Instructional Collaborations in Diverse Cultural and Multilingual Contexts

Moderator: **Kate Thornhill,** University of Oregon

Jesús Alonso-Regalado
Latin American Studies Librarian

Pamela Espinosa de los Monteros
Latin American Studies Librarian

Bronwen K. Maxson
Engagement/Instruction Coordinator & Subject Librarian

UNIVERSITY AT ALBANY
State University of New York

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UNIVERSITY OF OREGON

This panel is endorsed by SALALM, the professional organization for Latin Americanist Librarians and Book Vendors

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SEMINAR ON THE ACQUISITION OF LATIN AMERICAN LIBRARY MATERIALS

Land Acknowledgment

Panel Structure

All panelists will give short presentations and then we will have a guided Q&A and conversation.

After the recording, we will have a live Q&A.

Throughout the recording, please feel free to use the chat and panelists will respond.

For a well-rounded LACS research project you need a variety of resources on....

- Various languages

- Authored by different voices

- Generated not only in the USA but in the countries in which your research is focused on

Source:https://en.wikipedia.org/wiki/File:Border_USA_Mexico.jpg

**But HOW can we incorporate the concept of "People as Sources of Information and Research Support"
within a diverse context?**

Classmates

Alumni of the course

Graduate students

People as Sources of Information

Multiple Layers of Research Support

Evaluating Diverse Sources of Information published in various countries, a variety of languages and voices

"I never felt alone during my research"

Classmates

Alumni of the course

Graduate students

Faculty

People as Sources of Information

Multiple Layers of Research Support

The Human Factor

Sharing Sources of Information

Facilitating Research Support

Classmates

Alumni of the course

Graduate students

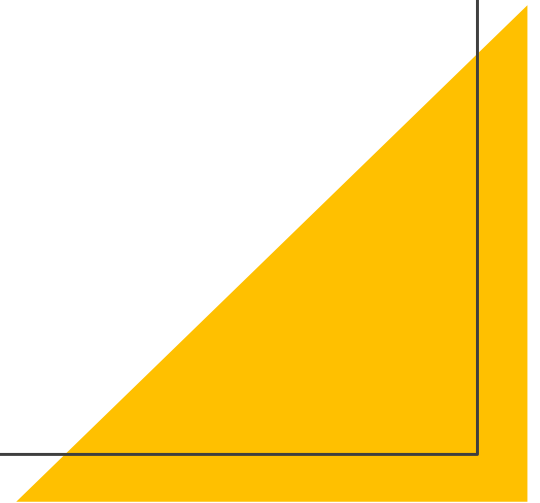Faculty

Librarians

People as Sources of Information

Multiple Layers of Research Support

Insert video of student here. Gina A.

References

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Teaching information literacy with Global South Sources

Pamela Espinosa de los Monteros
Assistant Professor, Latin American, Iberian, and Latino Studies Librarian
@viceral_blot | espinosa@osu.edu

ACRL 2021 Virtual Conference

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

Kangnido World Map (1402)
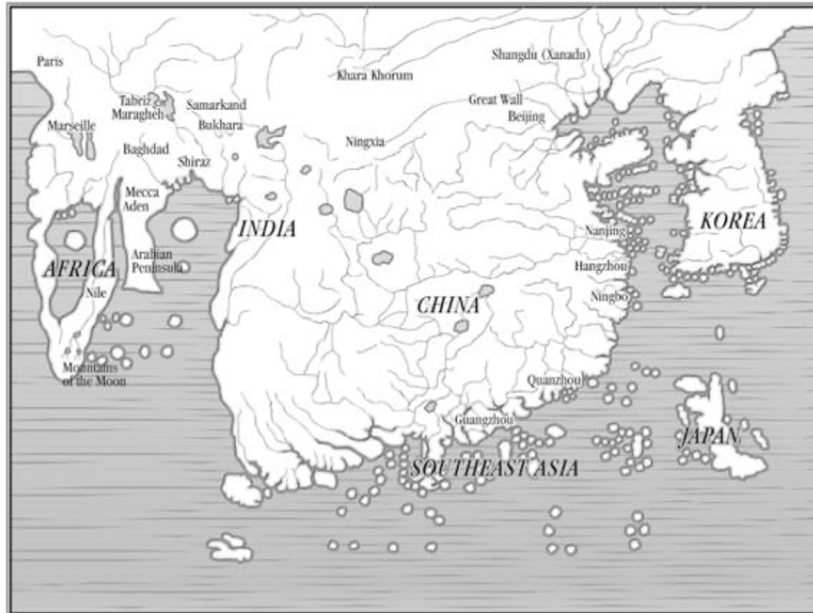
"Despite the illusion of universal proximity, there are yet ways of being remote and distant in our day…
…So, even now, not every place is equally connected and distance is, undeniably, relative and flexible. …"

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

REPRESENTATION OF ACADEMIC KNOWLEDGE
Thompson Reuters' Web of Science

[Figure 1: Indexed articles in the Web of Science database produced by authors in the Global North clustered by subject. Reprinted from SCImago, (n.d.). SJR — SCImago Journal & Country Rank -Shape of Science[Portal]. Retrieved August 15, 2020, from http://www.scimagojr.com.]

