

Addressing New Literacies in LIS Curriculum

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ABSTRACT

Today the need for new and emerging literacy skills is urgent due to the increased presence of and concern about misinformation and disinformation in all types of media. Teaching these types of literacies is of utmost importance in LIS programs because LIS students will become the information professionals who will, in turn, educate and lead patrons, students, clients, peers, and co-workers in applying and understanding the importance of these literacies. This poster aims to study the availability and substance of information literacy, digital literacy, and media literacy courses currently taught in ALA-accredited LIS masters programs in the United States. We plan to review in detail each of these program's websites for course lists and descriptions to identify courses that are primarily or substantially focused on information literacy, digital literacy, and/or media literacy. We may follow up by calling the administrative office of each university to check that we have the most recent course information. Using content analysis, we plan to generate the number of courses taught in each program, their titles, descriptions, and lists of required resources, if available. Results will demonstrate how LIS programs are addressing the demand for new and emerging literacies in our curriculum in a time when these areas are of increasing consequence not only in education, but also for public life and civic engagement.

ALISE RESEARCH TAXONOMY TOPICS

Education; Information literacy; Curriculum; Education programs/schools

AUTHOR KEYWORDS

LIS education; Digital literacy; Media literacy