Scaffolding the Open: Transforming an International Studies Course using Open Pedagogy

Hilary Bussell
The Ohio State University, bussell.21@osu.edu

Amanda Larson
The Ohio State University, larson.581@osu.edu

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Hilary Bussell, The Ohio State University
Amanda Larson, The Ohio State University

Abstract

This case study describes how two librarians transformed an international information literacy course by creating a scaffolded open pedagogy experience for students to build transferable skills while exploring how information is produced, disseminated, and interpreted across the world. The authors discuss how we collaborated on the project to incorporate open pedagogy, tools, and strategies to enhance learning. The result was a scaffolded course using open pedagogy to help students engage with global information issues. Using Pressbooks, students published multimedia content exploring topics including global news media, censorship, misinformation, and digital divides. Then students chose to either openly license their work, share it publicly while retaining their copyright, or hide it from public view. Additionally, students used Hypothesis to socially annotate reading assignments outside of class. We reflect on our experience revising this course, what worked and what did not, and how we will adapt the course in the future.

Keywords: open pedagogy, information literacy, international studies, credit-bearing instruction

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Scaffolding the Open: Transforming an International Studies Course using Open Pedagogy

Once a course has migrated to using open educational resources (OER), instructors often take the next step in engaging students in the classroom by using open pedagogy or open educational practices (OEP). This article recounts two librarians' experiences redesigning a global information literacy course using an open pedagogy approach. International Studies (INTSTDS) 4850: Understanding the Global Information Society is a three-credit, upper-division undergraduate course offered at The Ohio State University. Originally developed in the early 2000s (Espinosa de los Monteros & Black, 2021), it is a requirement for international studies majors with a globalization studies specialty and counts as an elective course for others. A unique feature of INTSTDS 4850 is that, while housed within an academic department, librarians have taught the course ever since its creation.

In its iterations over the years, the course was designed to use only open access or library-licensed course materials. Bussell, who is the librarian for international studies at Ohio State University Libraries (OSUL), was scheduled to teach this course for the first time in spring 2022. In autumn 2021, she met with Larson, OSUL's Affordable Learning Consultant, to discuss integrating open pedagogy in the course design. Together, we collaborated to create a scaffolded open pedagogy experience for students to build transferable skills while using information literacy concepts to explore how information is produced, disseminated, and interpreted across the world with our course revision.

Both open pedagogy and OEP are terms that have many definitions. For our work in transforming the course, we drew on the following three definitions. The first is from Cronin and MacLaren's (2018) work conceptualizing OEP. They defined OEP as the "use, reuse, creation of OER and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners" (Cronin & MacLaren, 2018, slide 6). When redesigning the course, we drew heavily from this definition by using participatory technologies, such as the social annotation tool Hypothesis, and by having students create knowledge using the authoring tool Pressbooks.

The second definition that we gravitated towards in the redesign of the course comes from DeRosa and Jhangiani's (2017) essay about open pedagogy for their Open Pedagogy

Notebook project. DeRosa and Jhangiani (2017) stated that open pedagogy is "a site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures" (para. 2). They went on to describe open pedagogy as "an access-oriented commitment to learner-driven education AND as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. We might insist on the centrality of the 5 Rs to this work…" (para. 14). The 5 Rs they drew on here are the activities authors and creators can engage in when using an open license: the ability to retain, revise, remix, reuse, and redistribute the work (Wiley, 2014). This definition resonated with our desire to connect the concept of open with social justice issues, such as information equity, into the course revision. The definition also connected to the idea of teaching students how to work in the open and how their work would add to the public knowledge about the countries and topics they researched.

The third definition we drew on is the most recent, and it explicitly connects open pedagogy to information literacy. Bond (2022) explained that "the real benefit of open resources comes not from free textbooks but from the freedom of students to be involved in the development, curation and maintenance of open resources–activities that exercise information literacy skills" (p. 37). From this definition, we thought about the connection between information literacy and open pedagogy in this course. In order for the students to become knowledge creators through their assignments, they would need a scaffolded understanding of how information is created, distributed, and received throughout the world as much as they would need a scaffolded understanding of the tools they would use and their options for licensing their work at the end of the semester.

