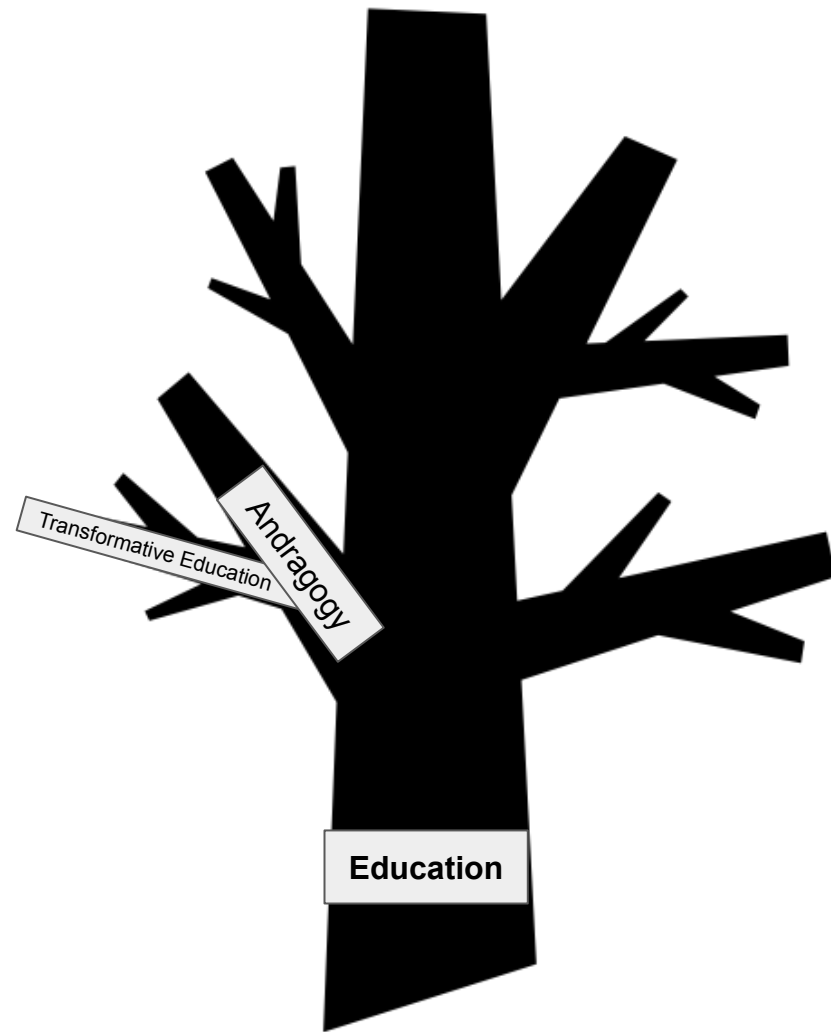
(Mezirow, 1981)



