# Actively Learning and Practicing Ethical Stewardship

SIG Sponsor(s):

Archival / Education Preservation (Sarah Buchanan, University of Missouri, USA)

Presenters:

Sarah A. Buchanan (University of Missouri, USA), Angela Fritz (University of Iowa, USA), Chelsea Gunn (University of Pittsburgh, USA), Jeff Hirschy (University of Southern Mississippi, USA), Alexandra N. Pucciarelli (Rutgers University, USA), Jane Thaler (Amon Carter Museum of American Art, USA), Mahogany Thaxton (University of Pittsburgh, USA)

## ABSTRACT

The Archival / Preservation Education SIG session offers pedagogical insights on master's-level information science and archival education. Five ten-minute individual presentations and audience discussion explore educators' active learning activities; presenters bring perspectives from multiple states.

"Teaching and Practicing Ethical Stewardship" by Sarah Buchanan reflects on graduate archival classroom experiences with the lodestar of ethical stewardship. Particular activities examine the value of upholding the concept during early archival workflow activities such as accessioning and provenance research, and the strategies archivists can engage for its everyday practice.

"Exploring Digitized GLAM Collections through the Lens of Critical Data Literacy" by Angela Fritz shares some active learning principles that have provided an instructional framework for the critical analysis of digitized collections in graduate classes focusing on archives and digital preservation. Drawing on current contexts of digitization in GLAMs, the tenets of critical data literacy, and an archival ethics of care, such learning principles center archival stewardship practices as socially situated and context dependent – encouraging students to explore "trustworthy" practices and larger questions about how the dynamics of power and exclusion may be reconstituted in digital environments.

"The Interconnected Educational World of Archives" by Jeff Hirschy presents a pedagogical argument for breaking down the rigidity of "correct" archival boxes in the archival educational space. Considering the ubiquity of archives from repositories of ice cores to those of presidential papers, the presentation emphasizes the benefits of unboxing archives such as those, for more frequent interactions with their chosen communities.

"Fostering Inclusivity: A Comprehensive Exploration of Disability Justice in Information Institution" by Alexandra Pucciarelli proposes approaches to integrate disability justice into

archival education. Drawing on various models of disability including the medical, social, and complex embodied models, and a workshop held at AERI 2022 which aimed to develop a syllabus addressing disability justice in archival praxis, it reviews existing literature on disability and archival theory and the author's plans to teach a course titled "Disability Justice in Information Institutions" at Queens College, CUNY, in June 2024. Overall, this work seeks to bridge the gap in archival education and practice by fostering a more equitable and inclusive approach to disability.

"Connecting Curriculum to Community: Findings and Recommendations from the Classroom" by Chelsea Gunn, Jane Thaler, and Mahogany Thaxton outlines insights and findings from interviews with community archivists in Pittsburgh conducted during the Connecting Curriculum to Community project. The authors will share recommendations for instructors, and a case study in low-contact community-engaged pedagogy as carried out in two sections of a Community Archives course for MLIS students during the Summer 2023 semester.

The moderator will facilitate Q&A within and across the presentations.

**ALISE RESEARCH TAXONOMY TOPICS**

pedagogy; archives; data curation; information ethics; community engagement.

**AUTHOR KEYWORDS**

archival education; preservation education; ethical stewardship; universal access; trustworthy digital repositories.