

# Incorporating global perspectives through instructional design

Transforming one-shot information literacy instruction and instructors

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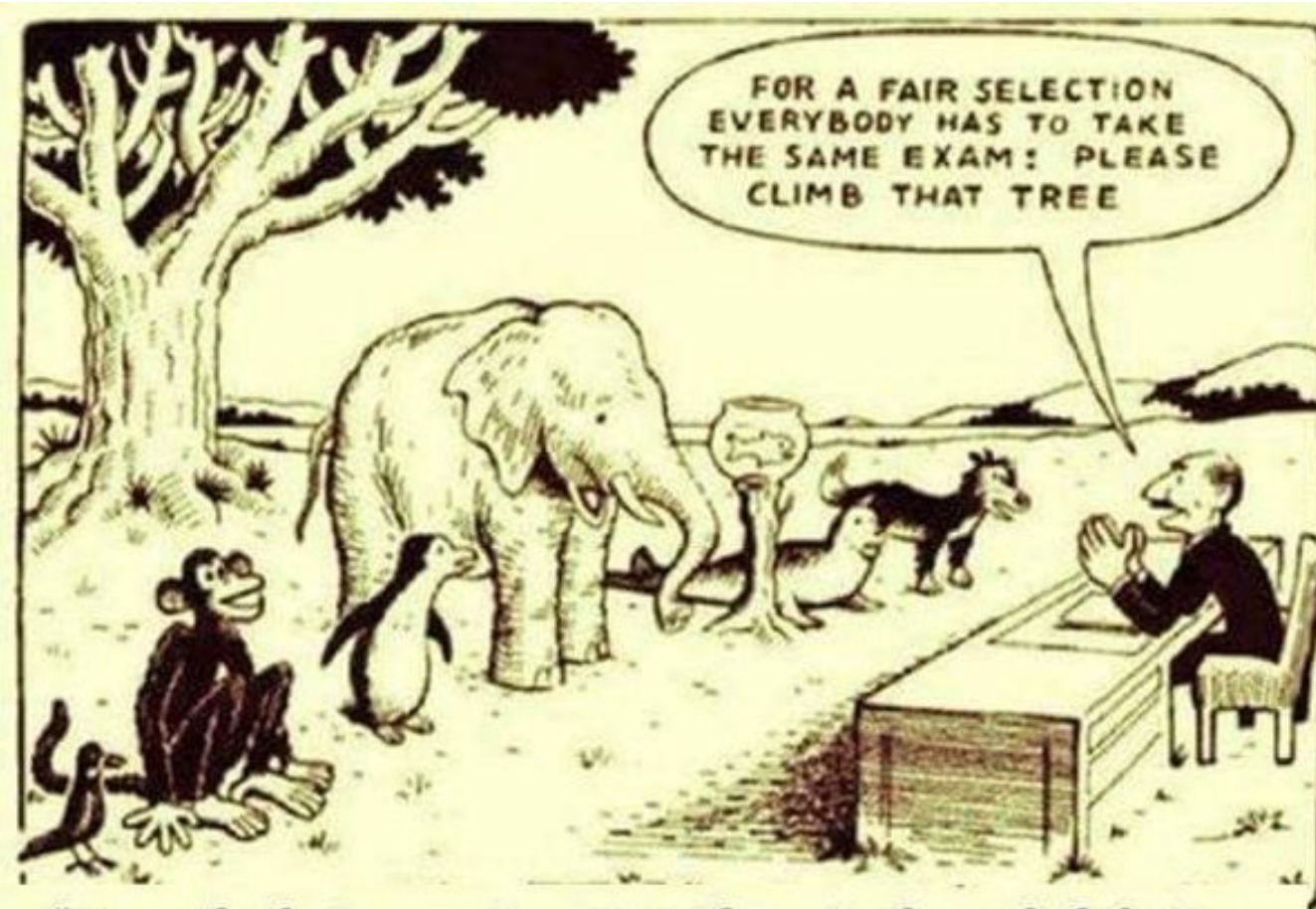
LOEX 2021

—  
bienvenidos/  
**welcome**

WILLKOMMEN  
欢迎 स्वागत  
BIENVENIDA  
*WELCOME*  
BIENVENUE ようこそ  
добро пожаловать  
ترحيب BEM-VINDO