Transformative Education Theory Stages of Critical Premise Reflection

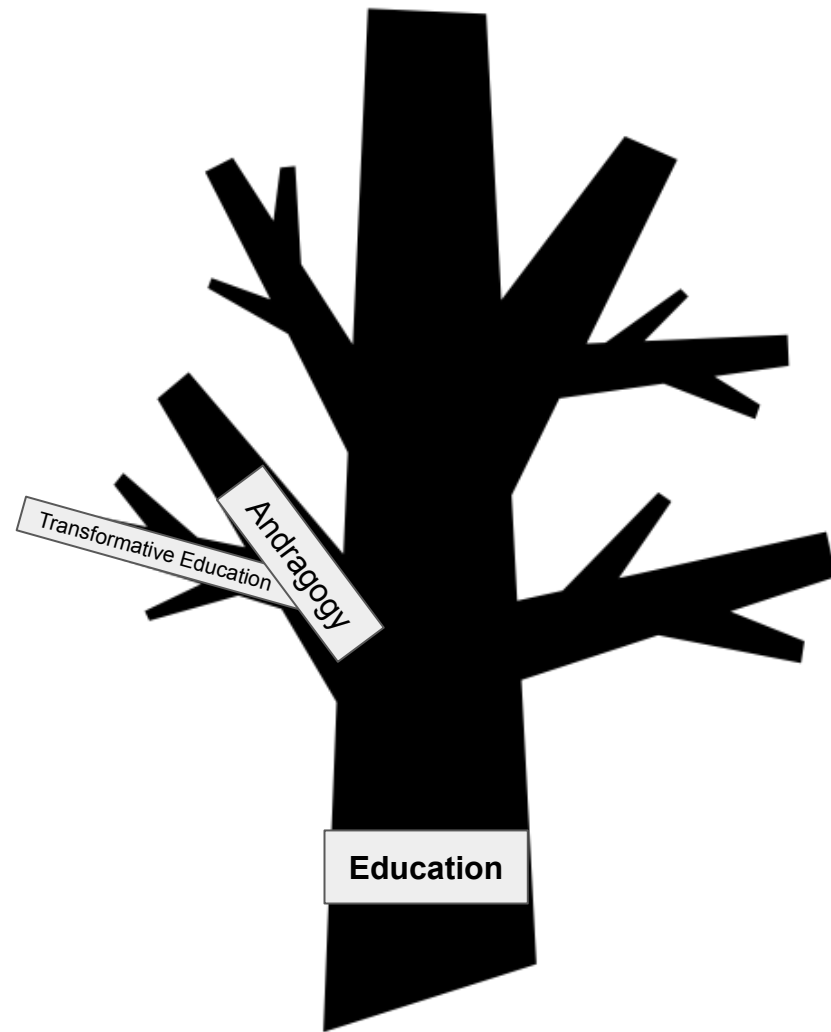
1. Disorienting Dilemma
2. Self-Examination
3. Assessment of Assumptions
4. Recognition of Shared Questions
5. Exploration of Options