With these working definitions in mind, we created a course that used open pedagogy to help students engage with various themes relating to global information issues. This article shares our experiences collaborating to redesign the course to teach information literacy topics through open pedagogy, Bussell's experience teaching the newly revised course, our reflections on what worked and what did not, and how we plan to adapt the course in the future.

Course Background

Key Themes & Questions

INTSTDS 4850 was offered in person during spring 2022. The 30 students who completed the course came from a range of disciplines, including international business, environmental studies, communication, security & intelligence, and human rights. The concept of "open" underpinned the redesign of this course in several aspects, including the themes we covered and the pedagogy we used.

One of the course's learning objectives is for students to develop a deep understanding of the issues affecting access and representation in information as it is created and disseminated around the world. The class explored information resources that aid in the discovery of global information from diverse sources, with particular attention to which resources are "open" and which come with barriers (whether technological, financial, or legal). Along the way, students developed an understanding of why it can be easier or more difficult to find information and data from or about different countries, as well as considered the laws, policies, technologies, and social norms that contribute to these discrepancies.

A central theme of the course is the meaning of "information equity" in a world that is interdependent and interconnected through information and communication technologies (ICTs), but in which certain populations and perspectives are disproportionately represented in global media and hold disproportionate power in global information flow. One of the ways this theme was explored was through the lens of the "digital divide." The digital divide is often understood as the gap between those who have access to ICTs and those who do not (von Dijk, 2020). But the issue is more nuanced. In fact, over three quarters of the world's online population now come from countries outside of Europe and North America (de Argaez, n.d.). Worldwide, it is estimated that English has only the third highest number of first-language speakers at 379 million, with Chinese (all dialects) at 1.3 billion and Spanish at 460 million (McCarthy, 2020). These data points stand in contrast to what we see reflected on the internet and in global mass media, with over 60% of the world's websites using English (Richter, 2021) and with the United States and other wealthy nations receiving a disproportionate amount of attention from media around the world (Guo & Vargo, 2017).

Throughout the course, students were asked to consider an underlying tension. On the one hand, as students at a research university in the United States, they benefit from

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institutional resources and technologies that give them access to a wide range of information, whether this be through the open web, behind scholarly and journalistic paywalls, or in print and other physical formats at their institution's libraries. At the same time, their own information landscape—what they see reflected on the internet and in dominant media sources—often elides other perspectives, including those of people living in countries in the Global South, indigenous perspectives, perspectives of non-English language speakers, and groups who are minoritized or disenfranchised within the larger societies in which they live. This course uses the following guiding questions to explore this tension:

- Who participates in the production of knowledge?

- Why are certain knowledge perspectives overrepresented and others under-represented or absent from the global information ecosystem?

- How can we diversify our sources as information consumers?

- How can we be critical of the information we encounter without becoming overly cynical?

- How can we promote openness and information equity and access on a global level?

In working through these questions throughout the semester, students developed an applied knowledge of how to search for global information that is not always easy or intuitive to find.

Course Structure & Assignments

A central feature of this course is that each student follows one country throughout the semester, researching aspects of its information environment and taking on the role of country expert in class discussions. At the beginning of the semester, students used an online form to indicate their top four country preferences. They had the opportunity to provide additional information when they marked their preferences, including language familiarity and personal interest or connection. Bussell assigned the countries, using student preferences along with diversity of geographic representation in making the selections (see Figure 1 for a map showing the countries followed).