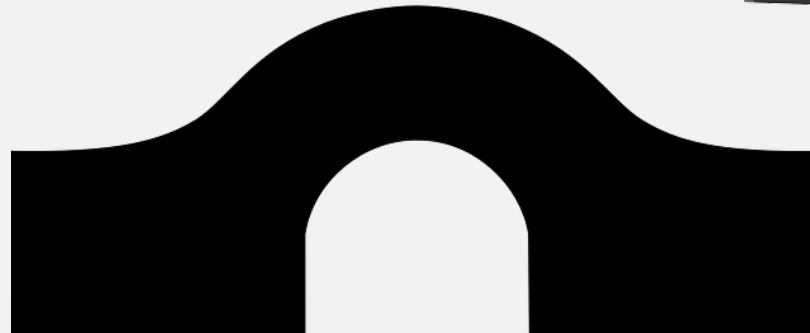
THE OHIO STATE UNIVERSITY  
UNIVERSITY LIBRARIES



*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

# BUILD Bridges

**information literacy pedagogy as a process that “builds upon and guide[s] learners to make connections to their past academic experiences” and knowledge (Hicks, Reyes, Bronwen, 2020).**



# Learning Objectives

- Participants will be able to identify the global community on their campus and locate resources to enhance their instructional reach to international and diverse student communities.
- Participants will evaluate their current instruction session curriculum using reflective and inquiry-based exercises to apply a cultural humility framework to their design.
- Participants will examine and adjust their instructional delivery and content to maximize the participation of diverse students' populations and facilitate engagement of global perspective and knowledge.





# Agenda

## INTRODUCTION

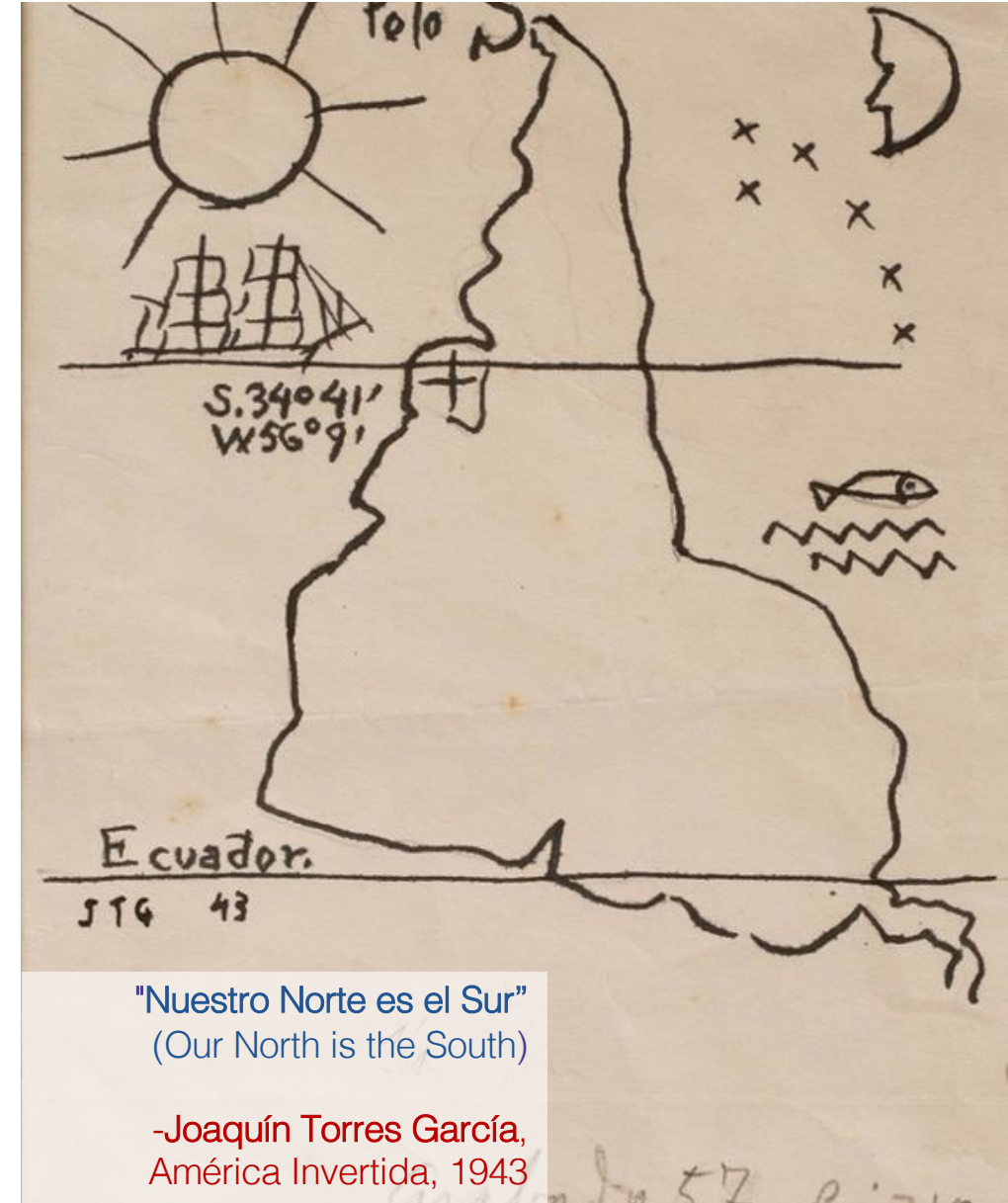
- Basis of workshop and learning objectives

