2013 Annual Conference Abstracts:

Juried Panel Proposals

"Scaffolding the Walled Garden: Working with Remote Students in Research Apprenticeships"

Convener/Panelist: Anthony Bernier, San Jose State University

Panelists: Jeremy Kemp and Kristen Radsliff Rebmann, San Jose State University

How do online MLIS students succeed in contributing to distributed (exclusively online) research groups? How can distributed research apprenticeships contribute to intellectual and research productivity of faculty, alumni, and graduate/students? In one study, a team of six graduate students in a fully online degree program was mentored by faculty researchers using a wide variety of groupware and procedural techniques during the course of a three-year IMLS research grant. Students flourished at times - delivering excellent work and maintaining high degrees of motivation and engagement - while certain aspects of the experience caused some struggle. Another project created a distributed research and writing group as an experiment in learning design - seeking to create a virtual collaboratory for the SLIS community. Patterns of participation in this activity were diverse and changeable with interesting results relating to resource and project-centered efforts. This panel will describe the online working arrangements, discuss helpful collaboration methods, and make recommendations to ensure student success in research productivity.

"Exploring ePortfolio as Capstone Experience to Prepare the 21st Century Information Professionals"

Convener: Peiling Wang, University of Tennessee

Panelists: Cecelia Brown, University of Oklahoma; Ed Cortez, University of Tennessee; Sandra Hirsh, San Jose State University; Betsy Van der Veer Martens, University of Oklahoma

Learning eportfolios are becoming a hot topic in higher education. ePortfolio is an evolving concept that goes beyond the traditional portfolio by not only providing evidence of learning and professional growth during the course of a degree program, but also cultivating the habit of reflective thinking and lifelong learning. Student eportfolios also go beyond the benefits of a traditional portfolio on a more personal level; they contribute to collaborative learning as well as institutional repositories of educational outcomes. The emphasis on student learning outcomes in the 2008 Standards for Accreditation of Master's Programs in Library & Information Studies calls for a shift from a teacher-centered classic educational model to diverse learner-centered learning models. Today, many LIS programs are delivered either online or through a combination of online and on campus modes. These programs offer LIS students a wide variety of options to demonstrate their capstone achievements as a final requirement, including thesis, comprehensive examination, project, and eportfolio.

The eportfolio, adopted in the digital age, is a relatively new option in LIS Master's programs. Although every LIS program has a few foundation courses, only about one-third have eportfolio courses or requirements. If eportfolios are a powerful holistic approach to professional development, what will it take for the diffusion of eportfolios to reach a critical mass and how will that be achieved?

The purpose of this panel session is two-fold: to discuss how eportfolios can play an important role in transforming higher education to prepare the 21st Century information professionals; and to share experiences in developing and maintaining eportfolios as capstone requirements.

The topics include the challenges in adopting eportfolios as high impact educational practices (e.g., issues of faculty buy-in, eportfolio management and technology, assessment and grading, etc.); the eportfolio models and their comparisons (symphonic self, standardized, or combined); the experiences of the three LIS programs; and the potential of eportfolios as an integral part of the assessment of student learning outcomes for ALA program accreditation.

"Inquiry into education: a classical pragmatist perspective on learning as informing"

Convener/Panelist: Heather Hill, Western University

Panelists: Jen (J.L.) Pecoskie, Wayne State University; and John M. Budd, University of Missouri

No philosophical school of thought can answer all conundrums pertinent to a complex human action, such as learning. It is the task of Library and Information Science (LIS) educators to search for frameworks that can contribute to understanding and fruitful development. Learning, at all levels, presents challenges that LIS must address. While educational literature focuses on pedagogical methods as means to enable students to conceptualize and understand (i.e., language-based, critical theory, etc.), LIS literature explores how to do education, but theoretical explorations of truth as necessary for informing and learning are less fully examined.