Figure 1. Countries Followed Throughout the Semester
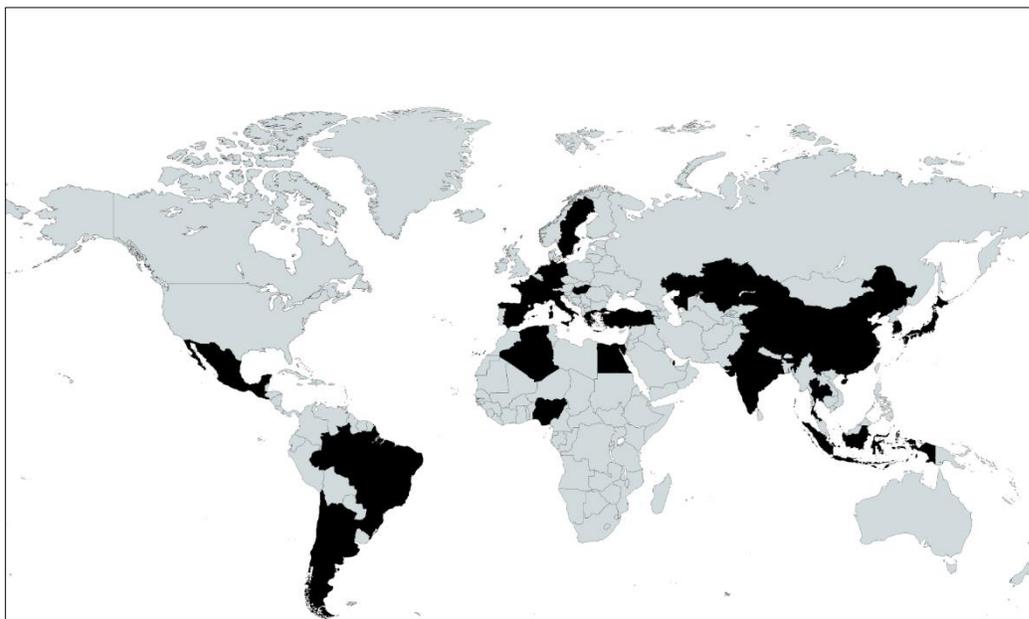
Since this was Bussell's first time teaching this course, and as it had not been substantially updated in several years, she took the opportunity to rethink and redesign both the content and structure of the course. A couple of considerations guided her here. To address new and rapidly evolving issues in the global information environment, she added new units covering topics such as personal data and privacy, algorithms and artificial intelligence, online misinformation, and digital activism. Class size and instructor workload were also considerations. When the course was last redesigned, it had an enrollment cap of 27 students and two co-instructors. Knowing that the enrollment cap would be raised to 35 students and that she would be a solo instructor, Bussell redesigned many of the assignments to make grading more manageable, while ensuring there were still opportunities for scaffolded learning and individualized feedback.

Integrating Open Pedagogy into the Course

Open pedagogy was a guiding principle in the approach to redesigning the course. Throughout the semester, students engaged with a range of materials including book chapters, journal articles, reports by governments and non-profit organizations, podcasts, videos, data visualizations and digital exhibits. The course had already only used openly available or library-licensed readings and other materials, and it was important to Bussell that this continued when she took over the course. In addition to using open and library-licensed materials, she knew she wanted to incorporate open pedagogy elements into the

way that students interacted with the materials and with each other. In consultation with Larson, she decided to do this by using the tools Pressbooks and Hypothesis.

Collaborative Redesign Process

Before discussing the use of open pedagogy tools in the course, it is important to acknowledge the collaborative nature of the course redesign process. Collaboration is a central element of open pedagogy, and the collaborative relationships that Bussell drew on in the planning and implementation of the course were central to its success.

As she was preparing to teach the course, Bussell reached out to the Libraries' instructional designer (ID) for advice on the course redesign. The ID helped Bussell devise ways to make the class structure and assignments more manageable for her as a solo instructor, including selecting the tool Hypothesis (https://web.hypothes.is/) for social annotation assignments. The ID then referred Bussell to Larson for help embedding open pedagogy into the structure of the course through the use of Pressbooks (https://pressbooks.org/).

The authors had an initial meeting where we talked about the general functionality of Pressbooks and how the tool might be used in this course. Larson showed Bussell a few examples of how it had been used as a platform for student-created content in other courses. In subsequent meetings, we planned out the specifics of how to integrate it into the course learning experience.

Hypothesis

Previous iterations of the course employed jigsaw reading, an active learning technique in which students are responsible for reading a portion of an assigned text and reporting on that portion to their peers (Aronson, 1978). Based on feedback from previous course instructors, and in consultation with the library's ID, Bussell decided to drop the jigsaw readings and replace them with social annotation activities.