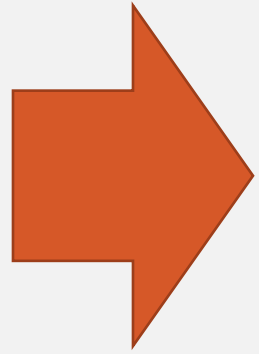
## TODAY'S SESSION

- Teaching for the Global Community
  - Accounting for diversity
  - Pre-work with Instructor
- Preparing an Inclusive and Equitable Curriculum
- Accounting for Knowledge Gaps and Silences
- Addressing the WHOLE person

## PARTICIPATION

- How we'll interact during today's session





**Bookmark me:**  
<https://go.osu.edu/loexglobal>



# Tech housekeeping!

# Webinar Participation and Communication



## Workshop Resources

- Open a new tab or window for our google doc and handouts:  
<https://go.osu.edu/loexglobal>



## Chat

In zoom, please go to the chat feature and switch the setting to “**all panelists AND attendees**”

- Use chat feature to respond to today’s questions.
- Use Q & A to ask questions to facilitators



## Testing our technology

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<https://go.osu.edu/loexglobal>

Add your contact information  
and twitter handle AND

Q1. *What are you hoping to  
get out of today's session?*

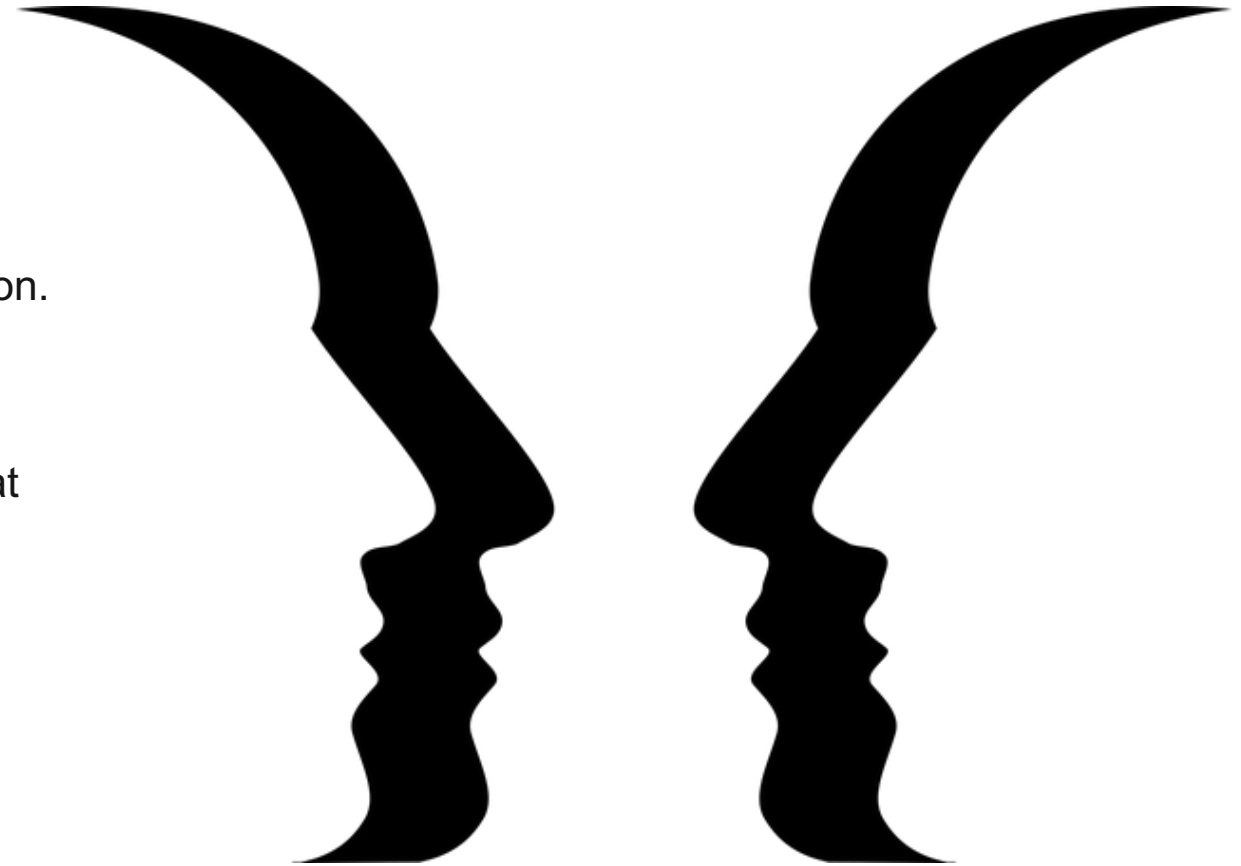
# Engaging in Intentional Dialogue

Heterodox Academy | *Being understood is priceless and the benefits bountiful.*