6. Planning Action
7. Acquiring Knowledge and Skills
8. Trying New Roles
9. Renegotiating Relationships
10. Building Competence and Self-Confidence
11. Reintegration

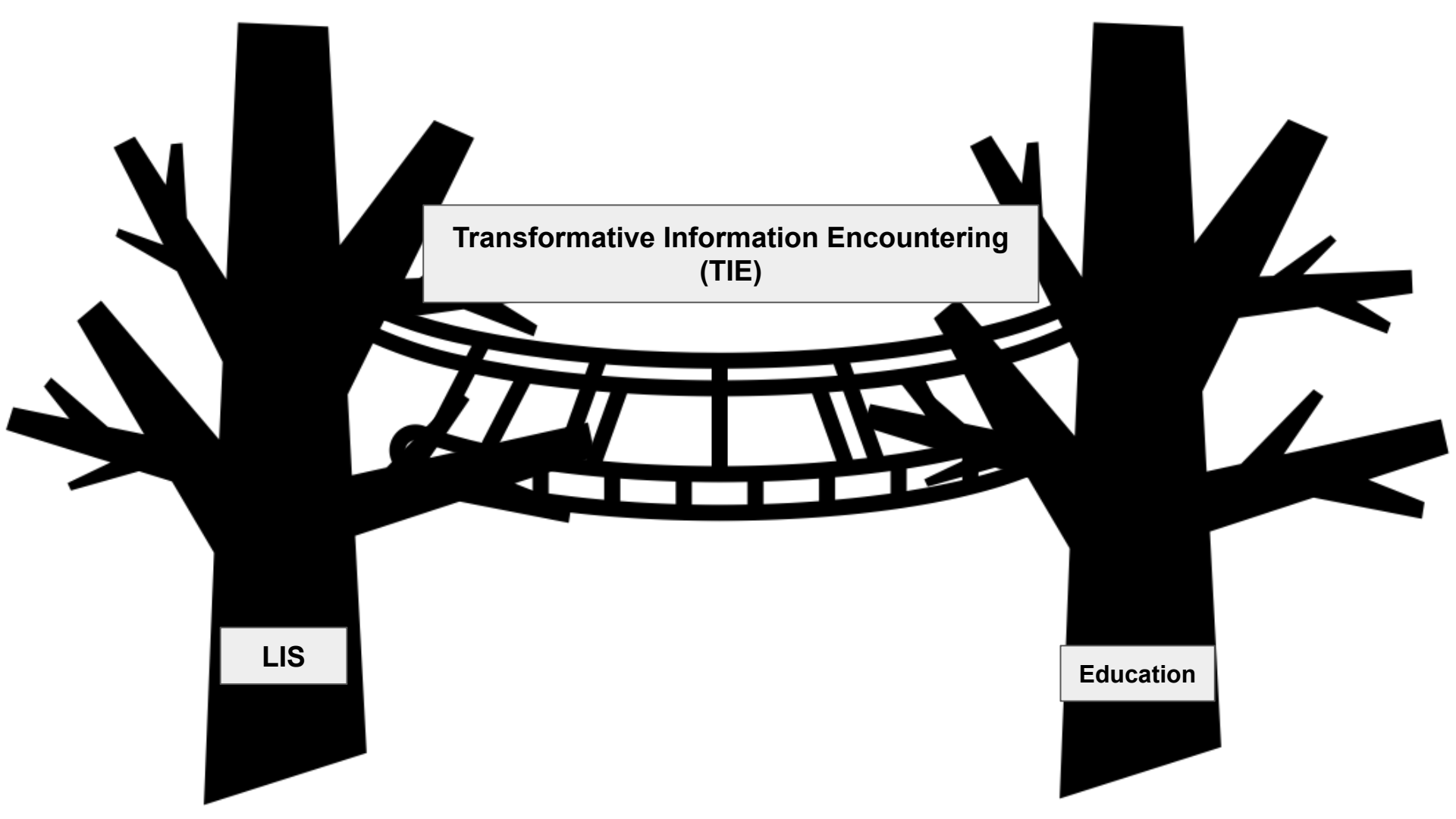
(Mezirow, 1994)



