Information Literacy for Global Inclusion: Designing an Annotated Bibliography for Global Search and Selection

Pamela A. Espinosa de los Monteros
Ohio State University, espinosadelosmonteros.1@osu.edu

Elizabeth L. Black
Ohio State University, black.367@osu.edu

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Pamela A. Espinosa de los Monteros, Ohio State University
Elizabeth L. Black, Ohio State University

Abstract

The COVID-19 pandemic has reinforced the notion that our world is global and interdependent. Despite the ever-increasing connection of global with local, there continues to be formidable barriers in accessing information produced in different international contexts and languages. This Innovative Practices article details the redesign of an annotated bibliography assignment in an international studies course to support the inclusion of global perspectives into the information practices of undergraduate students. The redesign embedded explicit information literacy dispositions and global citizenship education competencies through the search and selection of global information sources. The authors discuss the instructional elements used, student outcomes, and the connection between information literacy and global citizenship pedagogies. The goal of this article is to support librarians in developing inclusive and global information literacy curriculum enabling students to connect to international voices.

Keywords: inclusive pedagogy, information literacy, global citizenship education, area studies

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Today's multidirectional information landscape theoretically allows students to connect to the knowledge production of a global community with greater access, frequency, and cost-efficiency than any other time in history. However, what students know can be a product of what they can access, and more specifically, what they know how to find. Despite a perceived ubiquitous information landscape, both advanced information literacy (IL) skills and global citizenship education (GCE) competencies are often required to effectively navigate authoritative global information produced in different formats, languages, and divergent international contexts (Hull et al., 2010). As globalization and information technology continues to transform the information landscape and higher education curriculum, librarians are now asked to prepare students to navigate an interconnected, interdependent knowledge landscape that can help students develop a "global consciousness" (Hull et al., 2010, p. 359).

To date, the majority of literature on inclusive and global IL curriculum has focused on adapting curriculum for international students or instructional approaches from abroad (McGivney et al., 2019). However, few studies have explored the adaptions required to connect Global North students to global information. One mechanism may be to teach IL through the search and selection of global sources. By combining IL and GCE pedagogical practices librarians can create learning opportunities for students to locate and evaluate information while also engaging with global perspectives that may be missing in their classrooms, campuses, and local communities.

This Innovative Practices piece details the redesign of an annotated bibliography assignment in an international studies course that paired explicit IL instruction with GCE competencies through the search and selection of global information. This article elaborates on the beneficial connection between combining the aforementioned pedagogies as well as the redesign elements applied to the assignment, the *Information Network*. Several redesign components were used together to help build IL skills that would enable students to find and critically assess global information sources including applying scaffolding, a focus on process, use of a rubric as well as providing multiple feedback loops. The authors discuss student outcomes before and after the redesign and lessons for librarians wishing to adapt IL

[INNOVATIVE PRACTICES]   *Espinosa de los Monteros & Black*
Information Literacy for Global Inclusion

curriculum for global inclusion. The full assignment directions and rubrics can be found as supplementary materials at http://hdl.handle.net/1811/92921.

Background: Connecting Information Literacy to Global Citizenship Education

The Association of College and Research Libraries (ACRL, 2015) has defined information literacy as "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" (p. 8). With this definition, teaching IL is about teaching a process: the *how* that can be applied to the *what* of any subject. As an interdisciplinary study, IL does not easily fit within a particular branch of learning (Repko, 2008). Its knowledge practices are content-independent and emphasize process over outcome. These characteristics may result in IL not being explicitly taught within an educational program. As a result, instructors may miss opportunities to address, teach, or provide feedback on IL practices when only assessing the final output of assignments or by emphasizing format type and quantity of sources instead of source relevance. Instructional interventions for source-based learning can help redirect focus to the relevance of sources and the skills required to find them (Carillo, 2017).

Similarly, GCE is also an interdisciplinary study. It emphasizes all three domains of learning: cognitive, socio-emotional, and behavioral, and has a broad scope dealing with political, economic, social global interdependence and connection (UNESCO, 2015). A central goal of this educational framework is to address challenges of the 21st century including rapidly changing international social and political situations, global information flows and economies, increasing flows of migration, and the presence of diversity in societies (All Digital, 2017). Like IL dispositions, GCE competencies are lifelong learning skills. The purpose of this pedagogy is more than supporting the development of new knowledge or cognitive skills but also assisting learners in building a more just, peaceful, tolerant, secure, sustainable, and inclusive world (UNESCO, 2014).

