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Exploring Equity, Diversity, And Inclusion In Online Library Instruction: The Design For Learning Program

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WebJunction®

The learning place for libraries.



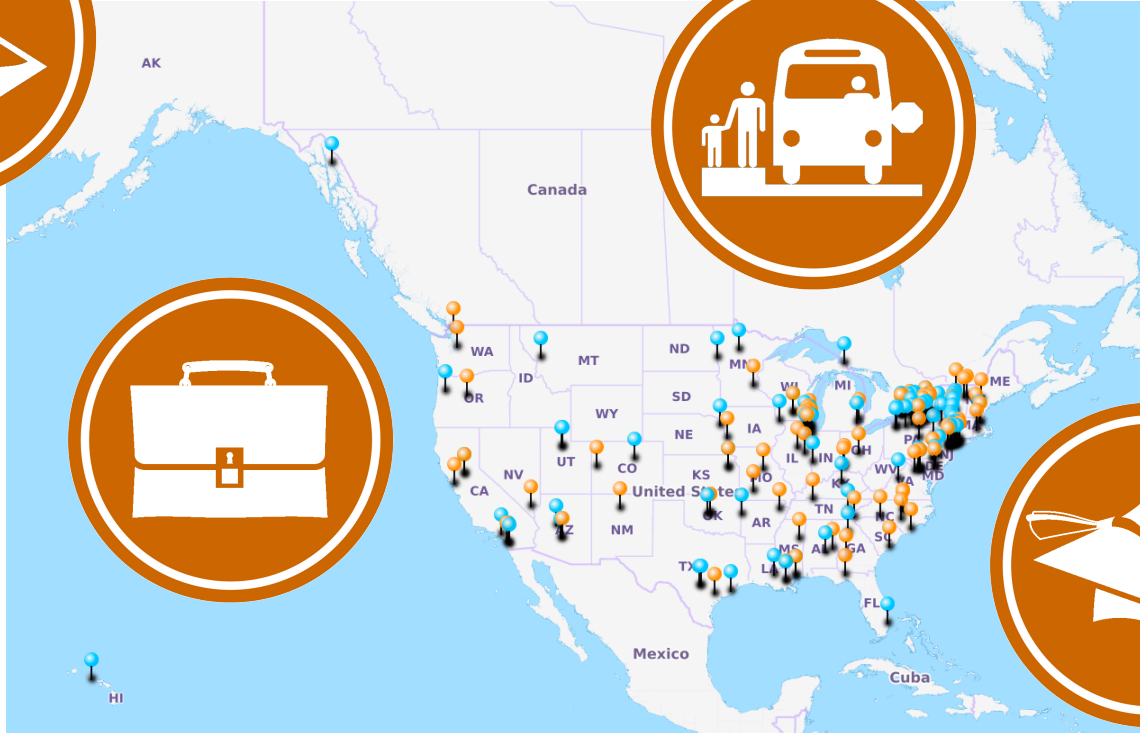
Free online program for library workers
to learn how to teach online!

