

# PUTTING THE I IN INCLUSIVE INSTRUCTION

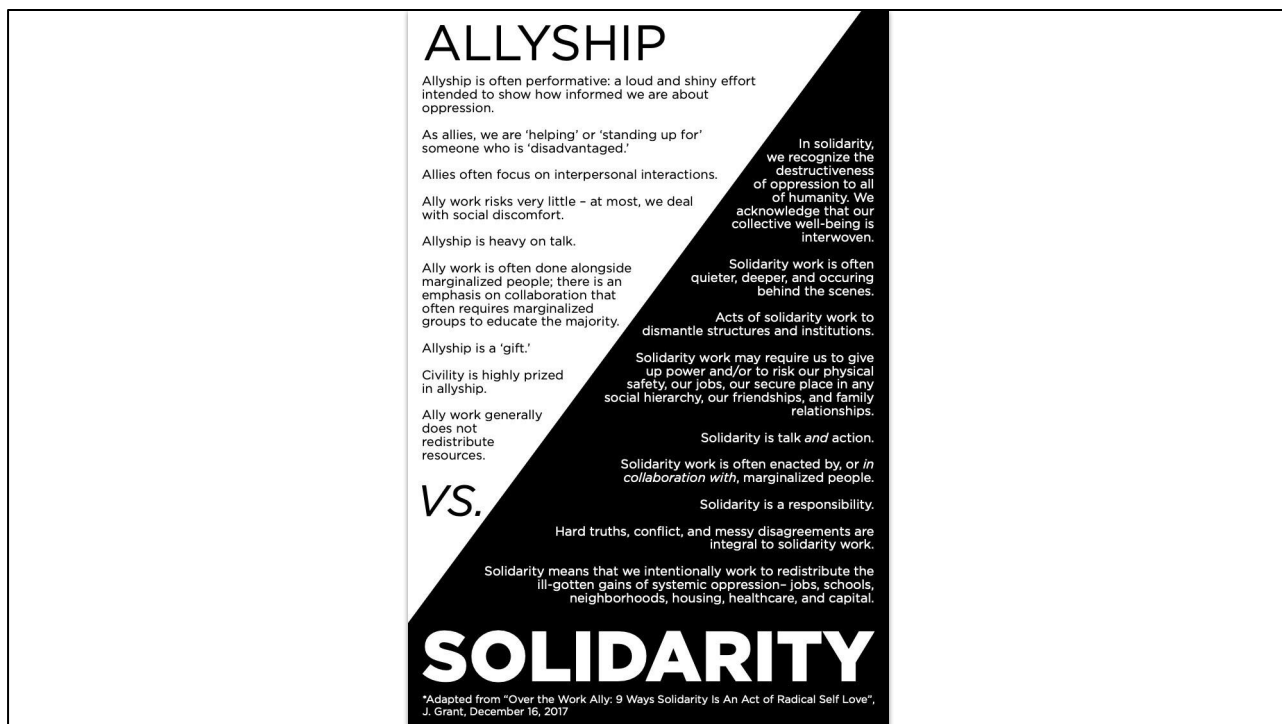
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June 17, 2024



11:25-11:26

Hello, thanks for coming today. My name is Justina Elmore, my pronouns are **she/they**. I'm a social science librarian at River Campus Libraries, University of Rochester.



First, I wish to acknowledge my privilege and agency as white, able-bodied, middle-class, and cisgendered. I recognize my moral obligation as one who benefits from that privilege to actively work towards dismantling white supremacy and other forms of oppression.

I also recognize that I have been marginalized as a woman, first-generation college student from a low-income family, and as a member of the queer community. However, the ways in which I am marginalized do not make it possible for me to compare, nor fully understand the lived experiences of other marginalized groups. I was listening to this TedTalk by a radio host who talked about bias as something that keeps building up over time, like plaque we need to keep picking from our teeth. I know that I don't always get this right... So, I want to apologize for any unintentional harm or triggering I may cause to my non-white or otherwise marginalized colleagues and welcome you to point out where I have, so that I can adjust my thinking and actions to be more inclusive in future. I will often speak to my colleagues who carry more privilege, particularly when it comes to calls to action; this is not meant to exclude anyone from a marginalized community, but to spare them the additional (often invisible) burden associated with combating oppression.