Hypothesis is a social annotation tool that allows multiple people to annotate a web-based text together. It is openly available to anyone through the Hypothesis website and can also be integrated into an educational institution's learning management system (LMS). Bussell developed ten short social annotation assignments throughout the semester. When a reading had a social annotation component, each student was responsible for providing an annotation in the form of an original comment or reply to someone else. Students made annotations on a shared PDF that was accessible via the class's LMS.

Hypothesis has several benefits from a pedagogical standpoint. First, it encourages close reading of the texts, and it enables students to engage with each other about the readings outside of class time. The social annotations were also used as jumping off points for in-class discussions. Bussell was pleased to see students responding to each other, making connections between different readings, and drawing on their knowledge from other classes in their commentary. This approach also allows students who may not feel as comfortable speaking in class an alternative format for expressing their thoughts.

Pressbooks

In previous versions of the course, students used a blog to post their assignments. After consulting with Larson about different tools used in open pedagogy projects, Bussell decided to select Pressbooks as the main authoring platform students would use during the course. Pressbooks is a "book content management system that allows users to publish books to the public web and produce exports in multiple formats, including EPUB, PDF, and various XML flavours" (Pressbooks, 2022). It is available as both open source and hosted solutions. We have access to the enterprise-level Pressbooks plan through our institution's membership in the Unizin Consortium.

Our process for setting up a Pressbook for the course was as follows:

1. Larson created the book because she has admin access to Pressbooks. This required soliciting the subdirectory portion of the URL from Bussell, selecting a book title, and determining whether the book should be set to private.

2. Bussell created a chapter template for what the assignment looks like in Pressbooks.

3. Larson duplicated that chapter template for each country selected by a student.

4. Larson created accounts for the students from a spreadsheet provided by Bussell and then added students as authors to their chapters.

Students used Pressbooks to publish all major assignments relating to the country they followed throughout the semester. As part of their coursework, students were tasked with several assignments related to information issues in their country. These included analyzing global news coverage, investigating their country's presence on *Wikipedia*, creating a data visualization, building an annotated bibliography of trustworthy news and media sources, and completing a final multimedia project on a topic of their choice related to the social, political, or legal environment.

Accessibility

Before selecting a tool for use with open pedagogy in the classroom, it is necessary to verify that it meets the accessibility standards at your institution. In our case, the College of Arts and Sciences vetted Hypothesis for accessibility and the Office of Technology & Digital Innovation vetted Pressbooks. In addition to these internal assessments, Hypothesis and Pressbooks are reviewed externally by the Inclusive Design Research Centre (IDRC) to make sure their products meet accessibility standards like the Web Content Accessibility Guidelines (WCAG) and the Voluntary Product Accessibility Template (VPAT). In addition, both companies have pages dedicated to how their products are accessible and make their VPAT reports available to download so users can read and vet the tools for themselves.

Scaffolding the Course Units

In addition to making sure the tools we selected were accessible, we also ensured that there were multiple levels of scaffolding throughout the course. We scaffolded the students' experiences with working in the open, using Pressbooks, and understanding their intellectual property rights as copyright holders. The class explored other dimensions of "open" through units on open knowledge, open data, and algorithmic transparency. Scaffolding the course in this way presented the opportunity to invite experts from across campus and beyond to present to the class throughout the semester.

Since we decided to have the students use Pressbooks for their assignments, it was important to us to scaffold their experience using the tool. Larson created a class session in which students were introduced to the authoring platform. The session covered the following elements:

1. An introduction to Pressbooks

2. A rationale for the use of Pressbooks in the class

3. Specific instructions on how to log in to the book with the students' accounts

4. A tour of Pressbook's editor feature

5. Instructions for adding media to the book, including how to make students' content accessible by using structured headings and by providing alternative text for the images they uploaded to their chapter

The session also briefly introduced Creative Commons (CC) licenses to prepare students for the forthcoming unit on copyright and open access.