[Figure 2: Indexed articles in Web of Science database produced by authors in the Global South clustered by subject. Reprinted from SCImago, (n.d.). SJR — SCImago Journal & Country Rank -Shape of Science[Portal]. Retrieved August 15, 2020, from http://www.scimagojr.com.]

Course

International Studies 4850
Understanding the Global Information Society

Professor Beth Black
Thompson Library Rm. 255B
1858 Neil Ave. Mall
Columbus, OH 43210
(614) 688-5428
black.367@osu.edu

Professor Pamela Espinosa de los Monteros
Thompson Library Rm. 321A
1858 Neil Ave. Mall
Columbus, OH 43210
(614) 688-1725
espinosadelosmonteros.1@osu.edu

Office Hours Mon. 10-12 and by appointment

Office Hours Wed. 3-4 and by appointment

Description: This course Invites students to think critically about the global networks that are shaping the new knowledge creation & sharing processes. To monitor news, investigate web resources & gather information for assignments, report & case study analysis.

Credit Hours: 3.0

"I still use the knowledge I've gained from that course as it was one of the sparks that lit the flame for my passion of wanting to do international work. I have been more motivated than ever over the years to pursue my passion for knowledge, language, cultures and technology."

-Student Testimonial

INFORMATION LITERACY

GLOBAL CITIZENSHIP

Instructional Pedagogy

Information Network :
Redesign for global inclusion

APPLIED SCAFFOLDING	SOURCE CRITERIA	FROM PAPER TO BLOG
Modeled iterative scholarship	Viewpoint diversity	Motivated students
Students incorporated instructor feedback	Unpacking source authority	Addressed knowledge equity
Search strategies and source evaluation practiced 3X	Reflect on the search process + how/when to consult a source	New publishing platform taught to students

Assessment

Information Literacy
"…the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning"
-(ACRL, 2015).

GCED is based on the three domains of learning

- **Cognitive:** knowledge and thinking skills necessary to better understand the world and its complexities.

- **Socio-emotional:** values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.

- **Behavioral:** conduct, performance, practical application and engagement.

Element	Assignment Element Evaluation at Excellent	ACRL Information Literacy Disposition	UNESCO Global Citizenship Element(s)
Source Relevance	• Basic description (e.g. author/ organization behind the source, format type) • Access point • Source currency • Country of origin and language • Type of information • Source perspective • Strengths/Weaknesses • Why it was selected	Information Creation as Process Information has Value	Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependence of different countries and populations

Closing thoughts...

The Information Network assignment sought to decenter student's learning environment by having them prioritize global voices and perspectives as their main source of information

Teaching information literacy with Global South Sources

Pamela Espinosa de los Monteros

Assistant Professor, Latin American, Iberian, and Latino Studies Librarian
@viceral_blot | espinosa@osu.edu

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Mapping Latinx at UO

Bronwen K. Maxson
Coordinator, Undergraduate Engagement & Instructional Services
Subject Specialist for Latin American Studies, Spanish & Portuguese
@soccerbrarian | bmaxson@uoregon.edu

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Community & Collaboration

Community & Needs

- UO Dreamers Working Group's Community Engagement Committee
  - Local Eugene-Springfield community members
- Jordan Schnitzer Museum of Art (JSMA)
  - Events for local Latinx communities, need a parking and transportation map
- Raza Unida Youth Conference (RUYC)
  - Annual conference with Latinx youth & parents
- World Athletics Championships in 2022
  - International Visitors to Eugene & UO

UO Partners

- Spanish Heritage Language Program (SHLP) Students
- SHLP Instructor Heather Quarles and Program Director Sergio Loza
- Campus GIS & Mapping Office, Brook Eastman & Ken Kato
- Cartographic and Spatial Data Librarian Kathy Stroud
- Data Management & Reproducibility Librarian Gabriele Hayden

DREAMERS

Librarian Involvement

- Short introductory video for students

- Embedded in 2 sections of SPAN 228 course in Canvas (our LMS)