Transformative Education Theory Stages of Critical Premise Reflection

1. **Disorienting Dilemma**
2. Self-Examination
3. Assessment of Assumptions
4. **Recognition of Shared Questions**
5. Exploration of Options
6. Planning Action
7. **Acquiring Knowledge and Skills**
8. Trying New Roles
9. Renegotiating Relationships
10. Building Competence and Self-Confidence
11. Reintegration





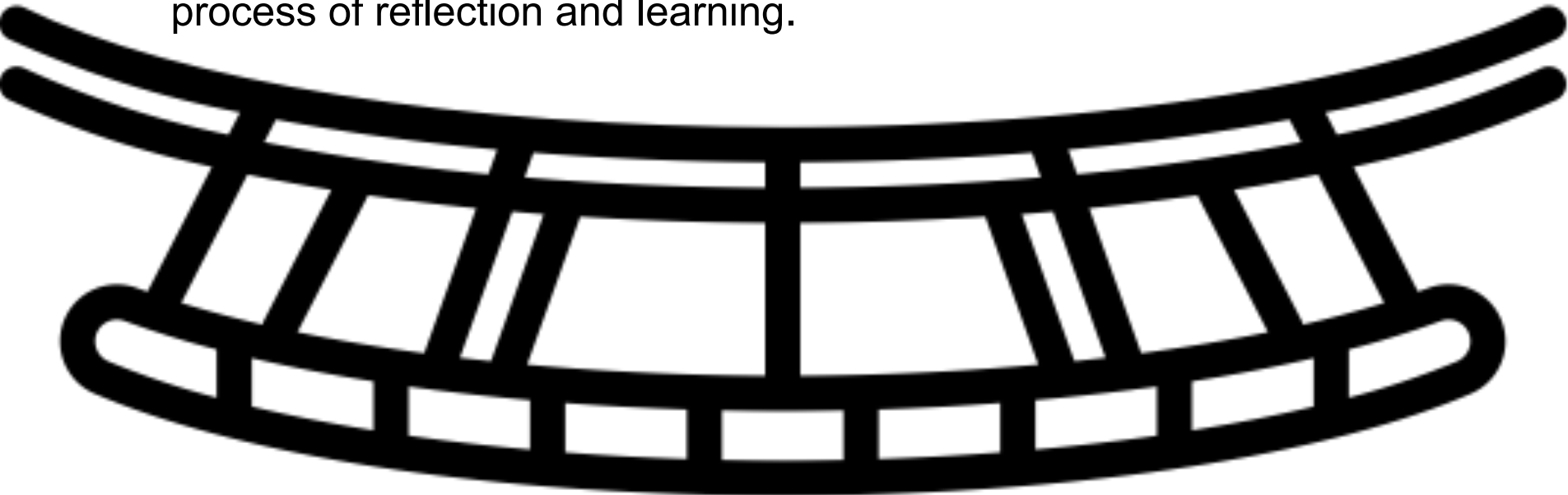
**Transformative Information Encountering
(TIE)**

