Curriculum SIG: The Ethics and Evolution of Truth and Information

SIG Sponsors:

SIG Curriculum (Xiaofeng Li, Pennsylvania Western University, USA)
SIG Curriculum (Holly Hebert, Middle Tennessee State University, USA)

Presenters:

Natalie Taylor (University of South Florida, USA), Cynthia Stogdill (Old Dominion University, USA), Elizabeth Burns (Old Dominion University, USA), Rhonda Clark (Pennsylvania Western University, USA), Xiaofeng Li (Pennsylvania Western University, USA), Angela Jones (Western Kentucky University, USA)

ABSTRACT

The Curriculum SIG will examine how library science education curricula can prepare future librarians to engage with the ethics and evolution of truth and information. The session will begin with presentations of each paper, followed by an interactive discussion inviting attendees to participate in an open dialogue and Q&A with the presenters about the issues raised by the papers, implications for practice, and potential areas for future research.

Dr. Natalie Taylor will deliver a presentation titled "Core Competencies, Core Courses: How Accredited MLIS Programs Interpret the ALA's Core Competencies through their Curriculum." This paper aims to examine the way that the 66 accredited degree programs describe their programs' relationship with the ALA Core Competencies (ALACCs) and whether these descriptions can demonstrate a measurement of the influence of the ALACCs on curriculum. This finding will serve two purposes: 1) a representation of the strength (or weakness) of the connection between the library profession (as represented by the American Library Association) and MLIS degree programs and 2) a better understanding of how the curriculum of these programs represents the competencies called for by ALA.

Dr. Cynthia Stogdill and Dr. Elizabeth Burns will present "Information Literacy: A Case Study in Inquiry Instruction." Information literacy is a set of skills we expect school librarians to teach K-12 learners. AASL embeds these competencies within their instructional standards for learners and school librarians however, there is little agreement on a model of inquiry that should be used with K-12 learners. Further, there is little consistency in pre-service school librarian information literacy instruction. This exploratory case study examines the information literacy

instructional models used with one cohort of pre-service school librarians. Findings discuss practices that can be shared and further developed for LIS education.

Dr. Rhonda Clark, Dr. Xiaofeng Li, and Dr. Angela Jones will present "A Study of US Public Library Strategic Plans: Trends and Trajectories." This paper reports the results of a content analysis, reviewing strategic plans from public libraries across multiple states in the U.S. The presenters will make recommendations based on their analysis to help library educators teach an effective writing style for strategic plans. They will also advocate for the importance of strategic planning as a necessary skill in the curriculum. Additionally, they will invite attendees to discuss how library schools implement curriculum development through strategic planning.

Overall, these presentations will provide valuable insights into how library science education programs address core competencies, information literacy instruction, and strategic planning to better prepare future librarians for the evolving challenges of the profession.

ALISE RESEARCH TAXONOMY TOPICS

curriculum; education programs/schools; standards; administration; accreditation.

AUTHOR KEYWORDS

American Library Association; ALA Core Competencies; LIS Education; Case study; Information literacy; Preservice education; School Library.