

# **(Re)envisioning an Information Ethics/Policy Course for the Future**

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## **ABSTRACT**

When ALA added sustainability to the list of recognized core values, it opened the door to considering resilience as a guiding principle in LIS education. As the latest entry in the core values discussion, work remains in deciding the scope of this value and how to adopt it into practice. How does sustainability influence information ethics education? What does it mean for LIS students to become resilient information practitioners or deny resilience narratives?

This session of the ALISE Information Ethics SIG will serve as a focal point for conversations about ethics education for resilience, with a special emphasis on collaboratively developing competency-driven goals, learning objectives, and measurable outcomes. Resilience is a cross and interdisciplinary idea, residing in psychological, educational, sociological, ecological, and economic circles. The more of these perspectives are represented in a live course planning session, the greater the potential is to create well-rounded, research-grounded, teaching modules for the information ethics curriculum that can lead to sustained efforts.

Participants will take part in a collaborative ideation process about redesigning an information ethics course that could serve the wider LIS education community. There will be no panelists and only a brief session introduction to help frame and contextualize discussion. All work done in this session will be facilitated by Drs. Burgess and Jones using a semi-structured plan for invoking ideas, analytical play, and a collaborative vision among those who teach information ethics and/or policy (and those who wish to constructively influence the development of such courses going forward).

While participants do *not* need to prepare for their participation during the session, we suggest to all who attend to reflect on the following questions before joining the event:

- What should information ethics/policy courses substantively attend to now and in the coming years, especially in light of recent and current societal and sociotechnical changes and problems?
- How might current information ethics/policy courses be underserving—or even failing—current LIS students?
- Are there implicit boundaries or visible walls that may be blocking our collaborative approach to teaching information ethics/policy?
- What would it take for the LIS education community to co-design a course that could be implemented and sustained across multiple LIS departments/schools?

### **ALISE RESEARCH TAXONOMY TOPICS**

information ethics; information policy; curriculum; education

### **AUTHOR KEYWORDS**

course design; instructional design; sustainability; team-based design