**The purpose of Intentional Dialogue is to achieve understanding, not agreement.**

- Avoid agreeing or disagreeing — instead focus on understanding the shared experience of the other person.
- Keep the process open by allowing for differences of opinion or courses of action other than what you would have chosen.
- Avoid uninvited problem solving — instead explore what the person has tried, what they think is best, what their ideas are.

*-excerpts from “Intentional Dialogue” Guide by Elizabeth Nielson and Harville Hendrix*



# Who is part of our global community?

- Minority students: Black, Asian, Latino, and other minority-ethnic
- Multilingual students
- International students
- LGBTQIA +: Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, Asexual
- First-generation students
- Untraditional students/professionals
- Students with physical disabilities, students with learning disability



## Elements of diversity in our classrooms



- <https://go.osu.edu/loexglobal>

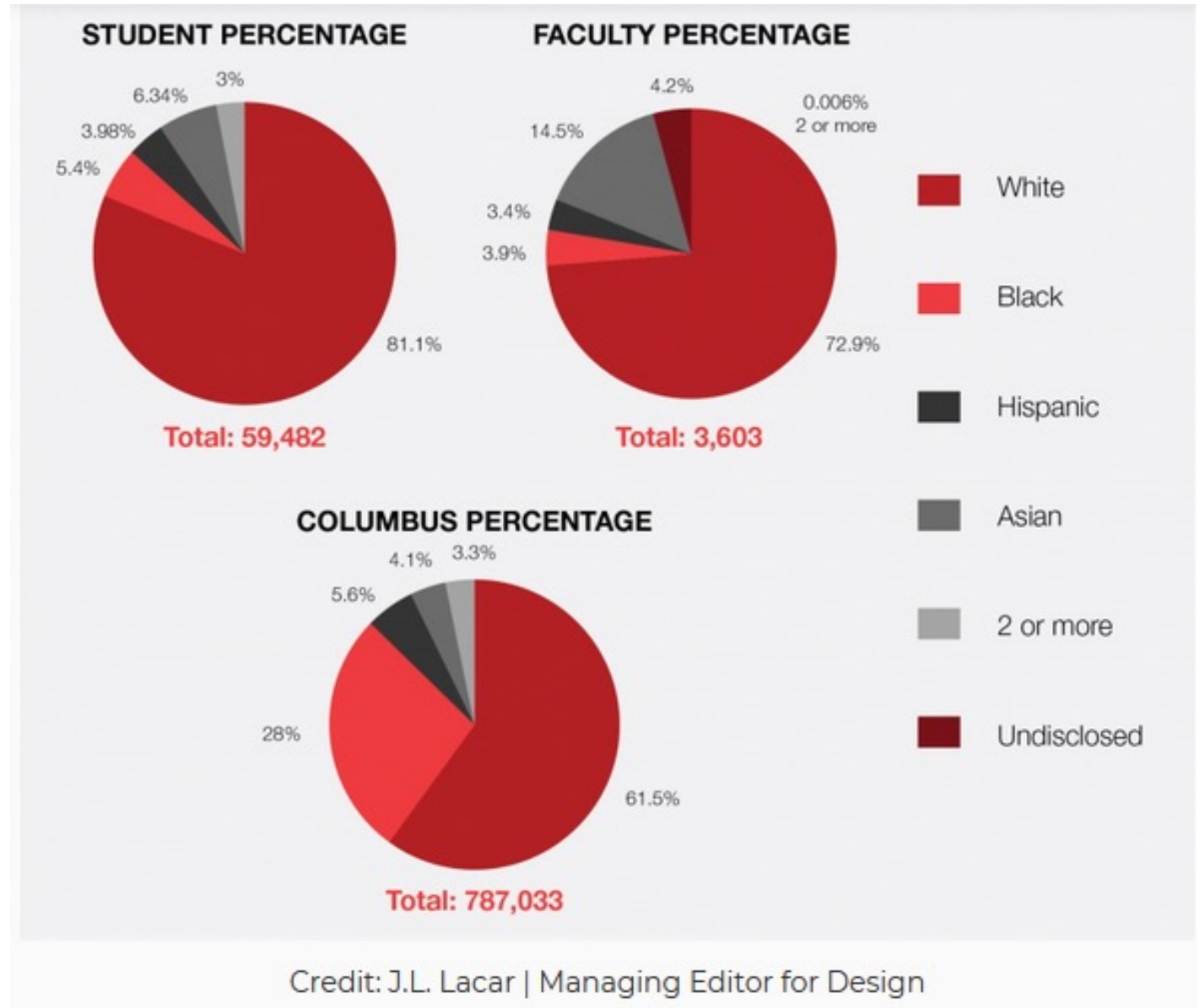
**Q2. What student communities are you encountering in your one-shot sessions and/or are you interested in reaching?**