How can librarians advance GCE competencies through library instruction? One way may be to activate the libraries' area studies collections by mediating engagement with these collections and other international sources (Espinosa de los Monteros, 2018). Global sources used in instruction and assignments may assist to decenter dependence on Western conceptualization of the world and instead reference more inclusive global narratives (Jorgenson, 2010). While often overlooked, international and area studies collection can

serve as an important instructional tool to support cross-cultural exchange (Díaz and Espinosa de los Monteros, 2019). Like other techniques to reframe and decentralize knowledge traditions such as study abroad, service learning, and foreign language instruction (Turnball, 1997), these educational activities help to make students "aware of their own and others' cultures" (Dash, 2017, p.195). Here, pairing IL dispositions that seek multiple perspectives, demonstrate intellectual humility, and recognize that scholarship conversations take place in various venues, can assist librarians to affirm the importance of including global sources that in turn inform students' understanding of global issues. However, in order to effectively combine IL and GCE pedagogies, librarians must first be familiar with the unique characteristics that global information possess such as the limits of translations, political bias, and above all the prevalence of knowledge inequity.

Navigating the Geographies of Knowledge

Students may think they are gaining access to the world by connecting to the internet or accessing the collections of an academic library; however, the work of social scientists like Mark Graham and area studies librarians are revealing the uneven geographies of both information available online and in library collections (Graham, 2014; Ibcache et al., 2020). A 2015 study found that ten languages account for 82% of the internet's content and only 130 languages are functional in a Google search (Young, 2015). For everyday information tools like Wikipedia, user-generated content about the world is disproportionally produced in and about the Global North (Graham et al., 2011; Graham et al., 2014). As an example, there are more Wikipedia articles written about Antarctica than most countries in Africa and many in Latin America and Asia (Graham, 2014). Of the content available on the Global South, there is a relatively limited amount that is produced by Global South users (Graham, 2014).These barriers in accessing authoritative representation from Global South communities, often at the nexus of social inequalities, marginality, and social justice, further isolates their worldview from being referenced, included, and discussed in a classroom.

Traditional library collections and databases also lack equitable access to international scholarship, particularly from the Global South. Databases such as Thompson Reuter's *Web of Science* contain a disproportional representation of scholarship from the Global North (See Figures A1 and A2). Similar assessments by area studies librarians of international holdings in academic library collections also reveal an underrepresentation of Global South viewpoints (Ibacache et al., 2020). Several factors contribute to the different information flows for these countries including unique political, economic, and historical factors, the

digital divide, language barriers, as well as collection development practices in libraries in the United States. Students and librarians working outside of area studies fields with predominately English language materials, may not be aware of the Global North's hegemony on the information landscape online and in libraries' digital and print collections. The quantity of international scholarship available from the Global South through traditional library collections and databases is not inclusive or equitable.

As students are asked to search, access, and evaluate information, instructors may overlook the existing information gaps online and in the library that leave students disconnected from global scholarship and perspectives. Compounding the existing gaps and silences are the IL skills required to successfully search, identify, and evaluate global information available in the library and online. As a result, students may lack the ability to connect to these global communities and neglect accounting for global perspectives in their own research.

The aforementioned background is provided to aid librarians in communicating to their students the reality of our present information ecosystems and to support their students' ability to account for global perspectives. Students benefit from having integrated learning experiences that build their awareness and knowledge of global issues including information inequities that require interventions at the local, national, and global levels (UNESCO, p.17, 2014). Exercises that can expose students to critically reflect on knowledge hierarchies align with the goals of GCE to empower learners to later assume active roles in resolving them (UNESCO, p.21, 2014). In the classroom, transformative pedagogies can teach students to build the habitual practice of accounting for world views, especially those that continue to be systematically underrepresented or marginalized. Mediating IL curriculum in this way can have the benefit of assisting students to "open up to [how] different cultures think, act, and connect" and build students understanding of distinct global contexts (UNESCO, p.18, 2014).

