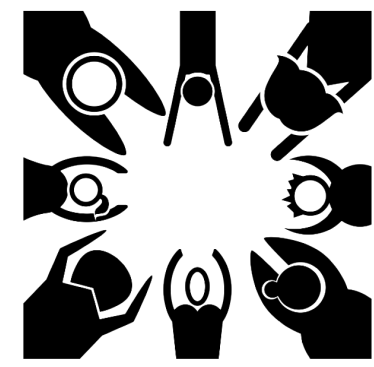


Developing Globally Inclusive Teaching Methods for Library One-Shot Instruction Sessions

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INTRODUCTION

The demographic shifts in higher education and the growing importance of information literacy instruction require librarians to design instruction that is inclusive and accessible to a diverse and international student population. While best practices for library information literacy session are well documented (1), it is now the time to view some of these best practices through a global equity, diversity, and inclusion (EDI) lens.



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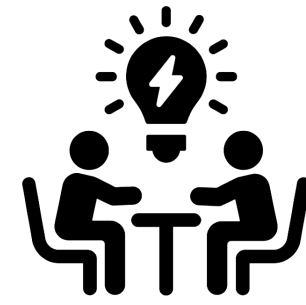
Designing for a diverse classroom can be an intimidating task. Research shows that having more diverse viewpoints leads to more innovation (2). As librarians and instructors partner to develop curriculum that will be inclusive, this poster highlights adjustments to library one-shot instruction sessions that are effective for all students.

BUILDING AN INCLUSIVE STRUCTURE

Each student will arrive to the classroom with a uniquely formative experiences that are 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 (3).

There are three main areas to concentrate on when attempting to restructure an instruction session to incorporate EDI best practices.

- 1) Pre-session meeting with instructors to collect information
- 2) Design instruction for different learning styles
- 3) Intentionally develop an inclusive session



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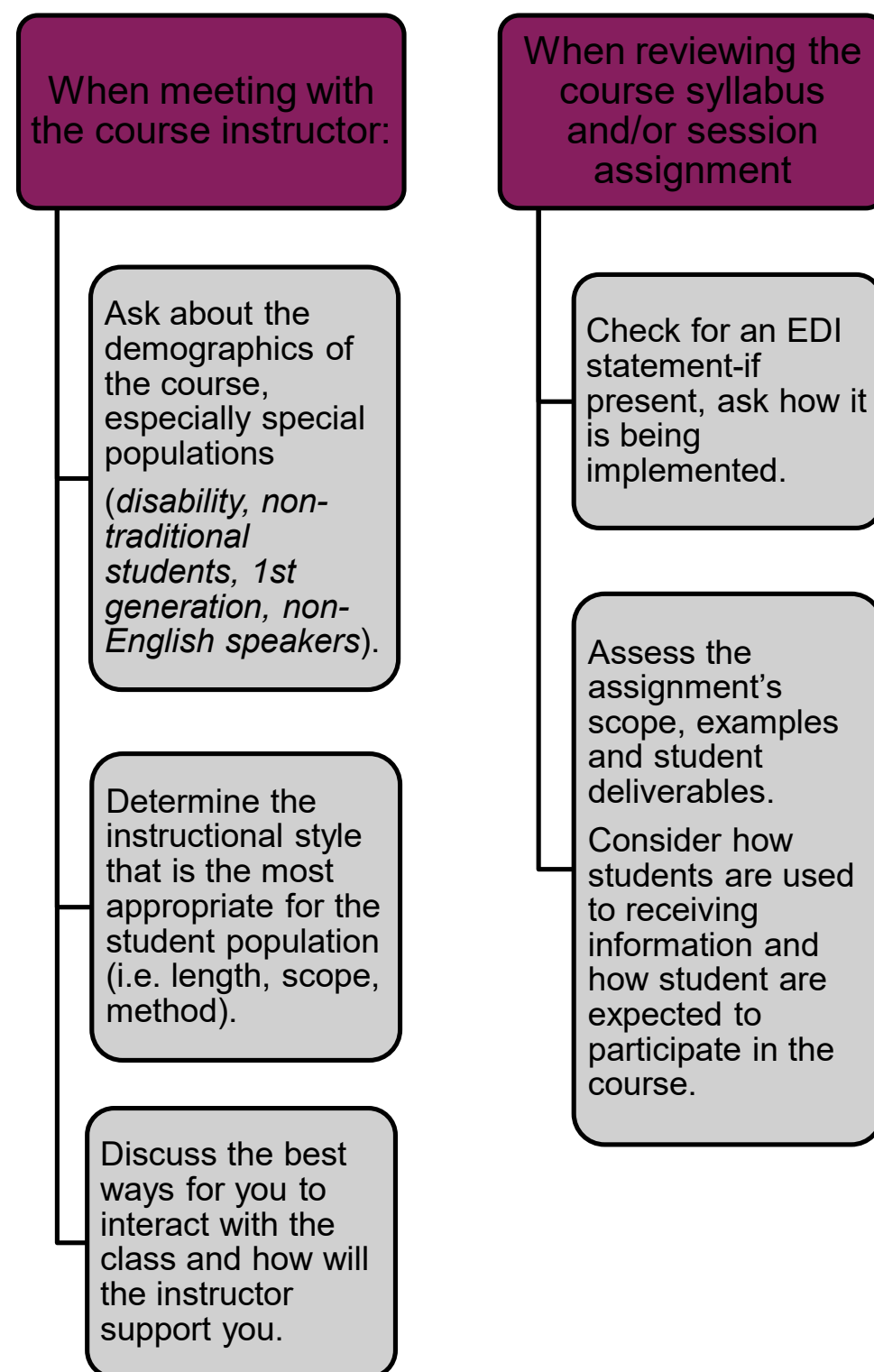
ANTICIPATE A LEARNING CURVE

