

Artificial Intelligence: The Doers, the Don't-ers, and the continuum between

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Presenters:

Rhiannon Bettivia (Simmons University School of Library and Information Science, US)

Anthony W. Dunbar, (Dominican University - School of Information Studies, US)

Theodora Kourkoulou (University of Iowa, US)

Cameron McCarthy (Emerita, University of Illinois at Urbana-Champaign, US)

Rebecca J. Morris (University of Pittsburgh, School of Computing and Information, US)

Manuel Perez-Troncoso (University of Illinois at Urbana-Champaign, US)

ABSTRACT

Session 1: *Make My Syllabus Nicer: Exploring Generative AI for Inclusivity and Accessibility in LIS Instruction*

Rebecca J. Morris (University of Pittsburgh, School of Computing and Information, US)

Though certainly not a magic formula, library and information science (LIS) instructors' use of generative AI tools can support accessibility and inclusivity in design and adaptation of course materials and communications. LIS faculty likely know about and may implement accommodations such as Universal Design for Learning to some extent, but perhaps find it challenging to integrate methods more thoroughly for reasons such as time, number of courses or varied formats of courses, and number of disability accommodations.

This session in the following teaching tasks:

- making tone and content of syllabi and assignment instructions more transparent and student-friendly
- generating performance criteria, checklists, and rubrics for differentiated assignments
- integrating principles of Universal Design for Learning (UDL) into course design elements, such as
 - creating text outlines of lectures to provide multiple means of representation

o personalizing assessment options to offer multiple means of action and expression

A Community Conversation: The Context, Complexities, Contradictions and Critical Concerns of Artificial Intelligence: Parts I & II

Embracing the theme of the Innovative Pedagogy, Lead with Innovation, this dual presentation session offers perspectives on the complexities, contradictions, and critical issues concerning Artificial Intelligence (AI). The IP SIG combines presentations with interactive audience engagement, providing an opportunity for ALISE members and attendees to forge cross-disciplinary ties around the conference themes of “[t]he ways in which information is created, disseminated, and altered” in the current education landscape

Session 2: Part 1- *The Context, Considerations and Complexities*

Rhiannon Bettivia (Simmons University School of Library and Information Science, US) Co-Moderator

Anthony W. Dunbar, (Dominican University - School of Information Studies, US) Co-Moderator

Theodora Kourkoulou (University of Iowa, US) Panelist

Cameron McCarthy (Emerita, University of Illinois at Urbana-Champaign, US) Panelist

Manuel Perez-Troncoso (University of Illinois at Urbana-Champaign, US)

The first moderated panel session centers innovation as a necessity as well as a change agent in the area of digital and technological literacy. The session offers a brief historical discussion of technological developments and their deployment in classrooms, grounding a discussion of AI. Then moves beyond the dichotomy that AI is either the ultimate positive technological contribution to society or that it will move society from a state of techno determinism to techno fatalism. An engaging and interactive moderated panel discussion will center the nuances between the Pollyanna and fatalist propositions. Consisting of submissions from LIS educators and practitioners eager to share their experiences using (or not) AI in the classroom, this conversation will further shape approaches to AI as well as contribute to developing policies and practices at institutional and disciplinary levels.

Session 3: Panel 2 - *The Contradictions and Critical Concerns*

Rhiannon Bettivia (Simmons University School of Library and Information Science, US) Moderator

Theodora Kourkoulou (University of Iowa, US) Panelist

Cameron McCarthy (Emerita, University of Illinois at Urbana-Champaign, US) Panelist

Manuel Perez-Troncoso (University of Illinois at Urbana-Champaign, US)

Part 2 dives deeper into the pedagogical Contradictions and related Critical Concerns that LIS scholars, instructors and practitioners are grappling with as AI interrupts and, in many instances, disrupts LIS learning spaces. This session is designed to bring an interdisciplinary sensibility, namely through conversation with scholars in the field of education.

ALISE RESEARCH TAXONOMY TOPICS

Artificial Intelligence, Education, Pedagogy, Social Justice, Students

AUTHOR KEYWORDS

Critical Approaches to Learning, Digital Literacy, Innovative Pedagogy, Interdisciplinary, Instructional Design, Techno Determinism

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