Redesigning the Information Network Assignment

The Ohio State University's *Understanding the Global Information in Society* course is an undergraduate international studies course taught primarily by area studies librarians. Created in the early 2000's, the course, aimed at upper division undergraduates, engages students to critically assess information creation, dissemination, and distribution in the 21st century for existing and new information mediums through distinct multinational

perspectives. Through guest speakers, readings, videos, reports, student presentations, and discussions students explore a variety of contemporary and transnational topics, including censorship, access, intellectual property, government transparency, global right to information, and technology. The course is a requirement of the globalization studies major and is offered once a year. For the period described in this article, 25 students were enrolled in the course. All of the students were at least at sophomore rank in the university, most were juniors or seniors.

Connecting course themes to current world events is an important aspect of the course. To support this goal each student is assigned a different country that will serve as a focus of several course assignments. In addition to specific assignments, students monitor the news and information flows of their assigned country for the entire semester. To assist this process, early in the semester students compile an annotated bibliography, referred to as an information network, of trusted and balanced information sources related to their country (or world region).

Prior to the redesign, the information network assignment was a standard annotated bibliography used to monitor and contextualize the news cycle of a specific country. Students identified ten sources from a variety of categories, including newspapers or periodicals, blogs, social media accounts, and data sources. The original assignment did not include specific criteria to guide students in evaluating sources selected for the assignment. Students completed the assignment early in the course with an expectation that students would use this bibliography to support and feed into other course assignments; the assignment included a requirement to describe a plan for monitoring each selected source throughout the semester to encourage their continued use. The original assignment assumed that students would know how to search and evaluate international sources.

However, when we took over teaching the course in 2016, we observed several limitations to the original assignment and directions. First, we noticed that students struggled to find sources that would speak to multiple perspectives in their assigned country, in particular related to their evaluation of source authority. Most of the students that semester received feedback that their bibliography offered limited perspectives or had quality gaps. As an example, students relied on international coverage of their country from English language sources such as the BBC or New York Times. Many times, students failed to include or consult sources from their assigned country or region at all. Second, we noticed that there was no formal mechanism for students to incorporate or revise their bibliographies using

our feedback. Lastly, we also noticed little evidence of students using the bibliography to supplement the information needs of other course assignments. In practice, the completed bibliography was set aside as students moved on to the next assignment. When future assignments required finding and consulting sources from or about their assigned countries, students turned back to known sources and strategies (e.g., Google searches), focusing more on content and completion than process. These known strategies were problematic given the global inequities of particular countries, in which a lack of easily accessible information resulted in students using limited or unauthoritative sources created outside of their assigned country or region.

Therefore, in the second iteration of teaching the course in 2017, we sought to redesign the assignment to actively and explicitly address IL and require students to decenter their learning environment by prioritizing global sources as their main source of information. Given the semester-long course, we were able to slow down the search and selection process by scaffolding the assignment into three parts; this gave time and space to challenge students to find information that may not be easily accessible. The change also allowed us to unpack IL best practices, embed multiple feedback loops as well as mediate students' engagement with international sources.

In the redesigned version of the assignment, students complete and submit the bibliography in three stages throughout the semester culminating in a curated and annotated set of vetted resources recommend by the student and published on a class blog. Students are required to select sources that account for local, national, and international vantage points and perspectives that are able to accurately and collectively represent the country.

We liked the annotated bibliography process as the repetitive tasks gave students an opportunity to practice locating, evaluating, and reflecting on how and when to use different sources effectively, including those with international voices (Beatty and Cochran, 2020). Additionally, the building of a bibliography, specifically compiling sources together to inform new knowledge, aligns with GCE cognitive skill competencies including supporting reasoning through a multi-perspective approach and recognizing different dimensions, perspectives, and angles of issues (UNESCO, p.17, 2014). With additional feedback loops on both source selection and evaluation, we now would be able to guide students to address IL priorities from the ACRL *Framework* namely, the "Authority is Constructed and Contextual," "Information has Value," and "Searching as Strategic Exploration" frames. To mediate our feedback loops, we developed assignment rubrics

(Table 1 shows the alignment of our rubric elements with selected IL dispositions and global citizenship education goals; see Appendix B for performance levels). We used this rubric to show students how IL dispositions and GCE goals work together to support global IL in each assessed category element.