Using an EDI approach in instruction may take extra time to incorporate a wider perspective, so plan appropriately

- 1) Remember you're trying to make space for all types of users
- 2) What makes you nervous about implementation? How do you "lean in" to that discomfort?

EDI REVIEW IN THE PRE-SESSION MEETING

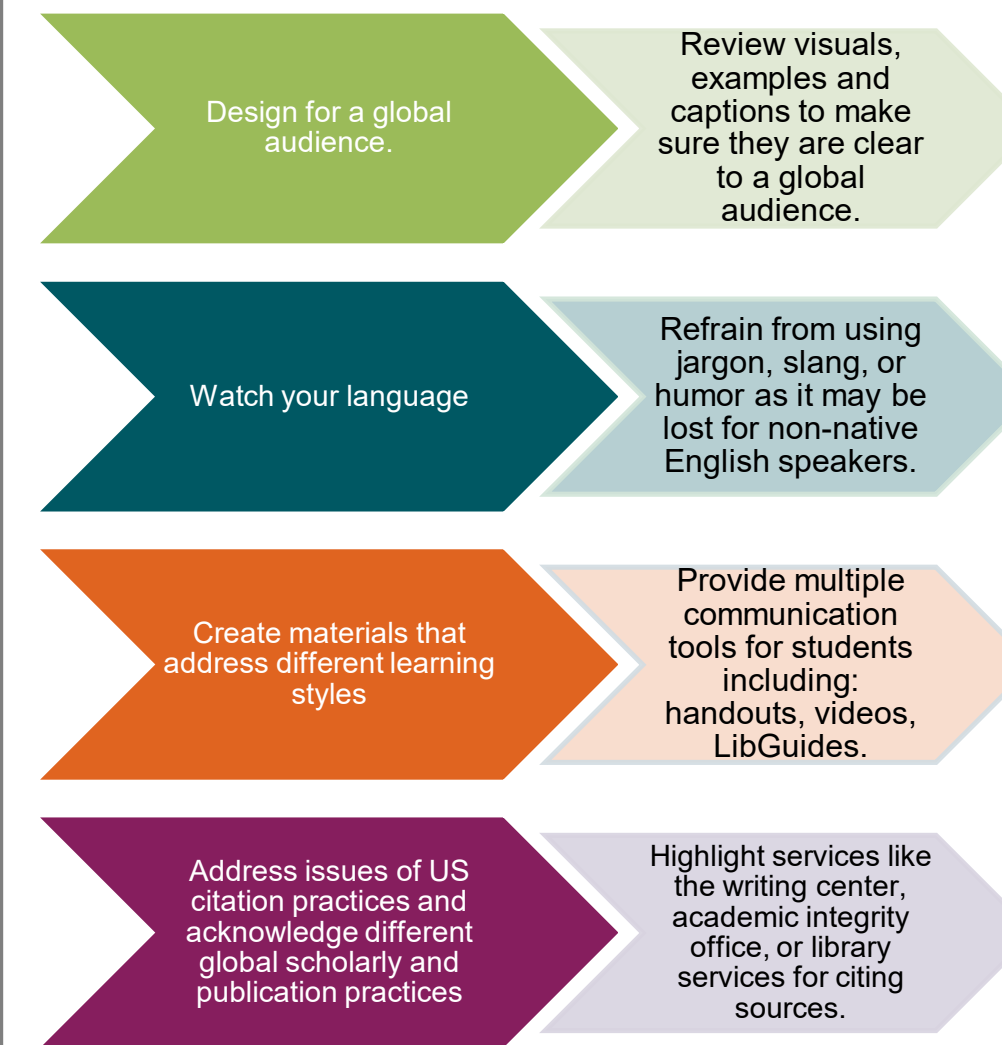
Many of these suggestions are best practices (4) when negotiating instruction sessions generally.