In the copyright and open access unit, the Libraries' copyright services coordinator gave a guest lecture on international issues in copyright in which she discussed author rights and open access, explaining what it would mean to apply CC licenses to their Pressbook content. In preparation for the second class in the unit, students watched the documentary *The Internet's Own Boy: The Story of Aaron Swartz* (Knappenberger, 2014) and read the essay "Media Bandits" by digital anthropologist Payal Arora (2019) on media piracy around the world. The class discussion centered on the concept of information privilege, originated by Char Booth in 2014, which is "the idea that access to information is based on an individual's status, affiliation, or power" (Booth, 2014; Powell, 2020, para 41). Students were asked to consider how losing access to scholarly journals and other information after they graduate might impact them and how this lack of access impacts people in many parts of the world. The class then discussed how the open access movement is attempting to address these disparities and why some authors are motivated to publish their work openly.

The unit on open knowledge and *Wikipedia* began with a visit from a recent alumnus who gave an overview of how *Wikipedia* works and talked about his experience as a *Wikipedia* editor and his involvement with the Ohio Wikimedians User Group. For the following class, students read an article and listened to a podcast on *Wikipedia*'s geographic coverage and global inclusion initiatives. Students then explored *Wikipedia*'s international coverage through a graded assignment in which they compared how the coverage of the country they were researching differs between English *Wikipedia* and the country's official or predominant language *Wikipedia* (see Appendix).

In the unit on open data, students read about the International Open Data Charter (https://opendatacharter.net/), which was created to promote open data goals across governments and other bodies for the benefit of the public. During class, students worked in groups to explore several global data portals. Through this activity, students learned not only what open data is and why it is important but also how the relative openness of data differs across countries and sectors and therefore impacts how easy or difficult it can be to access. This class was followed by a guest lecture from the Libraries' data visualization specialist, who discussed principles and open tools for effective data visualization to help students prepare for a data visualization assignment (see Appendix).

The class explored algorithms in two segments during the semester. As part of the unit on searching for global information, we discussed how search algorithm results differ across geographic borders. To illustrate these differences, students completed an in-class activity in pairs in which they compared Google results in the countries they were researching with results from the United States (see Appendix). In designing this activity, Bussell obtained permission from the developers of Search Atlas (https://searchatlas.org/) for her students to use the tool. Later in the class, as part of a unit on algorithms, a computer scientist explained to students how "black box" algorithms make it difficult for researchers and policymakers to address algorithmic bias. After an in-class activity in which students explored incidents of algorithmic harms in their country using the AIAAIC Repository (https://www.aiaaic.org/aiaaic-repository; see Appendix), Bussell led a class discussion about initiatives such as the Algorithmic Justice League (https://www.ajl.org/) that are working to promote openness and transparency in algorithms.

Connecting Open Pedagogy to Information Literacy

At the time of the creation of this course, the literature explicitly connecting information literacy and open pedagogy was not extensive. However, there is now more written about how librarians support faculty by using open pedagogy and incorporating information literacy topics into their sessions with students. *Open Pedagogy Approaches*, edited by Hoffman and Clifton (2020), is the go-to anthology for this literature, with 665 downloads since its publication. This OER offers a collection of case studies from across higher education institutions in the United States, highlighting collaborations between faculty, instructors, and students using open pedagogy in the classroom. The bulk of existing literature has featured instructors who collaborate with librarians (who often have expertise in copyright, scholarly communications, or open education) to build an open pedagogy experience for their students. These studies often involve the librarian coming to the course for either one-shot or embedded instruction around copyright, open licensing, and sometimes information literacy (Dermody, 2019; Fields & Harper, 2020; Gumb & Miceli, 2020).

In a stand-out exception to these studies, Orozco (2020) explained how she uses the six frames from the Association of College and Research Libraries (2015) *Framework for Information Literacy for Higher Education* in combination with open pedagogy in her Library Science 101 course at East Los Angeles College, where her students create zines. She tied the two theories together explicitly, writing that "informed open pedagogy can be elicited

through the practices of information literacy instruction" (Orozco, 2020, para. 2). In the time since the course was taught in spring 2022, the book *Intersections of Open Educational Resources and Information Literacy* was published (Cullen & Dill, 2022). Each chapter of the book explicitly ties information literacy to OER and open pedagogy, with Part 3 of the book being completely dedicated to case studies from librarians supporting open pedagogy and OER.

