Reimagining LIS Education: Everything We Wanted to Say but Were Afraid To (Panel)

Abstract or Résumé

This panel includes six library and information science (LIS) academics who bring together international perspectives on pedagogy rooted in theoretical framings. The panelists will discuss topics meaningful to the instructor experience including social justice, teaching empathy in the LIS classroom, faculty/student research collaboration, student socialization to the graduate academy, and inclusion of faculty members with a disability.

1. Introduction

The pandemic years have accelerated workplace and classroom changes, including changes to how meetings are held, how courses are offered, and how faculty members and students communicate and interact. These recent changes have uncovered new challenges and accentuated persistent problems that we might not feel comfortable dealing with or talking about. Without criticizing approaches and choices preferred by other LIS educators and duly recognizing their merit, usefulness, and ongoing contribution to the improvement of LIS education, our panel stands to strengthen the less covered areas of LIS pedagogical thought. It will bring theoretical framings such as performance theory, critical race theory, theory of unlearning, Bridges' transitions model, and the concept of academic capitalism to the education-oriented discussions to broaden the scope of pedagogical discourse.

In this panel, we will discuss the questions and dilemmas related both to the ongoing pandemic and the longstanding unresolved concerns in higher education, and in library and information science education particularly, which we might otherwise avoid talking about. The panel covers issues of social justice-related teaching and decolonization of the LIS classroom, the productive use of faculty/student collaboration in academia, teaching students to feel comfortable with empathy and vulnerability through improv, facilitating student socialization to graduate education, and acceptance and inclusion of disabled and neurodiverse faculty. Some topics focus on students and others focus on teachers/faculty members. We hope audiences will find the panel interesting and meaningful in helping them reflect upon and evaluate their own pedagogical practices and academic infrastructures. Moreover, we also encourage our audience to share their thoughts and insights on the issues in LIS education beyond the topics included in the panel.

All panelists are contributors to the book *Inglorious Pedagogy: Difficult, Unpopular, and Uncommon Topics in LIS Education in Times of Crisis and Quiet* by Rowman & Littlefield (released May 2023).We hope the panel ignites other projects, books, or special issues in LIS journals, that will fill the gaps that we could not cover.

2. Virtual Panel Structure

This 90-minute panel will begin with an introduction of the panelists and an overview of the central themes of the panel:

30 min—Welcome, overview, 5 min per speaker introducing their areas of focus:

- Social justice-related teaching and decolonization of the LIS classroom (Birdi)
- Perceived use of faculty/student collaboration in academia (Bossaller)
- Acceptance and inclusion of faculty with disability or neurodiversities (Dali)
- Facilitating student socialization to graduate education (Goulding)
- Teaching students to feel comfortable with empathy and vulnerability through improv (Nelson & Vardell)

55 min—Interactive panel discussion that focuses on lessons learned and novel approaches imagining transformation in teaching methods and pedagogy in LIS education. Each panelist will prepare a discussion question to facilitate the interactive component of the session.

5 min—Wrap up

3 Panel Participants
The panel consists of one moderator and six LIS faculty from universities in New Zealand, the United Kingdom, and the United States.

Moderator:

Kim M. Thompson, Ph.D., is a Professor in the School of Information Science and Associate Dean for Academic Affairs for the College of Information and Communications at the University of South Carolina. Her background spans information studies, library science, and international consulting, with research focusing on information poverty and information access.

Panelists:

Briony Birdi, Ph.D., is a Professor of Library and Information Science at the Information School, University of Sheffield, UK, teaching campus-based and distance learning master's students about public and youth libraries, school justice and diversity. She is also the Director of Equality, Diversity and Inclusion for the faculty of Social Sciences.

Jenny Bossaller, Ph.D., is an Associate Professor at the University of Missouri. She has been both mentee and mentor through scholarship. She teaches primarily in the areas of public librarianship and history of libraries and books. Her research interests extend to critical issues including health and wellness, literacies, and equity in libraries.

Keren Dali, Ph.D., is a faculty member at the Research Methods & Information Science Dept., University of Denver. Keren's research interests are in the areas of disability and workplace equity; reading practices of adults in multilingual communities; social work and LIS, and humanistic pedagogies in LIS.

Anne Goulding, Ph.D., is Professor of Library and Information Management at Victoria University of Wellington, New Zealand. Her research focuses on the management of library and information services, digital inclusion, and training and professional development of the information workforce. She is Editor of the Journal of Librarianship and Information Science, on

the Editorial Board of other journals in the LIS discipline and has published nearly 2000 works based on her research.

Sarah Beth Nelson, Ph.D., is an Assistant Professor at the University of Wisconsin-Whitewater. She directs UWW's Library Media program and the University of Wisconsin School Library Education Cooperative. Sarah Beth studies the American reality (true, personal, edgy) storytelling movement and performs as a storyteller in fringes, festivals, and open mic events.

Emily Vardell, Ph.D., is an Assistant Professor in the School of Library and Information Management at Emporia State University. She teaches courses on the foundations of library science, reference, and health sciences librarianship. Emily researches health information behavior, as well as library science education best practices and trends.