**Diversity** – there are many different people, perspectives, identities at our institutions.

-Shadia Siliman,  
Instructional Consultant, Ohio State

# OHIO STATE DEMOGRAPHICS 2017

- Who is on campus?
- How do campus numbers relate to the department? The class you're visiting?
- How does that impact your material?



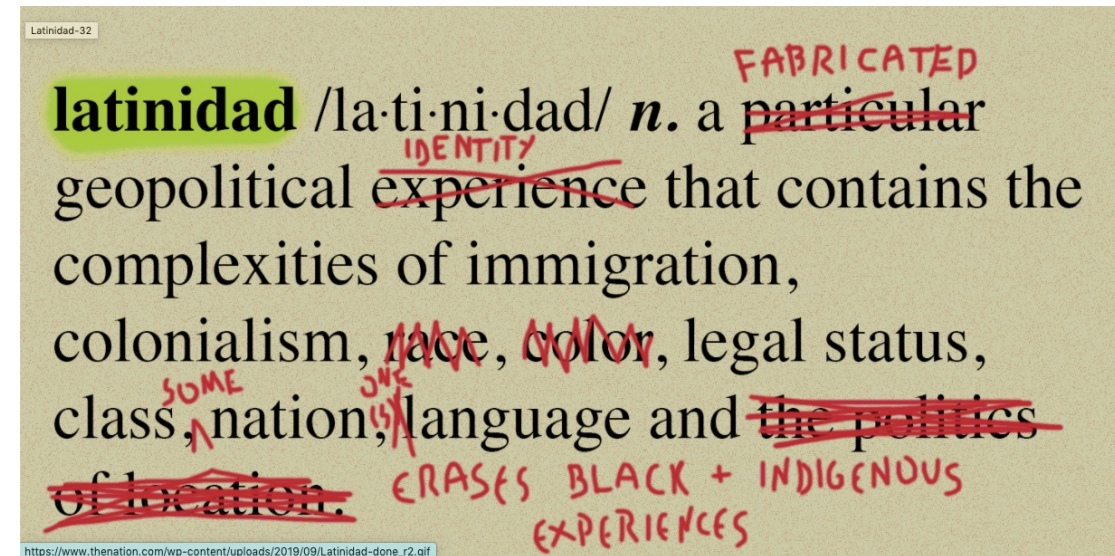




- Argentina
- Bolivia
- Chile
- Costa Rica
- Cuba
- Dominican Republic
- Ecuador
- El Salvador
- Guatemala
- Honduras
- Mexico
- Nicaragua
- Panama
- Paraguay
- Peru
- Puerto Rico
- Spain
- Uruguay
- Venezuela