Our experience differs quite a bit from the examples of projects in most of the current literature. This course is a unique teaching opportunity for librarian-instructors in several respects. Credit-bearing information literacy courses are relatively rare (Cohen et al., 2016). The location of the course in an academic department rather than the library, and its required status for students with a major specialization, make it even more unusual among types of library instruction. Much credit is owed to the original librarians who developed the course and to those who have taught and redesigned it in the years following. It has been important to us to keep this course taught by librarians, as it presents a special opportunity to help students learn information literacy skills through a scaffolded approach that draws on their academic and professional interests in international studies.

This course offered the chance to create a unique open pedagogy experience where students gain information literacy skills and concepts through class activities and in creating chapters for their chosen country. Specific course concepts and activities can be mapped onto the *Framework* as follows:

- "Searching as Strategic Exploration" - Searching for global information requires flexibility, planning, and iteration. Search engine results differ depending on factors including a user's geographic location and browsing history; therefore, search strategies may need to be adapted and modified to gather a comprehensive list of results or sources.

- "Information Has Value" - As authors, students have the right to determine if and how their intellectual creations can be shared and modified by using tools such as Creative Commons licenses. Copyright laws differ by country and can affect the ability to access and use information in different locations. Information equity is impacted by access to scholarly resources; they have a level of information privilege as students at a university in the United States that people in other parts of the world do not share.

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- "Information Creation as a Process" - Students turned in drafts and final versions of their written report on a social, legal, or political issue for information in their country; they also created a video about the topic and gave in-class presentations. Through this iterative process, they learned how the delivery method of the information changes how the message is conveyed.

Reflections and Future Plans

Information equity, information privilege, and working in the open are three interconnected concepts that inform the content and structure of INTSTDS 4850. Having each student explore these topics through the lens of a particular country and share what they were learning throughout the semester was an essential ingredient to making the class globally representative in its perspectives. There are several ways that we plan to improve future versions of this course.

The majority of the course's assigned class readings, videos, and podcasts were created by authors from the Global North, particularly the United States, the United Kingdom, and Europe. Future versions of the class should include more works by authors from Latin America and the Caribbean, Africa, and Asia. Bussell also plans to seek out materials by authors outside of academia, government, and journalism, such as artists, activists, and people most directly affected by information laws and policies around the world. Not only will this diversify the perspectives considered in the course, but it also has the potential to prompt more nuanced class discussions about source evaluation and the constructed and contextual nature of authority, an actively debated concept in contemporary information literacy scholarship (Baer, 2018).

When Bussell taught the course in spring 2022, only one student selected an open license for their chapters, although twenty-nine students made at least some of their work publicly visible in the Pressbook. We are not sure if the other students intended to leave their work in an "all rights reserved" copyright designation, or if more would have selected an open license if they had realized that copyrighted was the default setting on their chapters. In the future, the authors plan to incorporate a guided reflection for students to discuss which type of copyright license they are choosing to use.

Assessment

The class was assessed through an anonymous, mid-semester student feedback survey as well as formal Student Evaluations of Instruction. Although the mid-semester survey did not specifically assess the open pedagogy learning outcomes, a number of students mentioned the Hypothesis social annotation activities and the use of Pressbooks in their feedback. While some said that the social annotations prompted them to do the readings more carefully and make connections to other classes, others mentioned they thought it was busy work meant to make sure they did the reading. Going forward, Bussell will be more transparent about the rationale for these activities by emphasizing their positive role in encouraging active reading and class discussions, and in giving students an alternative way to share their thoughts.