Table 1: Bibliography Assignment Rubric Elements Alignment with IL and GCE

Assignment Elements (description)	ACRL Information Literacy Frames	UNESCO Global Citizenship Education Elements
Completeness and Balance (Includes correct number of sources; mix perspectives; mix formats)	• Authority is Constructed and Contextual	• Attribute of informed and critically literate • Learners develop attitudes of empathy, solidarity and respect for differences and diversity
Selection Criteria (Explains why sources selected are quality sources for this purpose.)	• Searching as Strategic Exploration • Information Creation as Process • Information has Value	• Learning outcome of critical thinking and analysis • Know about local, national, and global issues, governance systems and structures • Learners acquire knowledge and understanding of local, national, and global issues and the interconnectedness and interdependency of different countries and populations
Search Process and Future Plans	• Searching as Strategic Exploration	• Attribute of informed and critically literate • Develop attitudes to appreciate and respect differences and diversity

In the redesigned assignment we chose to assess completeness and balance, selection criteria, and search process. These elements were selected to encourage engagement with global information. The rubrics helped to clarify for students the invisible components of the search and selection process that are often not explicitly stated or independently evaluated in an assignment. Our goal was to help students understand that our feedback and assessment would be based on what their source selection revealed about their demonstrated IL skills and global competence. Additionally, we sought to be explicit with our students about what we hoped they would learn by including a purpose statement and the assessment rubric with the assignment directions.

Applying Scaffolding

From the start, the goal of the assignment was to identify and connect to the knowledge productions of different countries and world regions. In practice, students struggled to find

and critically assess global information sources to add to their individual bibliographies. We understood that a more mediated approach was required to engage students in a new global information environment. To make this adjustment, we scaffolded the assignment into three-parts, asking students to add to their bibliography gradually.

Specifically, in completing the assignment students identified official and unofficial sources from different formats: traditional periodicals such as newspapers and magazines; text-based new media sources, such as blogs and websites, social media sources, data sources; and visual and/or audio-based sources, such as television and radio sites. We required different types of sources in order to account for countries where censorship, media infrastructure, and other factors may limit source availability or connection to a reliable and objective authority. The variety of sources also allowed students to explore the different distribution channels of various regions and how different stakeholders participate in each channel. Rather than having students locate all their sources at once, the scaffolded nature of the assignment allowed us to gradually introduce as well as discuss search and evaluation techniques for different source types and formats. In the first submission, students located and evaluated a limited number of sources in order to receive critical feedback before proceeding to other sources.

To provide feedback to students, the first and second revision of the *Information Network* assignment required students to describe their search process by answering a series of questions which aimed to support the deconstruction of and reflection of their search behavior. A portion of the bibliography's annotation was reserved for this purpose, including how they were searching and why they chose particular search strategies, as well as disclose any challenges they were facing. This reflective aspect of the assignment was especially important as the IL techniques required to access information from different world regions varies. This component allowed us to provide individual feedback to the student. The scaffolding of the assignment also built the expectation for students to use our feedback in future versions. By repeating this process multiple times, students had the opportunity to practice first-hand the challenges of consulting global information, particularly when searching, accessing, and evaluating local information from the Global South. To complement this change in the assignment we added guest lecturers by area studies librarians who discussed best practices for finding information from or about specific world regions.

Articulating Source Selection Criteria

In addition to describing their search methods and to reinforce the importance of process, students needed to articulate the selection and evaluation criteria they used for all sources with each iteration of the assignment. We prepared the students to complete this part of the assignment through instruction and discussion in multiple class sessions on appropriate criteria and processes for selecting international sources. Criteria included the selection of sources from a variety of perspectives, the use of appropriate search tools for the country and type of source sought, and alignment of sources chosen with the selection criteria the student used.