CONSIDERING DIFFERENT LEARNING STYLES AND CULTURAL REFERENCE POINTS

Anticipate different participation styles that may be influenced by the teaching practices of distinct countries and cultures.

Review your session to see if there are cultural or physical limitations that would affect students' willingness to participate. Maximize the opportunities for students to contribute, digest and share what they are learning by:



TEACH GLOBAL CONTENT



"nuestro norte es el sur" [our north is the south]
-Joaquín Torres García

Teach global information literacy search and selection - Our institutions seldom reflect the diversity of our world. One way to address this inequity is by teaching with and including global/international information from the communities and perspectives missing on our academic campuses. The omission of global information sources (scholarship produced in different languages and produced in divergent international contexts) limits students to work in an echo chamber of information that reinforces the Global North's hegemony on the information landscape. The inclusion of international sources builds the habit of accounting for global perspectives in research.

RESOURCES

1. <https://uitl.osu.edu/endorsement/inclusive-teaching>
2. <https://ucat.osu.edu/bookshelf/teaching-topics/shaping-a-positive-learning-environment/creating-inclusive-classroom-community-international-students/>

CONCLUSIONS

Designing library instruction sessions that are culturally inclusive are time-consuming, yet rewarding experiences. This poster attempts to showcase easy modifications to negotiate the conversation with instructors, highlights interventions that challenge librarians to think through steps leading up to the instruction session. Overall recommendations include awareness of search examples that are inclusive, choosing sources that highlight global perspectives, and planning multi-modal opportunities for learning. If you have suggestions for other ways to adapt library instruction, we welcome them below!

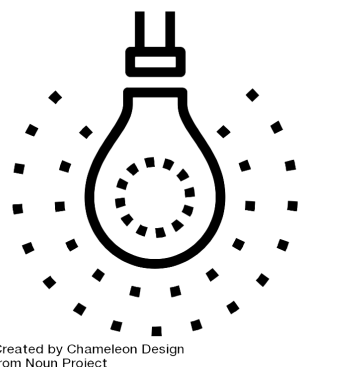
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Images: Diversity by Cara Foster from the Noun Project; brainstorming by Adrien Coquet from the Noun Project; Idea by Chameleon Design from the Noun Project

SHARE YOUR IDEAS!

Have you implemented similar techniques for your library one-shot instruction sessions? Want to share your successes? Share your successes (via Padlet) through the website linked below.



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