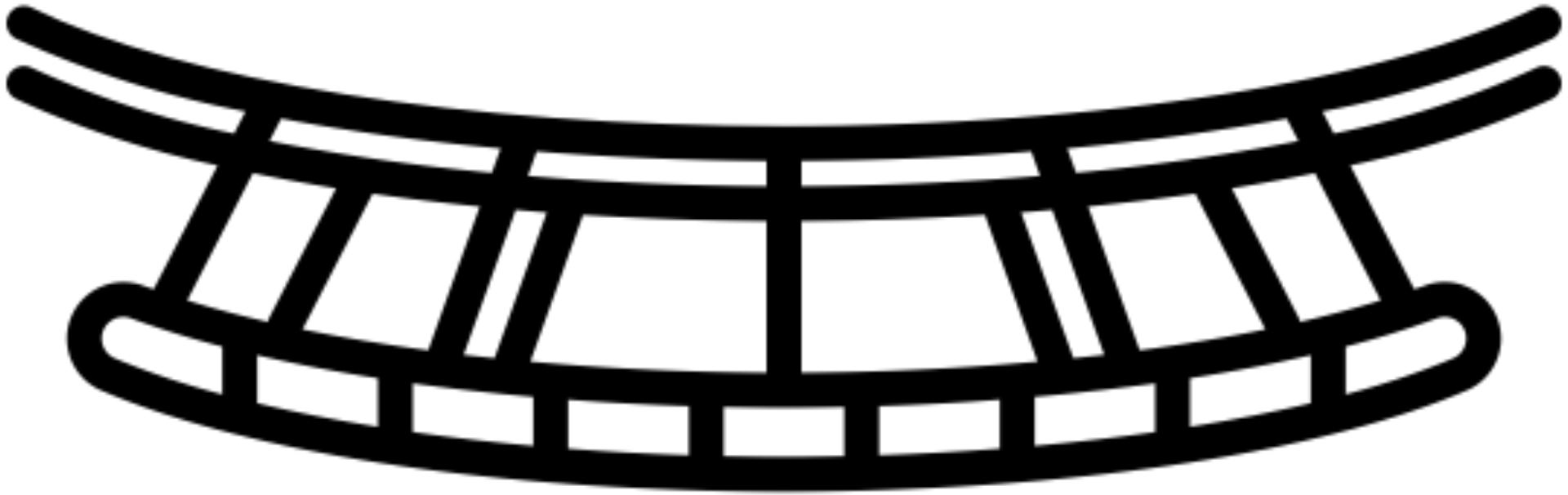
LIS

Education

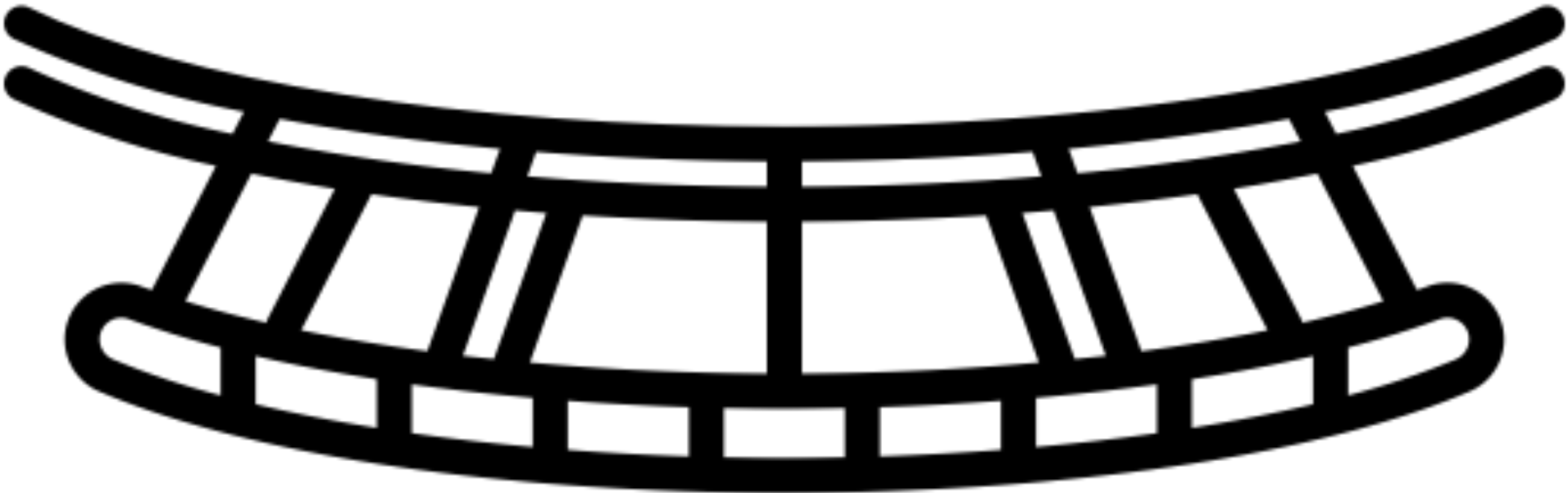
Transformative Information Encountering (TIE)

Encountering information that leads to a change of strongly held beliefs, values, or world views, whether in the moment or after a process of reflection and learning.



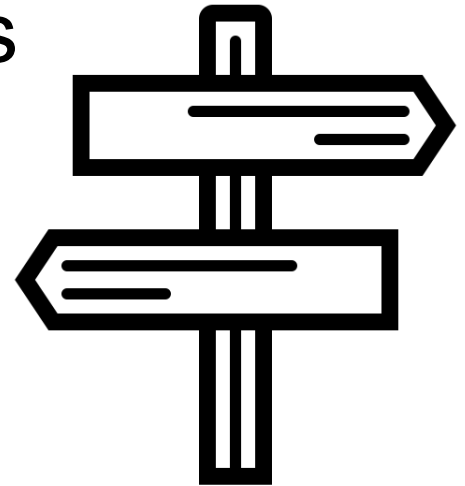


What are the qualities of information encounters that lead to a change in world view or beliefs?



How much is the transformation a result of the information itself vs. the context in which it was encountered?

Preliminary Findings: Implications for Archives

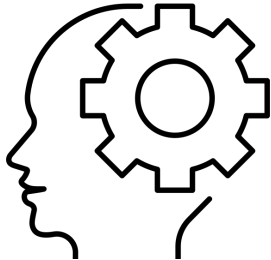




Stage One:
The Disorienting Dilemma



Stage Four:
Recognition of Shared Questions



Stage Seven:
Acquiring Knowledge or Skills



Stage One: The Disorienting Dilemma

“ . . . something that catches you off guard, off balance, something you can't quite make sense of, something you can't easily make meaning of. And it is too disturbing to ignore.”