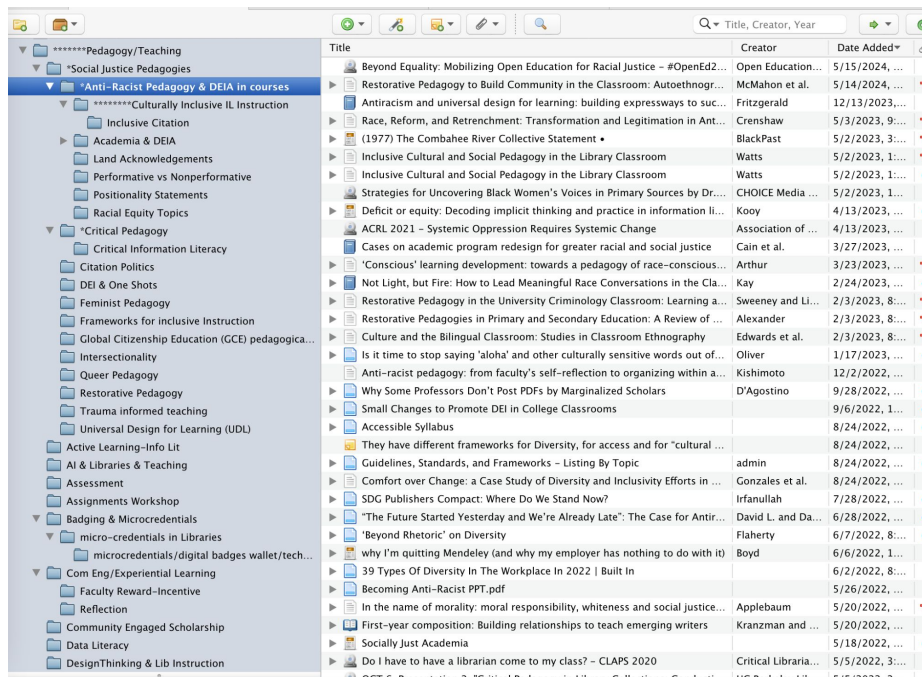
This poster was shared with me by a colleague at Cornell University when we were discussing performative efforts on many college campuses these days. It's helpful to discern the differences between the two when shifting from allyship to solidarity work as we gain traction toward real change as so many join the conversation surrounding DEIAJ (Diversity, Equity, Inclusion, Access and Justice).

Today I hope we can create an open and safe space to discuss inclusivity within teaching praxis. Often, such discussions brush against systematic and structural oppression as we commit to being self-aware, mitigating our own bias and employing teaching strategies that promote inclusivity.





I wanted to fold in all of these, but I started with antiracist pedagogy in order to apply those best practices into my instruction. I wanted to practical and immediately actionable strategies to use right away. So, I started exploring all this stuff.



## Inclusive Pedagogical Approaches

anti-racist  
Inclusive  
Restorative  
queer  
pedagogy  
Humility  
red  
social  
Cultural  
critical  
Citizenship  
DEI  
trauma-informed  
Global  
Citation  
justice  
feminist

## Applications within a Lesson Plan

[Attempt 1](#)

[Attempt 2](#)

11:33-11:38

Here's snapshot of my **Zotero library** of some of that stuff/scholarly literature that I was looking at. This is just a portion of what I have in my library for anti-racist pedagogy.

Attempt 1: So here I am with my lesson outline (is the Prof in the room? She's at this conf. Today. If so, here we go!). And I'm **highlighting the readings** and **marking up the lesson** and quickly startint to **run out of room**. I still had even gotten to some of the other inclusive pedagogies that I intended to layer in.

Attempt 2: Around that time, the pandemic hits and I was playing around with tech tools to use as we all shifted to online teaching, my wife, who's a high sch. teacher was using google to create these google notebooks. So, I tried again.

I wanted to both **play with this google notebook** idea and **keep picking away at layering inclusivity** into my teaching. Back to the lesson plan we go. This time, I'm looking at anti-racist, queer, and intersectional feminist teaching practices.

My goal was to tease out the valuable recommendations from theory and translate that into **things I could do**.

I chunked it out (Tabs) by learning outcomes for each section of my lesson outline. For each section I wanted to know:

1. What was applicable from these pedagogical theories?
2. What was the call to action for the students?

In order to create fully formed, inclusive, teaching objectives and learning outcomes.

From there I wanted figure out what activities the student would do to get to that learning and what I would do to get them there...



## From Theory to Practice: Creating our own Learning Community

What are some practical ways you make your instruction or training work more inclusive?

Share your ideas via  
<https://www.menti.com/al6w5cubphg4>

or menti.com and the use code 1451 5680



That was going to be the hard part... that step of applying some of this in class.