We sought to refocus student attention on exploring and evaluating sources from non-Western countries and regions. The description or annotation portion of the assignment required students to critically evaluate the relevance of each source and reflect on their reason for selecting it. Students included information on the organization behind a source (publisher/author), frequency of publication, and its access point. In class we discussed how these areas may differ by the publishing practices of each region. These criteria provided students with a template to evaluate any future information resource as well as a nuanced appreciation for global information flows. Furthermore, the iterative process of the assignment reflected most real-life work experiences of projects completed through an additive process with various revisions, drafts, and development over time. To encourage students to continue to consult the sources they selected, their source annotation included how they planned to monitor the source in their weekly routine. By monitoring the sources on a weekly basis, we hoped students would learn the importance staying informed by revisiting information sources that may continuously change

Shifting Information Literacy Instruction to Process

In the first and second submissions, students included a reflection on their search process and a discussion of search strategy for finding additional sources. These were further discussed in class sessions. This allowed an opportunity to provide feedback on students' research and search behavior. By asking students to unpack their search processes and their reasons for selecting sources, we sought to call students' attention to IL processes that are often invisible and assumptions regarding international information flows. We wanted them to focus both on how and what they selected as well as what information was available. This reflective component of the assignment proved difficult during implementation as students were not accustomed to reflecting on these processes.

In their final bibliography, students were asked to transform their source list into a blog post. The annotation or description of sources was reframed to direct students to write for an external audience as the purpose of the network shifted from a personal assignment used for a course to an online tool for others. The students were applying the knowledge they gained during the discovery and evaluation steps to contextualize the sources they were recommending for others to use. This application of teaching others allowed the students to fully integrate their understanding of when, why, and how to consult global information. Furthermore, with the blog we hoped to encourage an external audience to reference and engage with international sources they may not be able to find or evaluate on their own and to assist future class cohorts; over time we hoped to build an authoritative list of international information sources selected by students.

Assessing and Providing Feedback to Students

We gave extensive feedback to each student during each iteration of the assignment including grading rubrics, debriefs in-class, and detailed comments. Students received an assessment rubric in advance of each assignment version. We also allocated class time before and after each submission to address student questions, provided targeted instructions for future submissions, and addressed common mistakes. For the second version, students submitted drafts using track changes to show their responses to individualized feedback received in the first submission. We gave detailed feedback on the second draft and encouraged students to use feedback from all previous submissions to complete their final version.

The final bibliography, the third submission, culminated in a curated and annotated set of vetted resources in a variety of formats covering multiple geographic focuses (e.g., local, national, regional), international vantage points, and differing political perspectives published on a class blog. From a student perspective, we hoped that the publication of a curated network of sources on a public blog would serve three purposes: be a more motivating product than a paper, allow their work to be shared with others, and provide an artifact to be included as part of their portfolios.

Discussion

Students' Description of the Search Process

Students struggled articulating and writing about their search processes; many in the class found it challenging and bewildering to articulate how they went about searching for and

selecting quality sources. In their first submissions, five students skipped this part of the assignment entirely. To assist with this process, we spent time in class between the first and second submissions of the assignment to discuss what was expected and why, to provide examples, and most importantly to give students a chance to ask questions. Student work in this category significantly improved. We did not assess this element in the final submission due to its focus on curating and describing sources previously selected.

Selecting Sources with Global Perspectives

Prior to the redesign of the assignment, many students struggled to engage with global information and with the idea of selecting sources representing a variety of perspectives (i.e. local, national, international, political, etc.). Instead, students selected sources that were easily accessible online or through social media that typically agreed with their own ideology. Students also generally omitted government websites, datasets, and library databases. This problem was especially acute for students seeking resources for countries for which they lacked language proficiency or about which they knew little prior to the course. Many students used Google Translate to access foreign language sources with mixed success. Another common challenge was the selection of low-quality sources. Despite instruction in area studies sources and databases, many students indiscriminately selected common web sources that were easily accessible via web search engines.

The scaffolded nature of the assignment allowed us to directly address these challenges by catching poor information sources in the first submission and to complement detailed feedback with instruction in search strategy and the assessment of authority. Most importantly, it shifted ownership of the process to the students, who had the opportunities to use personalized feedback to both correct errors and apply new methods for searching and selecting additional sources.

Evaluating Knowledge Integration

There was significant improvement in students' final submissions as demonstrated by improved performance on each of the rubric elements. Source coverage and quality improved, in particular we observed better inclusion of sources with diverse vantage points and perspectives. Source descriptions and annotations overall were clearer and demonstrated critical evaluation of each source's strengths and weaknesses. Furthermore, student work on other course assignments demonstrated increased awareness of knowledge equity challenges, global perspectives, and source evaluation. In class, students were able to

discuss global issues that acknowledged and differentiated perspectives from the Global South and Global North. As with all improvements in student performance, there are many variables involved. Yet, we attribute some of the improvement to the redesign of the assignment based on the overall improvement in the bibliographies and comments from students both informally and in course evaluations.