- Project aligns with personal, professional, university, and UO Libraries values

Spring 2020 and SHL Program

When Spring quarter at UO began, we were already working from home and had unique needs:

- Asynchronous workflow

- Low burden on students

  - Each student had approx. 18 terms to translate

- connections to local community and family

- Benefit for campus and wider community

Spanish Heritage Language Program (shl.uoregon.edu)

- Alignment with heritage language and program pedagogy

- Alignment with course and instructor goals

- Personal connection for students to both campus and the local community

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Order of terms	Type	TextString	Student 8 Translation	Student 8 Rating	Student 8 Doubts
145	Building Name	Onyx Bridge	punte de ónix	2	No se si i spelled things correctly.
146	Building Name	Oregon	Óregon	1	no doubts
147	Building Name	Oregon Law Clinic	clínica legal de Óregon	2	maybe forgot an accent
148	Building Name	Outdoor Program Barn	Granero de la programa aire libre	2	No sabia el palabra para Barn
149	Building Name	Outdoor Tennis Courts	la cancha de tenis de aire libre	2	soudns wierd to me
150	Building Name	Pacific	pacífico	2	no doubts
151	Building Name	Parking Garage	el garaje	2	no se si debe de ser 1 o 2 palabras
152	Building Name	PeaceHealth North	salude de la paz norte	2	doesnt sound right
153	Building Name	PeaceHealth University District	salude de la paz distrito universitario	3	does not sound right to me

La lista de edificios

Lawrence

Chiles

Anstett

Condon

Hall de la Universidad

Chapman

Edificios A y B Educa...

Edificio Prince Lucie... (PLC)

Friendly

Edificio de Educación HEDCO

Gerlinger

Servicios de Salud de la Universidad

Vulcanología

Johnson

Allen

Display a menu

This map:
https://map.uoregon.edu/spanish

Info about the map from Campus GIS & Mapping:
**https://safety.uoregon.edu/campus-map**

MAPAS DE LA UO

MAPAS DE LA UNIVERSIDAD DE OREGON created by University of Oregon Spanish Heritage Language Program (SHLUO) Spanish 228 students including Karla Díaz-Miranda, Royce Flores, Tito Flores, Gisselle Garay, Edwin Gutierrez, Anthony Hanson, Ricardo Mendoza, Amanda Murphy, Kevin Neri, Roxanne Orta and UO Librarian Bronwen Maxson with SHL Faculty Heather Quarles. Acknowledgments: UO Dreamers Working Group (DWG) Community Engagement Subcommittee for starting the conversation, UO Libraries and SHLUO for supporting faculty in community engagement and student research projects that think outside the box, the Campus GIS and Mapping Program for sharing data that helped get the project started and translating our data into a publishable map. Details about the Creative Commons License click here.

Otros Campuses:

Portland

OIMB

Campus Principal

Accessibility | UO CGIS | Leaflet | Mapbox | ESRI

https://map.uoregon.edu/spanish
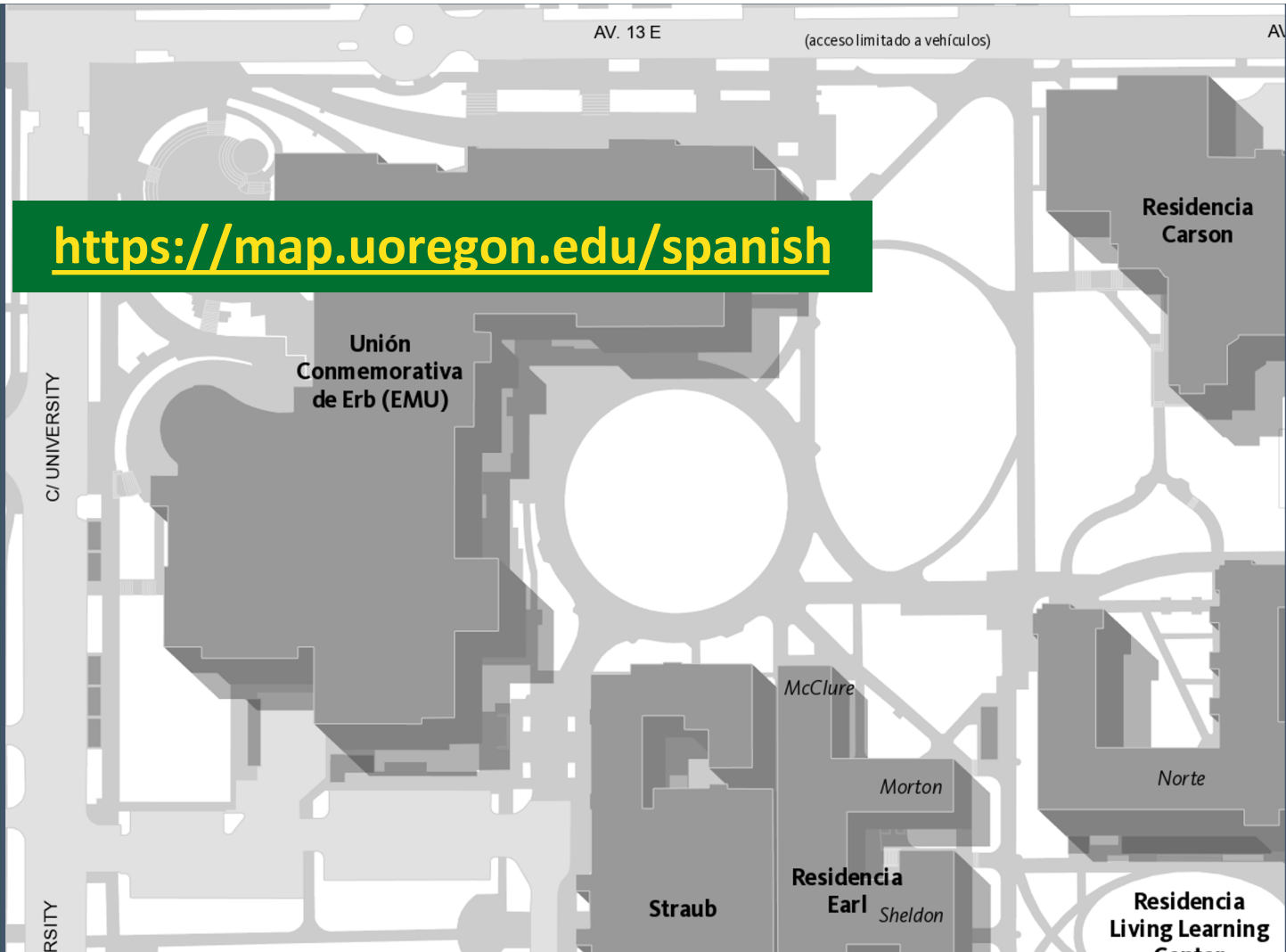
Critical Language Awareness

"Students learn to critically examine the social reality that not all linguistic varieties and languages receive the same social value. [...] Moreover, national monoglossic ideologies socially exclude, disparage, and marginalize minority languages by pressuring communities toward English monolingualism (Fuller, 2013).

Bilingual speakers in the United States use a Spanish variety which includes linguistic features that are common in bilingual contact areas: semantic extensions, calques, false cognates, borrowings, code-switching, and regionalisms (see Beaudrie et al., 2014; Escobar & Potowski, 2015; Lipski, 2008).

Ultimately, this [critical language awareness] approach promotes equity both inside and outside the classroom, and fosters students' agency in making their own linguistic choices (Leeman,2014)."

~ Beaudrie, S., Amezcua, A., & Loza, S. (2020) (*line breaks added for readability*)

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Student Responses

Responses During the Spring Term Project (paraphrased)

- **I asked my parents who immigrated to the US how they would navigate to places like a new job**

- **I looked at a map of both my parent's home cities in Mexico**

- **My family is from Puerto Rico and this is for the local community, many of whom have ties to Mexico, so that affects how I translate the terms**

- **Should we be paid for this work?**

Responses After the Term

- **"With these translations, I feel many in the Latinx community will feel more accepted at the UO, and they will know that their children are attending a school that is inclusive." - Anthony Hansen, *Around the O* interview**

- **"We were all from different backgrounds, so some of us might have been first-generation, some of us might have been born here, some of us may be born in Guatemala or Mexico or Puerto Rico," Diaz said. "And I thought it was just cool to share our different languages, the way we say different things." - Karla Diaz, *Daily Emerald* interview**

- **Video response from UO student, Jessy B.**

References and Further Reading

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Image from: Soñadores by Yuri Morales from Penguin RandomHouse

Instructional Collaborations in Diverse Cultural and Multilingual Contexts

QUESTIONS?
Comments & Experiences!

CONTACT

Kate Thornhill | kmthorn@uoregon.edu

Jesús Alonso-Regalado | jalonso-regalado@albany.edu

Pamela Espinosa de los Monteros | espinosa@osu.edu

Bronwen K. Maxson | bmaxson@uoregon.edu