I was in a community of practice recently and our aim was to focus on inclusive teaching & DEIAJ for teaching librarians. We were all **grappling with this same issue** that our one-shot instruction sessions (meaning this was the only time we would visit this class the whole semester, and this happens a lot) where we already **had a jam packed lesson**. **How do we add more without giving up anything crucial?**

I'm going to distill and share with you some of the things I've tried to make my teaching more inclusive, but I'm **hoping to learn from you all as well**. I have a menti here where we can crowdsource even more ideas on how we all can do this. And I'm happy to share this compilation with any who might be interested. I've **seeded the menti with a few ideas** as I was testing the menti, perhaps it can help spark your ideas...

Post-it notes for anyone who's analog today (I can add them to the menti later for mass consumption).

**Considering the many tenets of inclusive pedagogy, what are some practical ways the you applied them in your instruction or training work?**

## Practical applications and takeaways

1. **Create safe and welcoming spaces**
2. Model inclusive behavior
3. Open as a mechanism to combat inequity
4. Include a call(s) to action
5. Curriculum mapping and scaffolding



11:48-11:51

This menti will stay open, so if you have more ideas or I trigger more ideas as I talk, please continue to add them!

From the moment you set foot inside it, the classroom should be a safe space. I do my best to ensure the room has seating that fits all body types and accommodates any physical disabilities.

Many of the learning spaces on our campus are not easily accessible. When I know I'll visit a professor's classroom, often scout the space ahead of time. Sometimes I ask if we can hold the library session elsewhere. In one instance, I worked with a professor to hold the class in a different space to accommodate the needs of a guest speaker with a physical disability. There wasn't even enough maneuverability to get into the room because it was so jammed with desks. Some seminar rooms with those long tables that go all the way across the room can be a challenge too, both for physical accessibility and for active learning activities involving group work.

It's also important to have at least one spare laptop available, so students with a broken laptop aren't singled out or left out of activities that require one.

When this happens, it's often economically disadvantaged students with older computers or those with a lack of funds to fix their computers. I try to alleviate that by supplying a loaner without drawing too much attention to their situation.

The image above is one of our library instruction suites.

## Practical applications and takeaways

1. Create safe and welcoming spaces
- 2. Model inclusive behavior**
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I model behaviors that **disrupt heteronormativity**, sharing my pronouns and encouraging others to do so as well. I'm **trying to train myself to use they** when someone hasn't yet shared their pronouns with me. I'm a work in progress, but working diligently on this in order to **normalize they as a non-binary singular pronoun** and to **celebrate the non-normative expressions of gender** that exist in our natural world.

Reduce hegemonic/dominant/patriarchal forms of power and the norms they generate by avoiding things establish me as the authority, instead embracing the role of **co-learning and “guide on the side.”**

- Avoid assigning seats, rules about clothing or eating (unless we have rare materials in class)
- Watch out for power imbalances when creating groups, making each as diverse as possible and assuring each member is assigned a role within it,
- Acknowledge my own privilege and be open about my positionality
- Be transparent by sharing my objectives (both teaching objectives & learning outcomes)
- Acknowledge that students bring varying levels of knowledge to the table, and creating a learning community where we openly acknowledge that **learning is reciprocal**.
- Focus on active learning and pepper the lesson with hands-on activities that include both group and individual exercises.
- Make all teaching materials accessible and multimodal to accommodate all types of learners.

Often, **assignment prompts** will include a requirement to include scholarly sources, this can be used as a **springboard to discuss missing voices and perspectives** and to discuss what **constitutes legitimate formal knowledge** and how this creates barriers for the inclusion of intellectual products from marginalized groups (e.g research on feminism and women's suffrage wouldn't be complete without including cookbooks from that era).

This is **especially important for black women whose voices have historically be stolen, undervalued and made invisible**. We can model a shift in this thinking by **re-centering teaching materials, sample searches and the like on black women's intellectual products and issues**.

**Activities involving brainstorming search terms, understanding subject headings and forming search strings, provide opportunities to acknowledge how library systems are complicit in structural oppression**. We should be open about how our metadata and that of vendors can be problematic (LCin 2015 rejected "white fragility" as a subject, and 2020 LC rejected "white privilege").

We should **be open about how our libraries do not include enough representation** and provide instruction on where to look outside our collections (offer research consultations outside of the one shot to expand opportunities to help).

Asking for for **assignment prompts and topics ahead of time** can help us **be ready to point students to primary or alternative sources** that help fill those gaps and, **as a call to action, how to articulate the importance for their inclusion with their instructors and peers**.

We should **take advantage of the negotiation with the course instructor** when you're scheduling a library session to discuss modifying their assignment to incorporate such materials.

**Encouraging students to recommend purchasing outside materials they locate, another call to action,**

1. to help make our own collections more inclusive
2. To crowdsources our collection work and provide materials that will get used by our scholars
3. and empowers students to have a voice in what's accessible to them for their scholarship.

