Diversity, Equity, Inclusion, and Access Coverage in Technology-focused Courses

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ABSTRACT

Diversity, equity, inclusion, and access (DEIA) is a controversial topic. Technological improvements help to incorporate DEIA to everyday life, but it also comes with its own problems like algorithmic bias, and legal issues. Computing technology is not neutral; adversely affecting marginalized groups through policy decisions and their creators' unconscious biases; the limitations of the programs and equipment. The American Library Association Core Competences (ALACCs) require basic knowledge on social justice, diversity, equity, and inclusion gained through LIS education. This study will analyze technology-focused Master of Library and Information Science (MLIS) courses to assess how DEIA principles are addressed in the light of ALACCs in technology requirement. Syllabi from select ALA accredited MLIS programs on the Eastern United States are collected. Preliminary results will be presented at the Conference. Efforts to collect the remaining syllabuses are continuing. Study hopes to fill a major gap by providing a concrete data about technological biases that inversely affect specific populations as well as possible remedies to it.

ALISE RESEARCH TAXONOMY TOPICS

artificial intelligence; education; social justice; specific populations; information literacy.

AUTHOR KEYWORDS

algorithmic bias; diversity, equity, inclusion, and access; MLIS courses.