(Wergin, 2020, p.28)



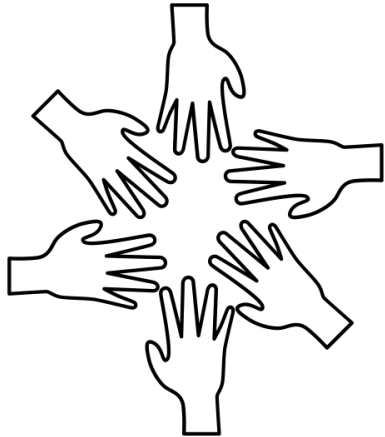
Stage One: The Disorienting Dilemma

Key Ingredient: Diversity

Experiences that promote learning involve **encounters with difference**.

“Because they challenge existing beliefs, these encounters create cognitive dissonance.”

(Wergin, 2020, p. 32)

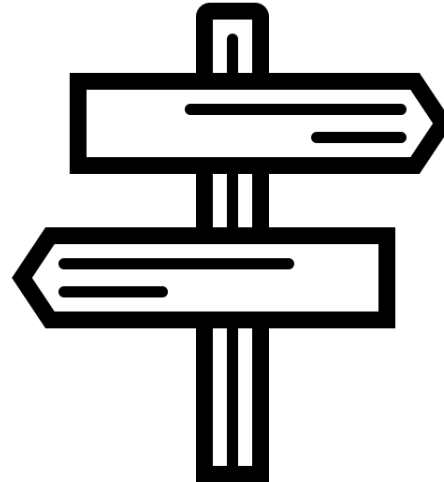




Stage One: The Disorienting Dilemma

Implications for Archives:

- Build diverse collections
- Prioritize exhibits and events centering marginalized perspectives
- Design spaces inclusive to a diversity of users





Stage Four: Recognition of Shared Questions

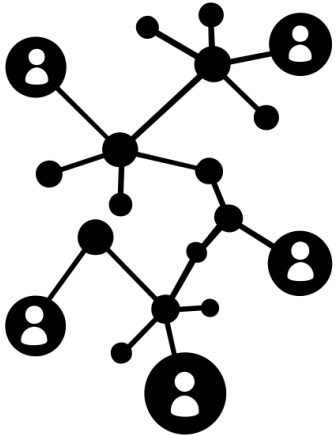
Human brains perceive information as a threat when it challenges a belief they share with their community.

(Sloman & Fernbach, 2017, pp.112, 160)



Stage Four: Recognition of Shared Questions

Key Ingredients: Community and Dialogue



There is a “social aspect of serendipity.”

“ . . . serendipity springs from interaction with other people or relationships.”

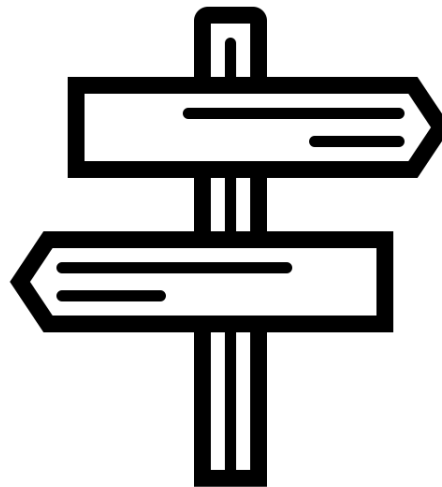
(McCay Peet & Toms, 2015, p.1468)

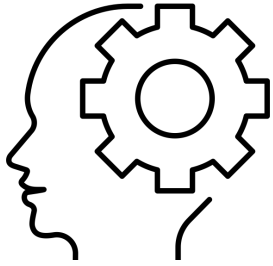


Stage Four: Recognition of Shared Questions

Implications for Archives:

- Construct spaces for dialogue and connection
 - Lively reading rooms
 - Interactive events

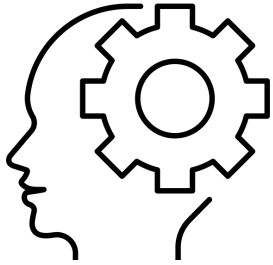




Stage Seven: Acquiring Knowledge or Skills

“In a reciprocal, dialogic process, librarians and patrons would share and be affected by each other’s knowledge, care, and actions.”

