

Narratives of School Library Education and Research: Examinations of Diversity, Representation, and Ethics

SIG Sponsor(s):

School Library SIG (Rebecca Morris, University of Pittsburgh, United States)

School Library SIG (Rita Reinsel Soulen, East Carolina University, United States)

Presenters:

Ruth Shasteen (University of Illinois, Urbana-Champaign, United States); Sarah Steiger (Chicago Public Schools, United States); Dr. Lucy Santos Green (University of South Carolina, United States); Dr. Melissa P. Johnston (University of West Georgia, United States)

ABSTRACT

Researchers will share two papers exploring School Library topics interpreting the 2022 conference theme, Go Back and Get It: From One Narrative to Many. This interactive SIG session includes the presentation of papers, followed by open dialogue regarding issues raised by the papers, potential implications for practice and research, and future areas for research and collaboration. The 2022 session will include the following presentations:

iSchool/CPS Cohort: Partnership Model for Increasing Diversity and Cultural Relevance in School Librarianship. Through a dynamic and committed partnership between the Chicago Public Schools' Department of Curriculum, Instruction and Digital Learning and the School of Information Sciences in the University of Illinois Urbana-Champaign, the iSchool/CPS cohort of 20 diverse Chicago Public Schools' content area classroom educators was recruited to complete requirements for adding the Illinois Library Information Specialist endorsement to their teaching licenses. This project is a shared commitment to our roles in advocating for certified school librarians in Illinois schools, focused on developing workforce skills, recruiting diverse representation to school librarianship, and meeting the needs of the students in Illinois.

Upending Systems of Injustice: Educating Future School Library Researchers on Ethical Publishing for Scholarly Research. Publicly available publication ethics guidelines and policies are vital in creating a transparent process that prevents unethical research, publication misconduct, manipulation of the communication of research to practitioners, and the erosion of public trust. This study investigated how these unethical practices, specifically those coded as editorial misconduct, bring the authenticity and integrity of the library and information science

academic research digital record into question. Employing a multi-layered approach, including key informant interviews, researchers determined the frequency and the content of ethical publishing policies and procedures in library and information science journals; exploring the ways editorial misconduct most severely impacted library and information science researchers of color, and school library researchers. Findings were used to develop recommendations for school library educators and practitioners facing these issues.

ALISE RESEARCH TAXONOMY TOPICS

School libraries; Continuing Education; Publishing.

AUTHOR KEYWORDS

School Library Education; LIS Education; Culturally Responsive Teaching/Leading; Publishing ethics.