Considerations for adapting an annotated bibliography assignment to include global voices

It is important to note that students are generally not accustomed to addressing or writing about their IL skills; therefore, they may struggle when working with global information, be unaware of the effort required to find sources, or even know how to explain their search process. We encourage instructors to scaffold assignments in order to provide individualized feedback and additional instruction between phases. The development of grading rubrics can also communicate to students the learning goals of each assignment and emphasize key assignment elements. When librarians are not course instructors, they can serve as consultants in the design of assignments to adapt existing materials with these goals. While this collaboration and consultation takes more time than the prevalent practice of scheduling a librarian for a single class visit, it can lead to increased student learning in both IL and the content area.

Conclusion

The COVID-19 pandemic has reinforced the notion that our world is global and interdependent. Despite the ever-increasing influence of the global to the local, there continues to be formidable barriers to accessing information produced in different divergent international contexts and languages. As a library profession we need to consider what our role is in facilitating a connection to the world's knowledge—the *whole* world. A consequence of the lack of demographic diversity in our profession can be the profession's lack of awareness for the existing information gaps in our library resources not only of marginalized populations residing in the United States but of entire world regions. Librarians providing instruction on library resources may inadvertently teach students to overlook global scholarship by using databases and search engines that generally privilege materials in English and exclude scholarship from the Global South and non-Western areas of the world. As Dr. Sylvia Sellers-García (2013) noted, distance is now less a question of geography and more a question of perspective in a world perceived as connected by technology and instantaneous communication. Sellers-García (2013) reminded us that despite the "illusion of universal proximity" there are still ways of being "remote and distant"

in our day (p. 1). Our information resources continuously reinforce a perception of the world that is distorted and non-representative of the world's way of knowing. It is time for librarians to recognize these gaps and use instructional opportunities to mitigate for these information inequalities through information literacy and global citizenship education curricula. By doing so, librarians can strive to remove the cultivated barriers that have historically overemphasized some global regions and their scholarship as well as knowledge over others and support students' habitual inclusion of global perspectives in their research and education. In short, it is time for librarians to design curricula that connects them and their students to global information. This case study attempts to provide one example for doing so through an annotated bibliographic assignment.

Designing global and inclusive IL curricula is needed to prepare students to engage critically with the knowledge productions of different regions and communities. Engagement with international and global information is important as this scholarship and these sources are intrinsic components of the existing information landscape. Due to the existing knowledge inequities that make international sources harder to find, requiring the use of these sources in assignments slows down the process and makes it easier to deconstruct the IL competencies required to search, access, and evaluate them. Furthermore, global IL can introduce and unpack abstract GCE competencies and learning objectives through real-life applications that students can use as they move into the professional world. Students who are required to access information from both the Global South and Global North will be more prepared to engage and design solutions for global challenges. In the process, students will build capacity to connect and communicate with the knowledge productions of other communities outside of the course and their degree, to contextualize the influence of local/national/global systems on the digital, and to engage with cultural languages that are inherent to a pluralistic society. The adaption of the *Information Network* annotated bibliography assignment described here offers a potential model for instructors who want to design IL curriculum for global inclusion.