(Brook et al., 2015, p.275)



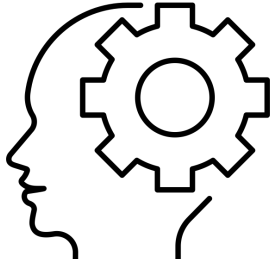
Stage Seven: Acquiring Knowledge or Skills

Key Ingredient: Problem Posing/Knowledge Exchanged



Reference staff can “employ problem-posing methods of critical pedagogy in reference interactions to draw out patrons’ struggles against oppression and to help build strong and lasting solidarities . . .”

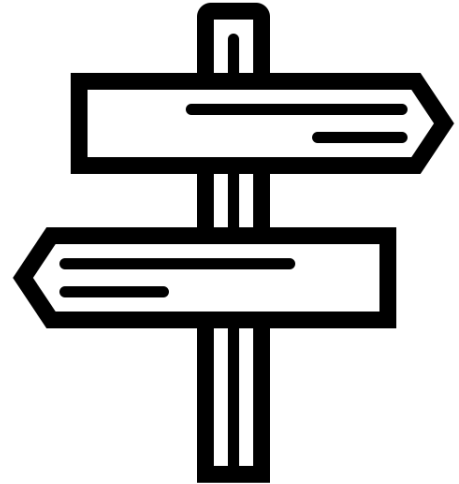
(Brook et al. 2015, p.276)



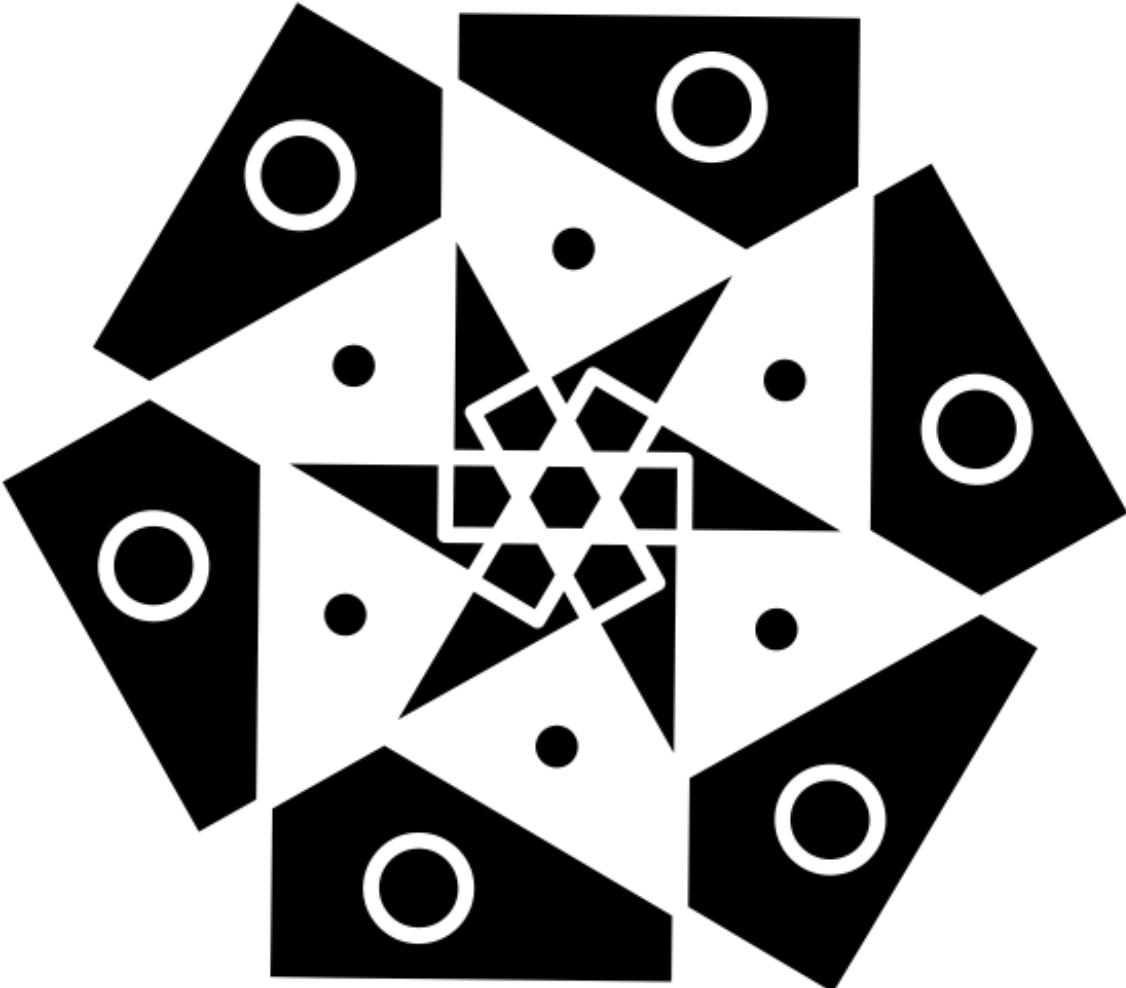
Stage Seven: Acquiring Knowledge or Skills

