Incorporating global perspectives through instructional design

Transforming one-shot information literacy instruction and instructors

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LOEX 2021
bienvenidos/
welcome
“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.”
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

"Nuestro Norte es el Sur”
(Our North is the South)
-Joaquín Torres García, América Invertida, 1943
Tech housekeeping!

Bookmark me:
https://go.osu.edu/loexglobal
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
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

Read more: https://heterodoxacademy.org/library/intentional-dialogue/
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
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?

Limitations of demographic labels

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

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

<table>
<thead>
<tr>
<th>How can I find this information?</th>
</tr>
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<tbody>
<tr>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Office of International Affairs</td>
</tr>
<tr>
<td>Institutional Research and Planning</td>
</tr>
<tr>
<td>Student Life Annual Reporting Figures</td>
</tr>
<tr>
<td>Admissions Office</td>
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<tr>
<td>Office of Diversity and Inclusion</td>
</tr>
<tr>
<td>Census</td>
</tr>
<tr>
<td>Data organizations (e.g. Pew)</td>
</tr>
</tbody>
</table>
how are you working with faculty now?

Pre-Work with Instructor

Get your handout #1 ready

what to ask and cover with the instructor?

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

- What questions do you ask about the students you’ll encounter?
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
After prep comes the curriculum design

Image: “De mi Rancho a Tu Cocina” YouTube channel
Designing for inclusion

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

  - Shadia Siliman, Instructional Consultant, Ohio State

“Across 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.”


Preparing an Inclusive and Equitable Curriculum
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
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.
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?

Example of \textit{Global Reader and Watch Your Language}

\textit{Hajo de Reijger (The Netherlands)}:

[Image of a cartoon showing a zippered world with viruses]


http://caglecartoons.com/ for some international comic coverage
CONSIDERATIONS FOR PARTICIPATION

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

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

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