Acknowledgments

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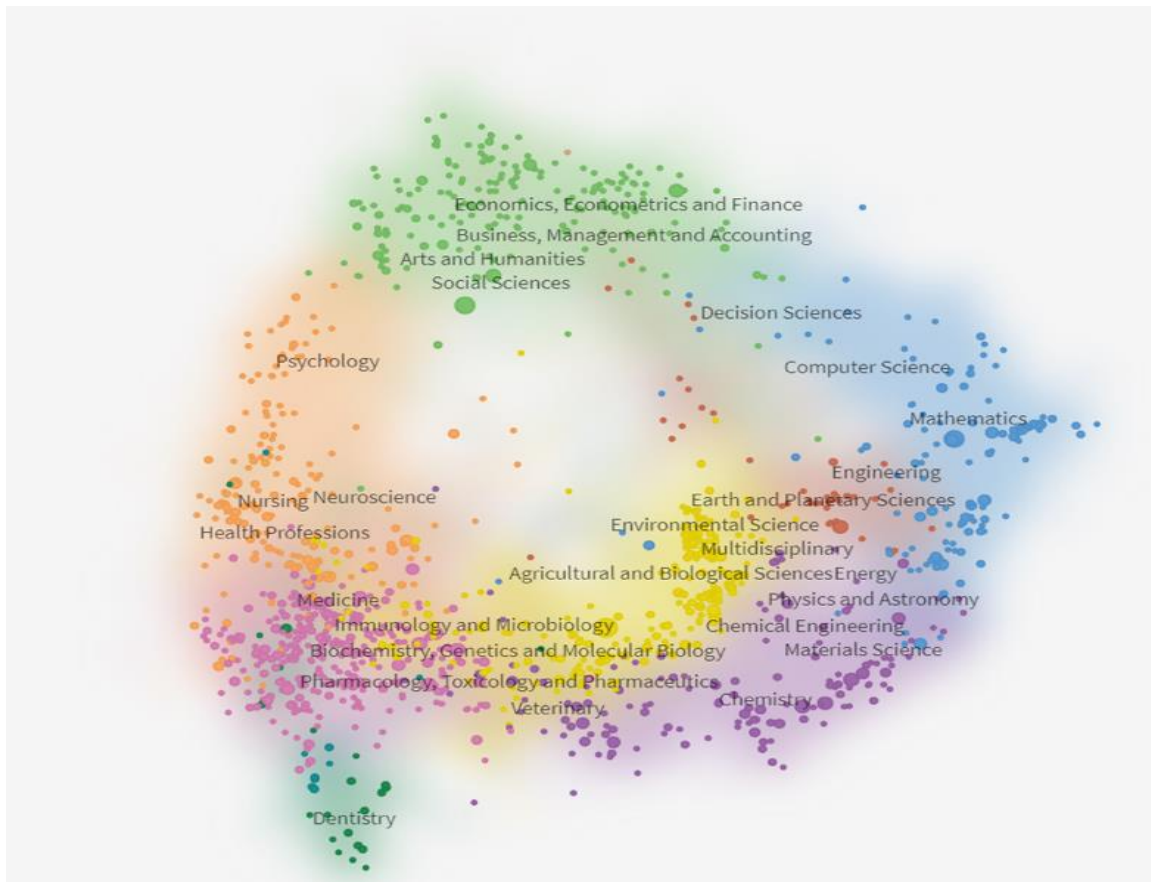
Appendix