Implications for Archives:

- Reframe reference interactions



Design/redesign
for transformation



Publication:

Lowe, C.V.

2023

**Promoting transformative encounters in
libraries and archives**

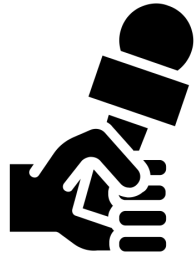
Journal of Documentation

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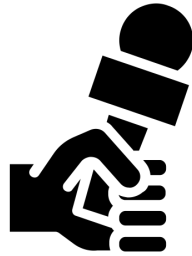
pp.431-441.

Next Steps

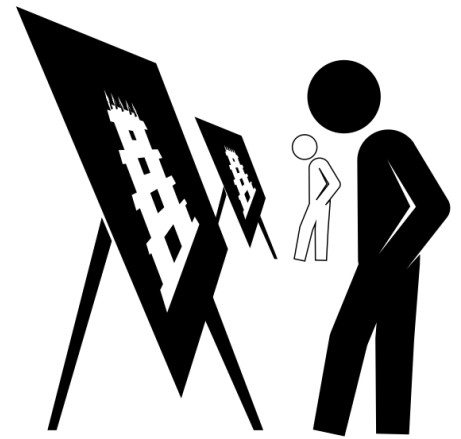
Next Steps



Next Steps



Next Steps



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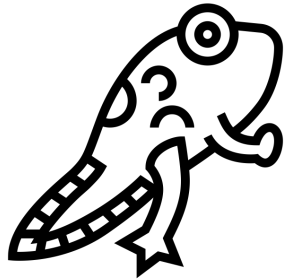
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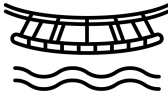
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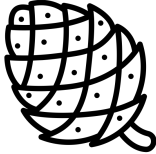
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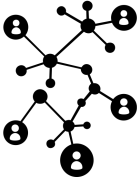
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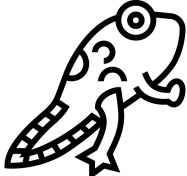
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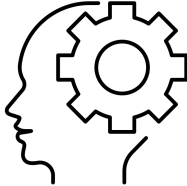
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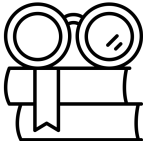
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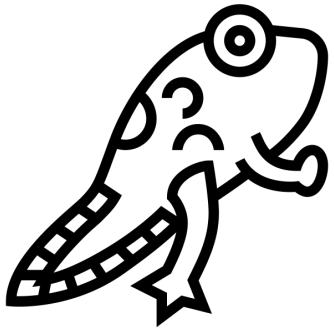
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Promoting Transformative Encounters in Archives

Carli V. Lowe, San José State University Library
SAA Research Forum, Archives * Records
July 12, 2023



Happy to collaborate, exchange
ideas, or provide project updates:
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