bit.ly/D4L-WJ

Project Partners

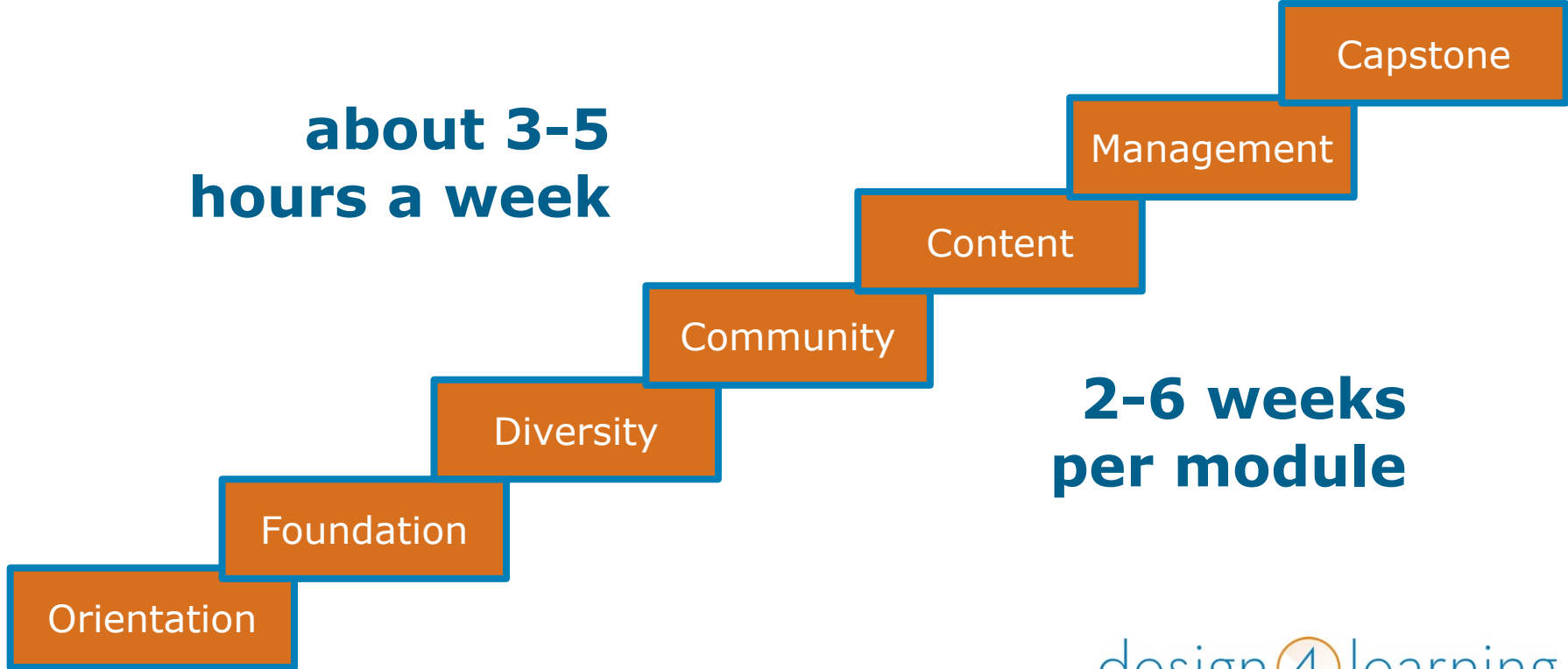


all over the country



all types of libraries

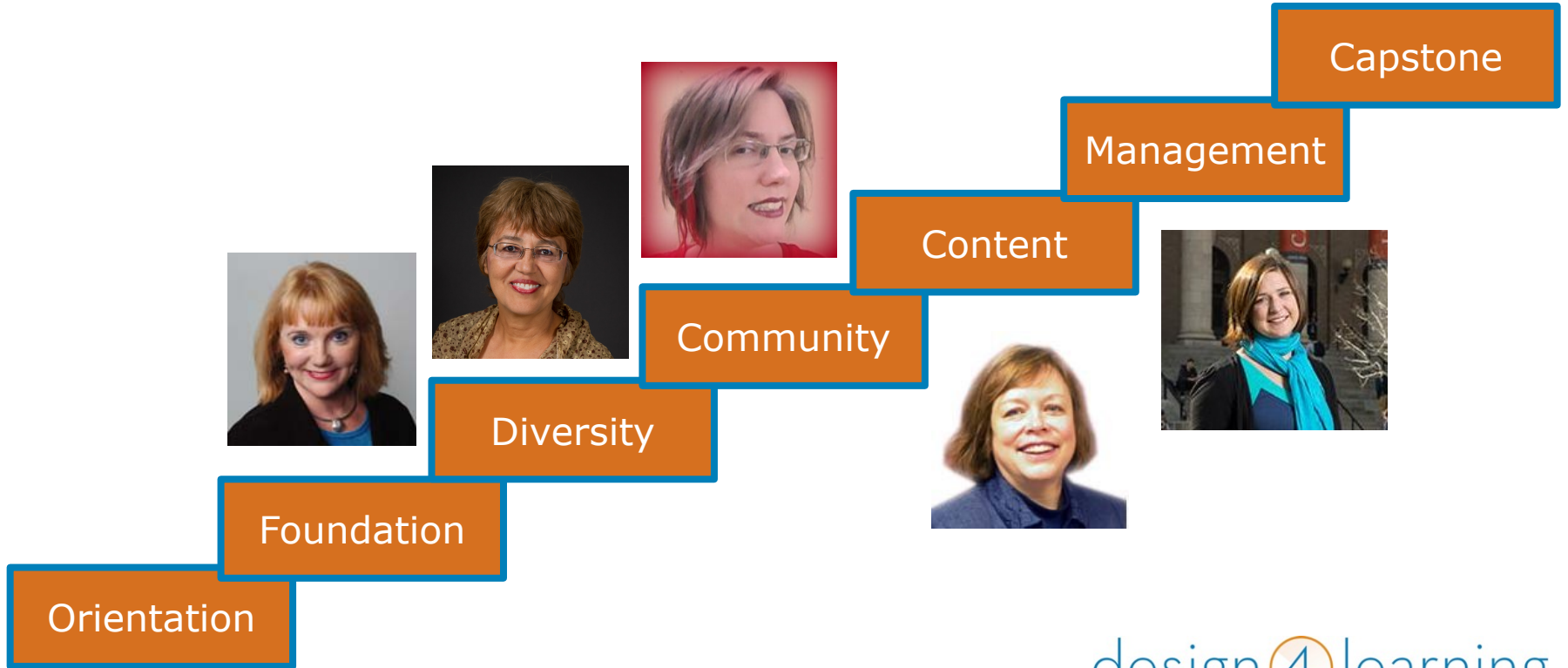