# Limitations of demographic labels

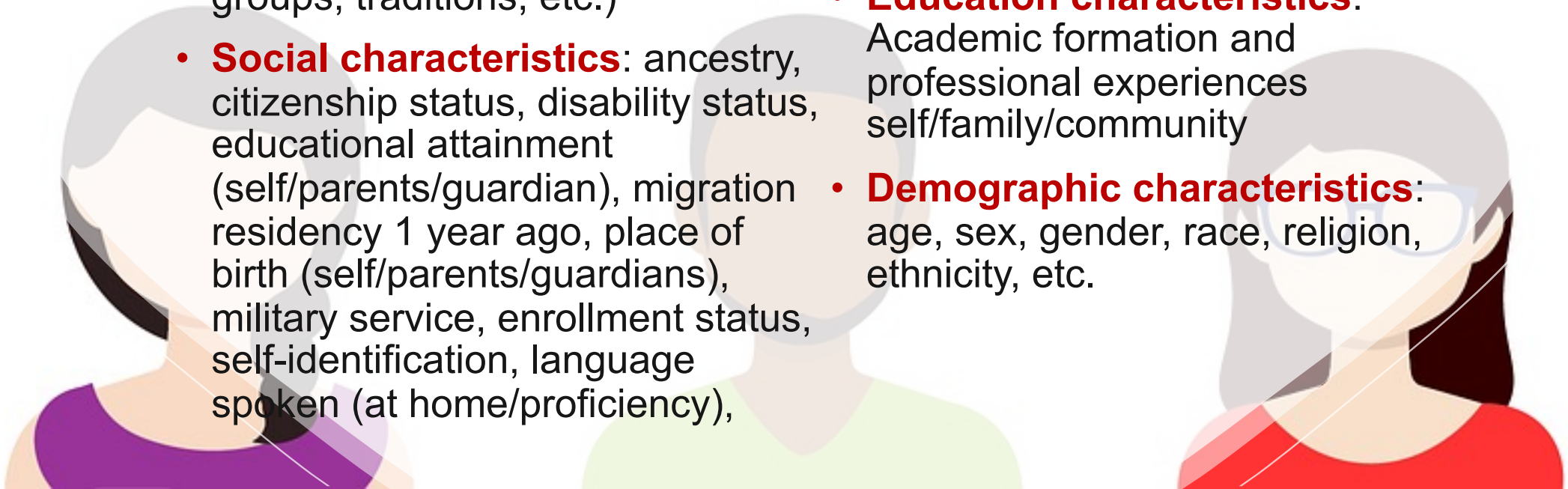
## LATINX



Read more: <https://www.thenation.com/article/archive/hispanic-heritage-month-latinidad/>;  
<https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>;

# Looking beyond demographic labels

- # and % of student community on campus
- Community representation across academic programs
- Campus resources specific to a community (e.g. services, student groups, traditions, etc.)
- **Social characteristics:** ancestry, citizenship status, disability status, educational attainment (self/parents/guardian), migration residency 1 year ago, place of birth (self/parents/guardians), military service, enrollment status, self-identification, language spoken (at home/proficiency), citizenship status
- **Economic characteristics:** on-campus/commuter, employment status, health insurance coverage, socio-economic background (self/family)
- **Education characteristics:** Academic formation and professional experiences self/family/community
- **Demographic characteristics:** age, sex, gender, race, religion, ethnicity, etc.





# Finding information about the campus community

**How can I  
find this  
information?**

Registrar's Office

Office of International Affairs

Institutional Research and Planning

Student Life Annual Reporting Figures

Admissions Office

Office of Diversity and Inclusion

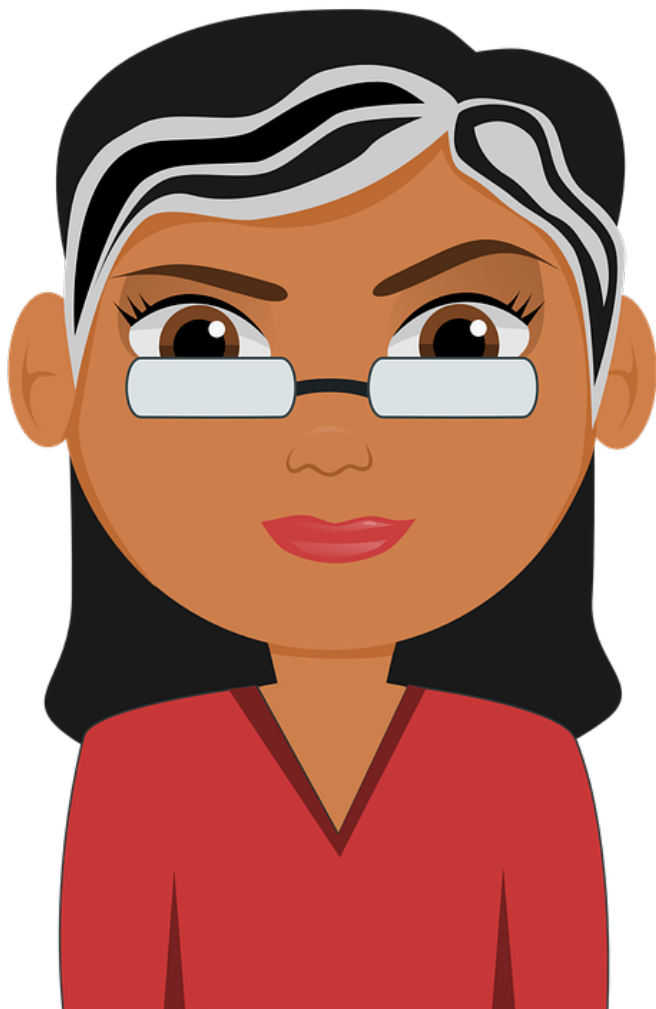
Census

Data organizations (e.g. Pew)

## Pre-Work with Instructor

Get your handout #1 ready

**how are you  
working with  
faculty now?**



## what to ask and cover with the instructor?

- What content do you review and what questions do you ask about the the course?
  - syllabus
  - tailoring assignments
- What questions do you ask about the students you'll encounter?