We propose that classical pragmatism has an informational component that makes it a useful tool to guide actions aimed towards learning. Pragmatism is not one unified method, but has been developed and re-assessed by several thinkers. It is anti-foundationalist, fallibilist, contigent, socially embedded, and pluralist (Dousa, 2010, p. 66). Neo-pragmatists are more likely to accept pragmatism as a theory, but it is more appropriately applied as a method (De Waal, 2005, p. 4).

Sundin and Johannisson (2005) provide an exploration of historical pragmatism and focus on how neo-pragmatism is useful in understanding information needs, seeking, and use. While their paper focuses on how the theoretical underpinnings of LIS systems require the individual to subsume their needs into these existing structures, our panel takes a different approach. We will emphasize the classical pragmatic perspectives, as espoused by Charles Sanders Peirce, William James, and John Dewey, which combine epistemic and practical experiences as means to derive true knowledge demonstrating that the individual learner must be informed to reach such a state of knowledge.

Peirce (1958) posits that the basis of pragmatism is logical; rational cognition and rational purpose are connected (p. 184). Extending Peirce's argument, educational action relies on informational relations that enable students to perceive possibilities – what can be known is that which has been examined and demonstrated.

James' conception of pragmatism adopts an idea of truth and operationalizes it in ways that enhance the conceptual and practical applications. For James, truth, delves deeper into the what of correspondence, the what of agreement – there must be something concrete to which a truth claim can be connected. Pragmatists are concerned with truth; as complex as that is, it remains a necessary object for education and for an informational basis for learning.

James (1981 [1907]) understood that the pragmatic method's import is to bridge the abstract and the concrete: "There can be no difference anywhere that doesn't make a difference elsewhere—no difference in abstract truth that doesn't express itself in a difference in concrete fact and in conduct consequent upon that fact, imposed on somebody, somehow, somewhere, and somewhen" (p. 27). This expression of difference places a demand upon the learning process and upon teachers and learners. The difference must be stated and be made clear through informational action that accomplishes a communicative goal. Learning cannot occur without such communication.

Dewey's (2004 [1948]) perspective of pragmatism can be described as naturalism. For Dewey, the world is not merely there to be observed; humans are active agents by means of their observation and are able to translate observation into intentional behavior:

If knowing were habitually conceived of as active and operative….it is not too much to say that the first effect would be to emancipate philosophy from all the epistemological puzzles which now perplex it. For these all arise from a conception of the relation of mind and world, subject and object, in knowing, which assumes that to know is to seize up what is already in existence (p. 71).

His redefinition of knowing is essential to the pragmatist conception of effective educational practice. The learner does not merely absorb data, but is more genuinely "informed" as she is shaped by what is known and gives shape to the body of knowledge (see Dewey, 1916). Dewey situated education within the social construction of political structures, systems and concepts. He (1988) distinguished his notions of belief and truth from James', "The question of truth-falsity is not, on believing, for my whole theory is determined by the attempt to state what conditions and operations of inquiry warrant a believing, or justify its assertion as true" (p. 182). Dewey claimed that his theory constitutes a genuine correspondence theory of truth inasmuch as the process of inquiry leads to the warrant. If a purpose of learning is creating an awareness of the place of the person within political society, Dewey's conception of truth is vital.

Pragmatism reminds us, as educators, that the individual learner must be informed in order to achieve true knowledge. Education must consider the social, cultural, political structures that surround the learner. The task for the teacher can be understood through Dewey's (2005 [1910]) words, "the teacher's own claim to rank as an artist is measured by his ability to foster the attitude of the artist in those who study for him" (p. 181). Acknowledging the importance of the relationship between the teacher [artist] and learner [future artist], will allow us to integrate new approaches and methods into LIS education.

We will present key conceptions of classical pragmatism, specifically as they apply to LIS education. The target audience, composed of those who are interested in education, broadly, and questioning ideas of truth, informing, and learning, will be provided with questions initially to help frame thinking and foster discussion.

Each panelist will speak for fifteen minutes on one of the following questions:

- Is learning a process of logical investigation?;

- Does truth play any role in the educational process?;

- To what extent is informing the same as educating?;

Together, we will explore this last question which will be our introduction to the group discussion, as half the session will be dedicated to audience engagement.