D4L Program Structure



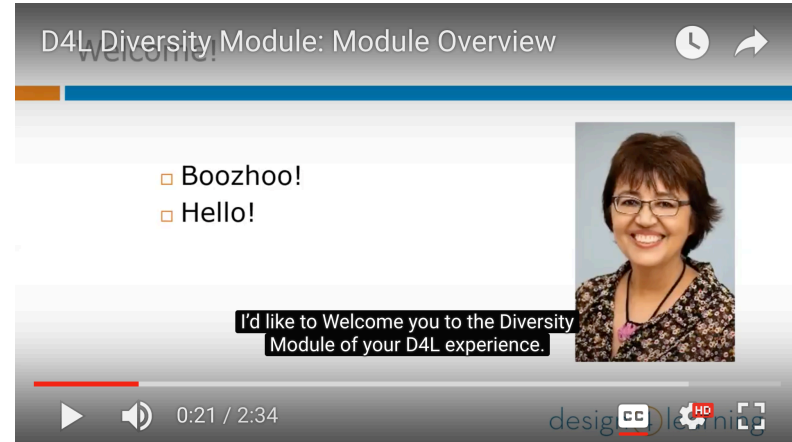
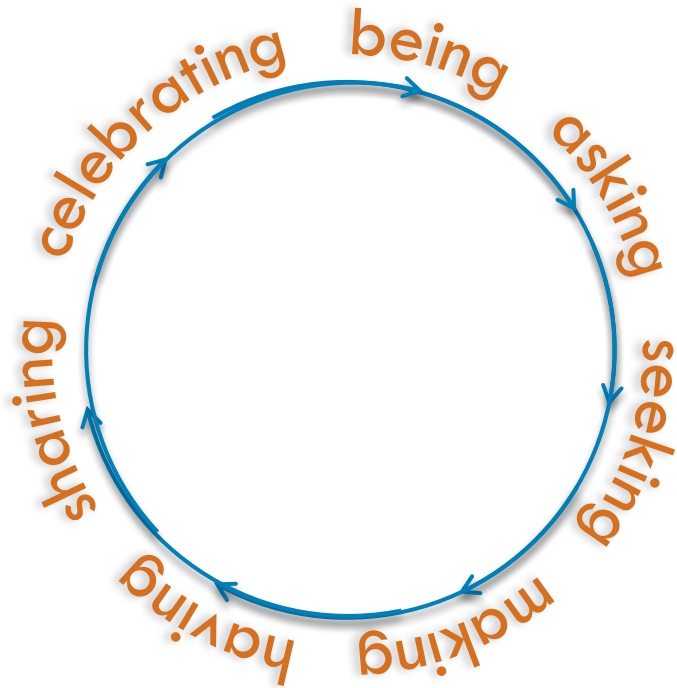
**about 3-5
hours a week**