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11:59-12:04

Open education is an **actionable strategy that supports efforts towards more inclusive teaching and learning environments**. Often, undergraduate students do not yet fully understand publishing cycles, nor the ways this industry continues to prop up the structures that support oppression.

We can talk to students about how **publishers in the global north hold sway over and monopolize the publishing** industry.

These publishers have a history of **co-opting open initiatives** to exploit and marginalize researchers, **particularly vulnerable are those from non-privileged backgrounds**.

We can **point out how and why authors retain rights to and publish pre-prints** to help make their intellectual products accessible and provide strategies on **how to locate them**.

We can offer an **open-source alternative** to commercial reference management software. It only takes a few extra moments to model saving articles to Zotero during demos and at the end of the session offer both in-person and virtual research consultations to get them started using it.

Open curriculum is another way to make our instruction more inclusive. This might look like:

- Letting students self-select groups
- Let students choose from a variety of tools, be it databases or tools for creating group share-outs.
- With case-based activities, provide several options and allow students to choose which they work with
- Use OER, or even work with the professor to create OER content as part of the assignment(s).
- Let students choose how to spend time during independent practice (some may wish to search databases, others try out citation tracking, while others are trying out adv. Google search strategies to look for policy/images or data published on the internet.

Can you think of more? Add them to the menti!

## Practical applications and takeaways

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Image source:  
Photo by [Patrick Fore](#) on [Unsplash](#)

12:04-12:06

I talked a little earlier about calls to action for students.

Calls to action are critical in moving the needle forward for social justice reform and that includes the realm of scholarship and academia from first-year undergraduates all the way up to senior faculty and university administration.

Inclusive praxis tells us that calls to action are a necessary part of social justice pedagogy.

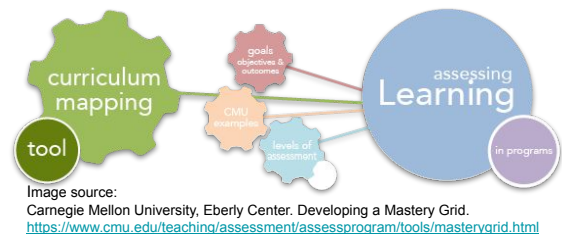
Teaching librarians have the opportunity and the obligation to challenge assumptions about equity and inclusion within the academe, within libraries, and with the publishing industry that continue to prop up structures that perpetuate the marginalization of the non-privileged.

Calls to action are always part of my backward design process now; and I'm strategic about what calls to action I include based on the learning outcomes for the lesson. Praxis tells us one to two calls to action, so I cannot fit them all into a single lesson... Which is a perfect segway into #5.



## Practical applications and takeaways

1. Create safe and welcoming spaces
2. Model inclusive behavior
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5. **Curriculum mapping and scaffolding**



Take advantage of the curriculum mapping you may already have in place for your subject areas or consider adding this element when you start a curriculum mapping project.

I panicked at first wondering how I'd be able to fit everything important into a single one-shot lesson. The answer is, **you can't**.

Scaffold learning into courses within the discipline where you know you'll be in front all or most of the students.

In anthropology, that's about three times, for another department that might be only two times.

For instance, at some point in every session, I find myself reminding students to log in; I can use that as a springboard to **incorporate access & equity issues and reframing equity of access as a moral responsibility** for all of us in academia.

This would include a different teaching objective dependent on where students are in the program.

- At the 100 level, include issues of equity surrounding paywalls and how that can be problematic,
- At the 200 level, fold in citation politics, the importance of finding and citing missing voices and locating and using open access materials,
- At the 300/400 levels comes **priming for open access publication for their own scholarly work**, pointing out how this is taking place on our campus.

Continuing with the anthropology example, that includes highlighting how the department has made a **commitment to publish their research in open access** journals and how the library has teamed up to support them by **committing multi-year funding** for open access journals under **cooperative funding models**. Links to open access journals are on the course/subject guide I'm teaching from. Make them visible, so students get both **used** to using them and **expecting** them to be there.

# Thank You!

Questions and Discussion

What are some practical ways you  
make your instruction  
or training work more inclusive?

Share your ideas via

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I know there are tons more ways to incorporate inclusivity into instruction & I encourage you to help us crowdsource ways to do so.

This menti will be live for the next ten days or so. If you have other ideas or thoughts you like to share throughout today or anytime within that window, please feel free to share them.

I'm happy to share this list with anyone who'd like it and can download and send it to our conference facilitators for disbursement.

If we have a little time left over, I'm happy to take question or turn the floor over for discussion.

Thank you.