

# 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>	



# Equitable Information Instructional Design

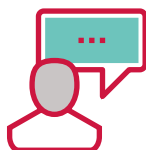
Each student will arrive to your classroom with a uniquely formative experience that are a product of their past education, professional and personal experiences, access or lack of access to educational resources, as well as the domestic or global communities that have shaped them.

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

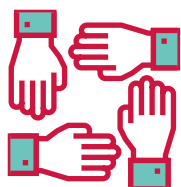
Use this handout to audit the following areas of a current slide deck or handout used in a recent library one-shot instruction:



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?
- Do I account for different perspectives, especially those that are relevant to the life experiences of different students?



# Equitable Information Instructional Design



## Designing for Global Audiences

- Review visuals. Would individuals in the class “see” themselves in your presentation?
- Review your slide text? Would a visual relay the information more clearly? (some best practices are available here: [informationisbeautiful.net](http://informationisbeautiful.net)). When selecting text make sure they are clear for a global audience?



## Watch Your Language

- Watch your language: are you using jargon? Slang? Humor? Idioms? These may all be lost on multilingual students.
- Avoid assumptions: Break down cultural references used in examples or metaphors (either on the slide or orally). What life experiences may require knowledge of your selected examples/metaphors?



## Include, Account, and Acknowledge Global Perspectives, Knowledge, and Scholarship

Use examples and refer to information that connects to global contexts and perspectives.

- Assist students to account and connect to global voices through global scholarship.



## Addressing Different Learning Styles and Knowledge

- How will you be engaging with the students during the session? How does this approach support the participation of different students (i.e. diverse, multilingual, international, first-generation, etc.) students?
- How do you assess for understanding? How can a student seek clarification?
  - Consider including multiple choice/ short answers questions along with open-ended questions that broaden or redirect the discussion.
  - Make time for reflection or help students seek help from their peers through think/pair/share.
    - Think:** give 2-3 minutes for self-reflection
    - Pair:** give 5 minutes to find another person and talk about it
    - Share:** Discuss with another group or the whole class for 5 minutes
- Help students’ value and build on their existing knowledge.
  - Activity: new/knew activity- ask students to take a notecard/piece of paper and write one thing they knew already and one thing that was new to them.<sup>1</sup>

<sup>1</sup>Adapt this activity online: have students share their responses in the chat or verbally. This activity will allow you to get quick feedback on what students already now.

