Exploring Innovative Pedagogies in a Global Information Context

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SIG Innovative Pedagogies (Conveners: Kevin Rioux and Rajesh Singh, St. John's University, New York, USA)

Presenters:

Kyungwon Koh, University of Illinois at Urbana-Champaign, USA; Alaine Martaus, University of Illinois at Urbana-Champaign, USA; Denice Adkins, University of Missouri, Columbia, USA; Nina Exner, Virginia Commonwealth University, USA; Vandana Singh, University of Tennessee, Knoxville, USA; Kristen Schuster, King's College, London, UK; Brittany Kelley, King's College, London, UK

ABSTRACT

SIG Innovative Pedagogies offers a panel that includes four sets of speakers who examine innovative pedagogies for LIS education in a global information context. Each presentation features a different innovative pedagogical approach. Presentations are followed by an interactive discussion period, and attendees are invited to continue the conversation after the program via Twitter. Kyungwon Koh and Alaine Martaus discuss *Design thinking for teaching the foundations of librarianship,* showing how design thinking can be a tool of innovation for teaching core courses in LIS graduate programs. Their talk also features examples of how they applied design thinking in their course designs, and includes details about course assignments, student projects, and reflections. Denice Adkins and Nina Exner show how *Using Library Carpentry methods and resources in the LIS classroom* can be used for technology training in LIS education programs. This presentation provides an overview of the Library Carpentry instructional approach and shows how it is different from traditional LIS classroom instruction. Adkins and Exner conclude with an overview of Library Carpentry lesson design principles and standards that can be used for LIS classrooms and LIS practitioner training. Vandana Singh discusses *Integrating professional librarians into open source software (OSS) communities.* Singh notes that professional librarians are increasingly integrated into OSS communities, and she shows how this integration has inspired an innovative participatory action model for OSS that can be used to guide curricula for current LIS students as well as continuing education programs for working practitioners. In *Gender, community and narrative: Exploring the social aspects of fanfiction,* Kristen Schuster and Brittany Kelley show how creative aspects of fanfiction contributes to the development and maintenance of social networks, which in turn facilitates deeper and transferrable forms of learning and literacy. In this talk, Schuster and Kelley combine learning theory and information behavior models into a framework for teaching literacy and information-seeking practices.