

Pedagogical practices for information policy instruction

SIG Sponsor(s):

Information Policy (Convener: Margaret Zimmerman, Florida State University, USA)

Presenters:

John T. F. Burgess (The University of Alabama, USA), Philip Doty (The University of Texas at Austin, USA), Kyle M. L. Jones (Indiana University-Indianapolis, USA), Jenna Kammer (University of Central Missouri, USA), E.E. Lawrence (Rutgers, USA).

ABSTRACT

The Information Policy SIG has assembled panelists to come together and discuss pedagogical practices related to information policy. We understand that a strong grasp of information policy is crucial to shaping the next generation of LIS leaders, and this panel is geared toward the design and application of meaningful curricula toward that end. Specifically, our panelists will discuss their experiences as professors implementing a singular learning experience, assessment, or object that they used in their class. They will then explain the substantive value of this experience to their pedagogical mission. Dr. Lawrence will describe a project in which he uses university library signage as an entry point into a larger critical conversation about the ways in which library and information policy—even policy putatively aimed at increasing access to resources—can implicitly target oppressed persons and deepen patterns of information marginalization. Dr. Kammer will discuss pedagogy related to how to teach policy around the stress, fears and engagement related to policy in practice by leading discussion groups that take on conflicting viewpoints. Dr. Jones will describe a policy analysis assignment related to the rhetoric and design of policy—paying specific attention to compositional design. Dr. Doty asks students to generate briefs of important U.S. Supreme Court and other federal court cases in those courses, then analyze the fundamental elements they contain as a basis for understanding policy instruments. Dr. Burgess will discuss his “policy exploder” project and where students take an existing policy, identify the harms avoided and benefits sought by the policy, the implied arguments for each position and any evidence that may be included to justify the policy position, and finally come to rest on any relevant ethical principles. They then work backwards to revise policy by starting with ethics. Finally, the panelists will offer their own observations of the success of the pedagogical practice or instrument that they are describing. Likewise, the session attendees will have the opportunity to both ask questions and offer their own critiques of the practice or element being described. The ultimate goal of this dynamic, interactive panel is for the attendees to be able to walk away with fresh ideas for implementing new, vetted information policy pedagogical elements in their

courses. Similarly, this is an outstanding opportunity for networking and partnerships for faculty that teaches in this area.

ALISE RESEARCH TAXONOMY TOPICS

Education; pedagogy; information policy.

AUTHOR KEYWORDS

Pedagogical practice; collaboration; information policy.