**2-6 weeks
per module**

D4L Program Structure

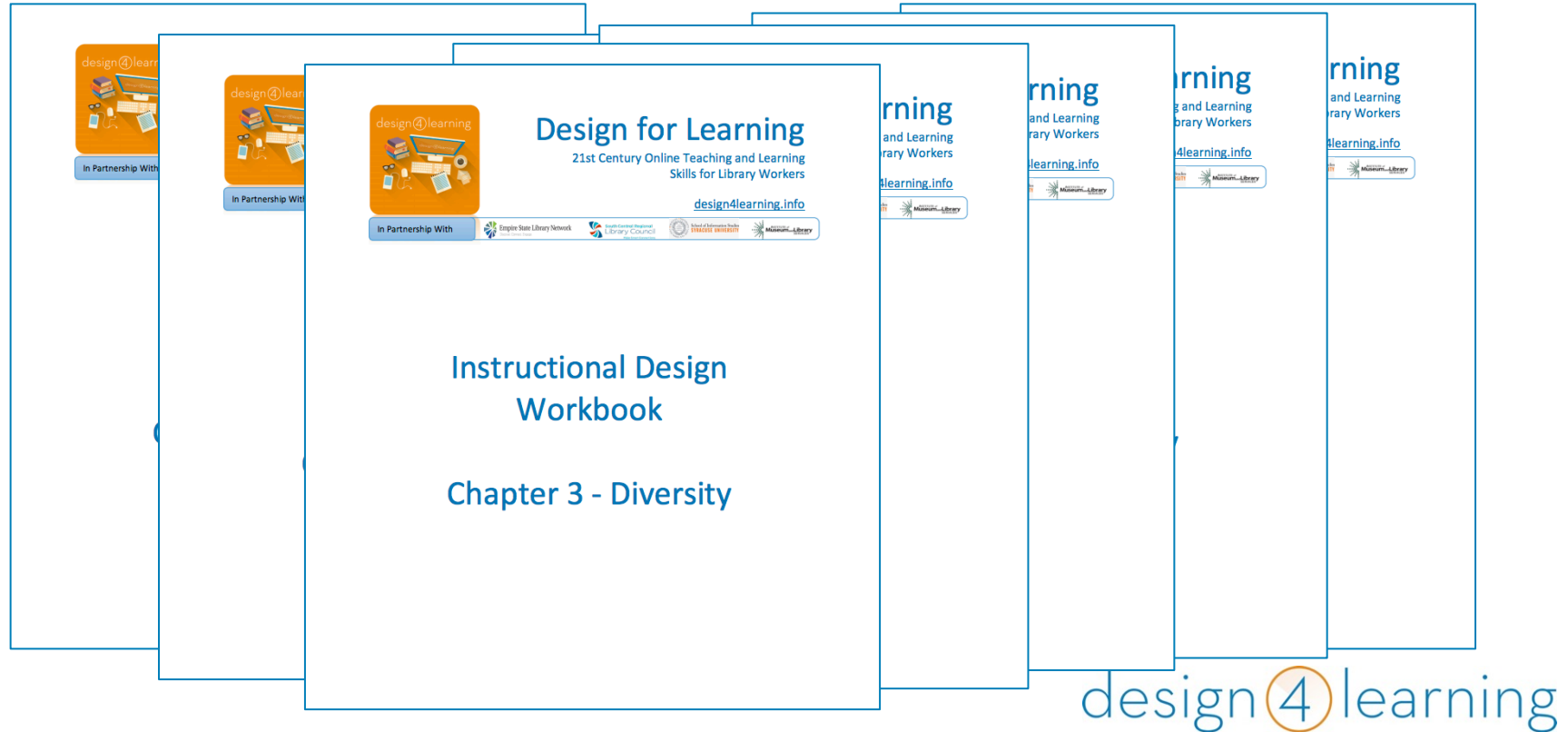


Diversity Module



based on Cajete's Model from Roy, Lorie and Peter Larsen. 2002. "Oksale: An Indigenous Approach to Creating a Virtual Library of Education Resources," D-Lib Magazine 8 (3). <http://www.dlib.org/dlib/march02/roy/03roy.html>.

Instructional Design Workbook



Assignments

- Draft your working definition
- Evaluate an example
- Create an identity chart
- Revise your introduction
- Create your diversity checklist
- Refine your instruction



Exercises from the Diversity Module



Define
Diversity
for
Yourself

Complete this sentence:
Diversity is:

Exercises from the Diversity Module

Identity Chart

Create a sketch that includes words or graphics that reflect your family role, your background, your beliefs, your interests, what makes you unique, and what you value about yourself.

Exercises from the Diversity Module

Revised Introductions

Revise your introduction to the D4L Community, in our online forum, based on your identity chart.

Exercises from the Diversity Module

Personal
Checklist of
Resources

Create your own Checklist for Diversity and Pedagogy in the Online Environment with tips you want to follow.

Evaluate Existing Online Instruction

Does an instruction product meet the ALA/ACRL 2012 “Diversity Standards: Cultural Competency for Academic Libraries?”

Examples of some student findings:

- “generic” figures?
- stereotyping in characterization?
- male and female voice-overs, mix of accents?
- captioning?
- color blindness?
- different file formats?

Capstone Project Revisions Based on the Diversity Module



Teaching High School Students to Use Subscription Databases

- include content representing different genders, races, and other differences - **UDL Multiple Means of Engagement**
- show how some databases help students explore different perspectives – not just those that are dominant or popular
- choose models/examples with diverse subjects and voices
- provide alternate assessment activities for students - **UDL Multiple Means of Action and Expression**
- acknowledge some students’ resistance to a diversity perspective

Capstone Project Revisions Based on the Diversity Module



Online Searching

- focus on “authority is constructed and contextual” (ACRL Framework)
- raise student awareness of structural bias
- examine different ways databases or search engines highlight or hide certain voices
- get students to seek different perspectives on any single topic
- plan for accessibility before accommodations are requested - **UDL Multiple Means of Representation**

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