Most of the student feedback on the use of Pressbooks was positive, with comments about how it helped them learn about other countries from their classmates, improve their research skills, and develop experience in working collaboratively on an online publication. One student, however, wrote that they felt having to submit their assignments in Pressbooks was inconvenient and time consuming and didn't add any value for them. In response to this feedback, Larson will adapt the Pressbooks presentation to provide more transparency about the transferable skills that students are learning by authoring their assignments in Pressbooks. Providing clearer explanations for why we are doing these activities ties into the ethos of open pedagogy, which emphasizes that students should understand the reason behind what they're doing as they co-create their experiences. In the future we will integrate a short assessment that specifically asks about the open pedagogy and copyright-related learning outcomes.

Conclusion

All in all, we found using open pedagogy to teach undergraduate students information literacy concepts both challenging and rewarding. It was a challenge to appropriately scaffold a semester-long open pedagogy project in Pressbooks and integrate social annotation assignments with Hypothesis concurrently. However, it was valuable to include the annotation assignments because it gave quiet students a place to voice their opinions, thereby allowing Bussell to get to know them better. We also found it challenging to discern how students selected their licensing designation in Pressbooks at the end of the semester.

We hope that other instructors and librarians will feel encouraged to tackle using open pedagogy in their instruction after reading about our experiences. While we revised an entire course using open pedagogy, other librarians may consider using it to center student agency around information literacy topics in different formats. For example, librarians could integrate open pedagogy in one-shot instruction, multi-part instruction sessions, or even through embedded librarianship. To do so, we recommend that course instructors and librarians use tools already available at their institution. In our case, that was Hypothesis and Pressbooks. At other institutions, it could be blogging software, digital humanities tools, or even something as simple as Google Docs. We also believe that open pedagogy projects provide an excellent way to collaborate with instructors to include information literacy topics in their courses.

We recommend that course instructors and librarians start small when tackling an open pedagogy and information literacy project. It is possible to start with one assignment, see how it goes, and then scale up slowly by adding more over time rather than tackling a whole course. Since working on this project, Larson has used the lessons we learned to help shape the scaffolding and open pedagogy project in a new library course currently in development that will result in a similar Pressbook project. In addition, we implemented the lessons we learned in the first offering of INTSTDS 4850 to improve the second offering. For example, we included a licensing decision reflection to help us understand why students selected their designation at the end of the course, added more initial scaffolding with Hypothesis at the beginning of the semester, and incorporated an in-person Pressbooks training. We hope that this account will inspire others to explore the connections between information literacy and open pedagogy at their institutions.

Acknowledgments

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Appendix: Assignment and Activity Prompts

Wikipedia Assignment

Write a short report about *Wikipedia*'s use in and coverage of your country. What is the platform's presence in the country? How many users are there in the country, if any? What information is there about the country on *Wikipedia*? Who are its editors?

Data Visualization Assignment

Take stock of an important issue in your country and present your findings visually. You can choose the aspect of the country you are following to visualize. Ideas include (but are not limited to) information technology infrastructure, internet access, censorship, social media landscape, demographics tied to current issues facing the country, educational attainment, and other topics pertaining to course content.

You will select a visualization method that is appropriate for the type of data and message you are communicating. The assignment should consist of

1. the visualization

2. data source (e.g., tables, statistics, information that you are presenting visually)

3. a short paragraph where you describe why you chose this particular visualization method.

Cite your data source using APA style.

Google Comparison Activity

In Search Atlas, set three countries to search (two assigned countries + United States). Explore different searches. (Suggestions: God; climate change. Other suggestions: the names of your countries, Biden, Trump; how to combat COVID; current events in your countries; other topics of interest). Reflect on what you find using the list of questions:

1. Your names and countries searched.

2. What keywords did you use?

3. Do the results you're getting differ by country? If so, how do they frame issues differently?

4. Any other reflections?

Algorithmic Incidents & Controversies Activity

In pairs, select 1–2 incidents from your countries or regions listed in the AIAAIC Repository. Read the incident report on the AAAIC website and explore some of the links to news, commentary, and analysis. Answer the following questions:

1. What is the incident?

2. What country or region is it affecting?

3. What technologies are involved?

4. What is the potential harm?

5. How has the issue been covered by the media or other outlets?