<https://go.osu.edu/loexglobal>

## Pre-Work with Instructor

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**Q3. How are you currently working with your instructors leading up to the instruction session?**



## Pre-work with the instructor

<https://go.osu.edu/loexglobalhandout1>

# Get your handout #1 ready



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## The Instructor Conversation

As part of the pre-work for working with faculty to develop in-class, remote, or curriculum related information literacy instruction, it is helpful to have a conversation with the instructor as part of that work.

Think of a recent instruction session or time that you've worked with an instructor to alter an assignment.

Current Practice	Future practice with DEI lens
<b>What information are you requesting before the meeting with the instructor before the session?</b>	
(ex. syllabus or copy of assignment)	(ex. asking about DEI statements on the syllabus)
<b>How are you communicating with the instructor?</b>	
(ex. email only)	
<b>How are you learning about the students in the course?</b>	
	(ex. Statistics about the university makeup)
<b>What questions are you asking about their participation levels in class?</b>	



After prep comes the curriculum design

Image:  
"De mi Rancho a Tu Cocina"  
YouTube channel

## Preparing an Inclusive and Equitable Curriculum

# Designing for inclusion

- **Inclusion** –we invite valid, rational, non-dominant [people, perspectives, identities] at our institutions

*-Shadia Siliman,  
Instructional Consultant, Ohio State*

“**A**cross social institutions, people have considerable authority to include or exclude others by controlling what words can be spoken, how words should sound, and how words should be defined and used.

**Language is used to name, order, and structure participation** in innumerable aspects of our lives in communities and schools.

It is this power of language and its intersections with race, class, and gender that have informed teachers and researchers who strive to develop their students' multicultural and multilingual strengths and perspectives. **They want to make language and cultural identity a resource for learning.**

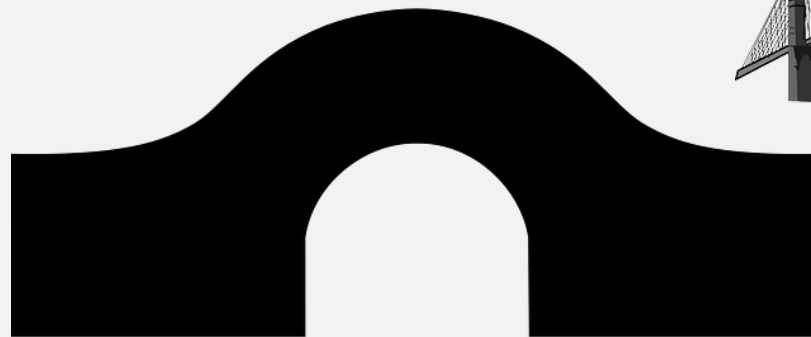
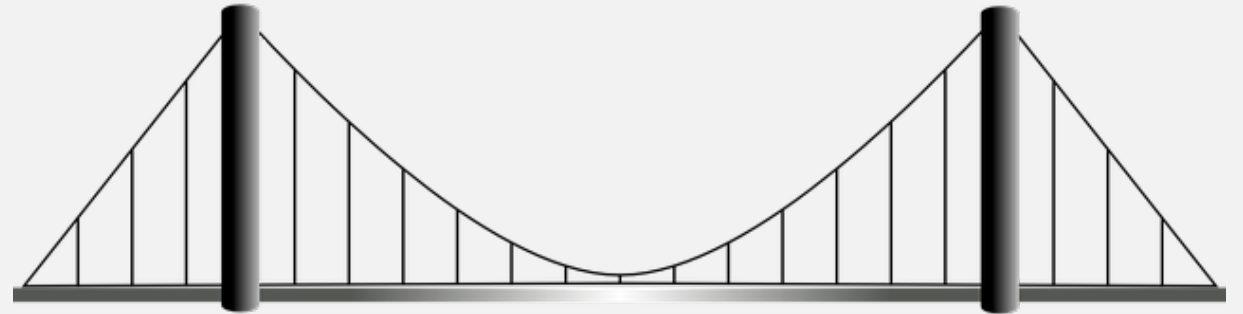
In so doing, they turn to the power of language to help students invent, engage, and extend beyond perceived boundaries.”



# BUILD

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**information literacy pedagogy as a process that “builds upon and guide[s] learners to make connections to their past academic experiences” and knowledge (Hicks et. al., 2020).**



## Preparing an Inclusive and Equitable Curriculum Teaching to a Global Audience

### Handout #2: Designing for Global Inclusion



[https://go.osu.edu/  
loexglobalhandout2](https://go.osu.edu/loexglobalhandout2)

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## Equitable Information Instructional Design

Each student will arrive to your classroom with a uniquely formative experience that is a product of their past education, professional and personal experiences, access or lack of access to educational resources, as well as the domestic or global communities that have shaped them.