Figure A1: Indexed articles in the Web of Science database by authors in the Global North clustered by subject
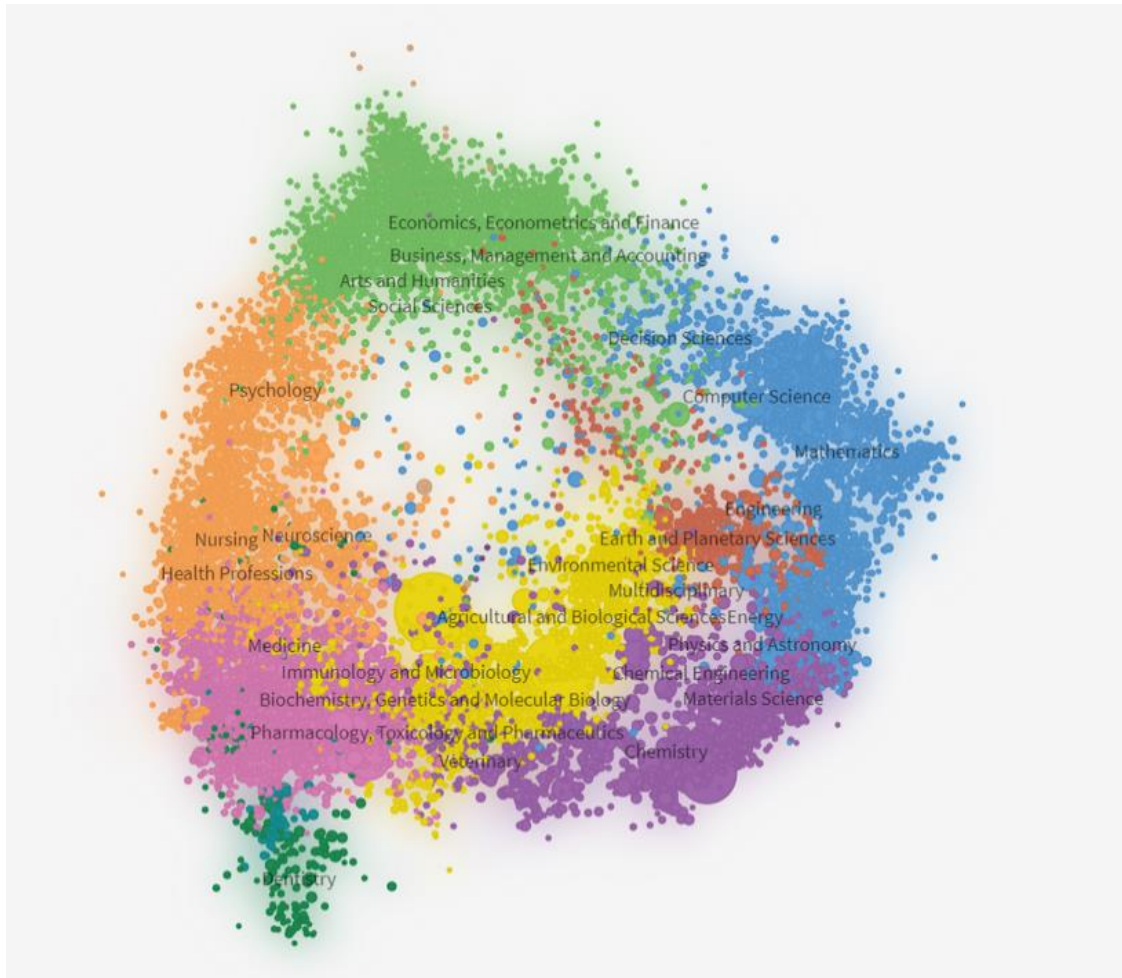
Reprinted from SCImago, (n.d.). SJR — SCImago Journal & Country Rank -Shape of Science[Portal]. Retrieved August 15, 2020, from https://www.scimagojr.com

Figure A2: Indexed articles in Web of Science database 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 https://www.scimagojr.com

Appendix B

Table B1: Bibliography rubric for first and second submissions

Dimension, including weight of dimension	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/E)
Completeness and Balance (50%)	List in totality accurately covers the country. It includes sources that can speak to multiple perspectives and in different formats. For example, national view (city/rural), regional view, official, unofficial, controversial/informal, Twitter, blog, news, popular magazine, etc. Many perspectives/formats are covered. Any gaps in coverage are explained/addressed. Track changes are visible	List in totality moderately covers the country. Sources speak to some views but at least one major viewpoint/format critical to coverage of the country is missing. Gap of coverage is not addressed.	List in totality covers a limited number of perspectives. It is missing more than one major perspective/format. One source might not be relevant. Gap of coverage is not addressed.	List does not offer multiple perspectives/formats. Does not include expected number of sources or more than one of the sources provided is not relevant. Track changes are not available
Plan for monitoring (10%)	Plan for monitoring is feasible and detailed enough to show that it will be part of a regular routine	Plan for monitoring is too general or not feasible. The plan includes some details with some gaps.	Monitoring is mentioned without details for how to return to source and how it will be part of a routine.	No mention of how sources will be monitored
Selection criteria (15%)	Criteria used to evaluate selected sources was complete and appropriate for the purpose. Student has addressed why each source was selected. Comments demonstrate understanding of source evaluation criteria covered in class, such as media literacy criteria.	Use of selection criteria is evident. Demonstrates incomplete understanding of source evaluation criteria covered in class.	Explanation for source selection does not explain why it is a quality source OR what criteria was used in making selection.	No explanation for why sources selected
Search Process and Future Plans (25%)	Paragraph describes search process clearly. Demonstrates analysis and critical thinking of their own strategies. Articulates future plans informed by reflection.	Missing one of the elements	Missing two elements.	No explanation of search process provided.