

# Transforming LIS Education through Disability Inclusion

SIG Convener(s):

Disabilities in LIS (Keren Dali, University of Denver, United States of America)  
 Disabilities in LIS (Kim M. Thompson, University of South Carolina, United States of America)  
 Disabilities in LIS (Mirah J. Dow, Emporia State University, United States of America)

Presenters:

Susan Alman (San José State University, United States of America), Amelia Anderson (Old Dominion University, United States of America), Maddi Brenner (University of Wisconsin-Milwaukee, United States of America), Jennifer Campbell-Meier (Victoria University of Wellington, New Zealand), Debbie Faires (San José State University, United States of America), Anne Goulding (Victoria University of Wellington, New Zealand), Baheya S. Jaber (University of Alabama, United States of America), Bharat Mehra (University of Alabama, United States of America), Rebecca Muir (Charles Sturt University, Australia), Abigail L. Phillips (University of Wisconsin-Milwaukee, United States of America), Asim Qayyum (Charles Sturt University, Australia), Andrew J. M. Smith (Emporia State University, United States of America), Sarah Sutton (Emporia State University, United States of America), Melissa Wong (University of Illinois at Urbana-Champaign, United States of America)

## ABSTRACT

Combining perspectives from Australia, Canada, New Zealand, and the US, this international panel will develop an honest dialog on disability inclusion in LIS education, drawing on empirical research, discursive analysis, and practical experience. All introductory talks will be followed by nuanced and carefully developed experiential activities prepared by each group of presenters and delivered at the two thematically arranged round tables. Jointly, seven interconnected presentations will address LIS pedagogy, educational policy, and educational content from the standpoint of disability inclusion and its potential to transform LIS education.

## ALISE RESEARCH TAXONOMY TOPICS

curriculum; education; online learning; pedagogy; students; teaching faculty; social justice

## AUTHOR KEYWORDS

access; disabilities; diversity; equity; inclusion; universal design