Consider the following areas in order to maximize the opportunities for students to learn, comprehend, and participate.

Use this handout to audit the following areas of a current slide deck or handout used in a recent library one-shot instruction:



Designing for a global audience: review visuals, look at examples, evaluate your captions. Are they clear for a global audience?



Watch your language: Are you using jargon? Slang? Humor? These may all be lost on non-native English speakers.



Address different learning styles and knowledge: Nurture an inclusive and interactive classroom that facilitates the participation of different voices and knowledge



Include, account, and acknowledge global perspectives, knowledge, and scholarship. Teach with and include global information. Account for global perspectives that are scarce or missing on academic campuses.



As you review your curriculum consider the following questions:

- Is it Accessible—What is being shared and what is being heard?
- Is it Digestible—Will they be able to scaffold it to their own knowledge?
- Did I account for different perspectives, especially those that are relevant to the life experiences of different students?



## Preparing an Inclusive and Equitable Curriculum Teaching to a Global Audience

### Walking through the handout

**Global reader:** Review visuals, look at examples, evaluate captions. Are they clear for a global audience?

**Watch your language!** Are you using jargon? Slang? Humor? They may all be lost on non-native English speakers.

**Learning from others:** Nurture an inclusive and interactive classroom that facilitates the participation of different voices and knowledge.

**Global perspectives:** Teach with and include global information. Account for global perspectives, especially those that are scarce or often missing on academic campuses.



## Example of *Global Reader and Watch Your Language*

### Preparing an inclusive and equitable curriculum

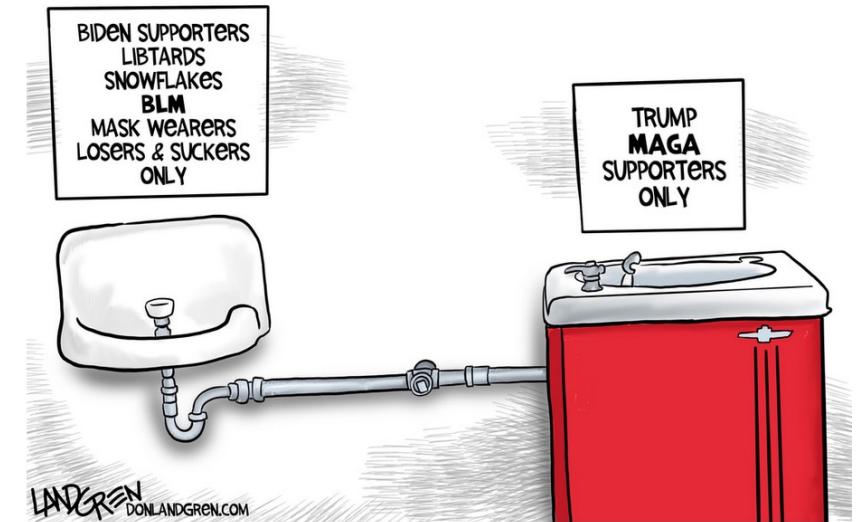
- How does your curriculum and its design meet students where they are?
- How are you incorporating students' understanding and expertise into the session?

*Hajo de Reijger (The Netherlands):*



Hajo de Reijger / The Netherlands / CagleCartoons.com

## DIVIDED AMERICA



Credit: Don Landgren, 2020,  
<https://donlandgren.com/2020.html>

<http://caglecartoons.com/> for some international comic coverage

# Addressing the **WHOLE** person

## Preparing an inclusive and equitable curriculum

- Housing, medical insurance, etc.
- Adjustments and transition to American academic norms/expectations
- Cultural expectations around family and distance
- Visas and travel concerns
- Social and information networks



Example of including Global Perspectives

# Accounting for information gaps and silences

Preparing an inclusive and equitable curriculum



**Distance has become less a question of geographical distance and more a question of perspective.**

*-Sylvia Sellers-García, Distance and Documents at the Spanish Empire's Periphery*

**How can you include more global perspectives, knowledge and scholarship in your instruction sessions?**

- What resources have you used successfully?



# Concluding thoughts

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## **Don't force the fit**

- No need to force fit global sources into EVERY session
- Include sources when they make sense
- Consult with others on campus when you are not sure.

## **Dale, dale, dale**

- Be comfortable trying things out to see how they go
- Adjust and try again—ITERATE
- Learn from the class itself and incorporate in the future; builds over time
- DEI as a moving target





Incorporating global perspectives



<https://go.osu.edu/loexglobal>

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**Q4. What would you consider adapting, enhancing, or adding based on what you have learned today?**

# Q & A

## Discussion



# Contact Information

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