- Can learning effectively be separated from the political/social/cultural selves of learners?

At the culmination of the session the extent of agreement with the premises of classical pragmatism will be gauged.

References:

De Waal, Cornelis. (2005). On Pragmatism. Belmont, CA: Thomson Wadsworth.

Dewey, John. (1916). Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.

Dewey, John. (1988). The Later Works of John Dewey: Vol. 14, 1939-1941, ed. by Jo Ann Boydston. Carbondale, IL, Southern Illinois University Press.

Dewey, John. (2004 [1948]). Reconstruction in Philosophy. Mineola, NY: Dover.

Dewey, John. (2005 [1910]). How We Think. New York: Barnes & Noble.

Dousa, Thomas M. (2010). Classical pragmatism and its varieties: On a pluriform metatheoretical perspective for knowledge organization. Knowledge Organization 37, no. 1: 65-71.

James, William. (1981 [1907]). Pragmatism. Indianapolis: Hackett.

Peirce, Charles Sanders. (1958). Selected Writings (Values in a Universe of Chance). New York: Dover.

Sundin, Olof and Jenny Johannisson (1995). Pragmatism, neo-pragmatism and sociocultural theory: Communicative participation as a perspective in LIS. Journal of Documentation 61, no. 1: 23-42.

"Questions Are Never Neutral: Examining the Occupy and Tea Party Movements as Exemplars of Information Research and Everyday (Political) Life"

Convener/Panelist: Jessa Lingel, Rutgers University

Panelists: Gary Burnett, Julia Skinner, Florida State University; and John M. Budd, University of Missouri

As a discipline and a profession, it is the responsibility of library and information science to situate its work in the lives of people. An essential means of accomplishing the goal of investigating the role of information in daily life is the development of research projects that inquire into personal politics and ideology, especially in terms of the informational and communicative. We use the Occupy and Tea Movements, and the discourses that have emanated from their participants, as paradigmatic examples of possibilities for study into authentic and situated human action. The panelists will explore specific elements of this potential:

1. Questions that can be asked about these groups in terms of rhetoric, politics, and information

2. Ways of exploring possible answers to these questions

3. Communicating the meaning of these possible answers within, and beyond, library and information science

4. Investigating the nature of ideologically-laden issues

5. Bringing the project into the educational process so that students understand the utility of investigation into informational problems.

For purposes of both inquiry and education, the work of Michel de Certeau, particularly The Practice of Everyday Life, provides a conceptual framework. de Certeau sought to study the ways people reappropriate formal traditions, symbols, and information into their daily lives as a way to create meaningful existence; he was also deeply interested in conceptualizing how individual practices are

developed in response to institutional infrastructures. Understanding the role of information in political

and politicized practices of these movements is a core objective of this panel.

The two movements addressed here have attracted a great deal of attention—both popular and

critical—and they are useful representatives of large-scale informational challenges faced by society.

How best to convey collective ideology from grassroots, organically-organized movements? How to

manage information and leverage technological innovations within and across political groups? In de

Certeauian terms, how do individual questions differ from the institutional? What are the consequences

(and affordances) of highly-polarized debates? By comparing the information practices, information

worlds, and politics of these two movements, it becomes possible to develop theory around information

behavior in everyday life. We focus not only on the questions being asked by and of these movements,

but on the ramifications for our discipline in recognizing the political situatedness of inquiry. As

contemporary movements with vast media presence, analysis of Occupy Wall Street and the Tea Party

provide a rare opportunity to present students with conflicts of politics, rhetoric and information

practices. The panelists will delve into specific aspects of investigation and education, and will include

the controversial elements of the movements as part of the presentation.

"Teaching Information Behavior: Sharing Global Experiences"

Convener/Panelist: Dania Bilal, University of Tennessee

Panelists: Sanda Erdelez, University of Missouri; Karen Fisher, University of Washington; Peiling Wang, University of Tennessee

How people experience information- create, need, encounter, seek, share, manage, evaluate, use, make sense, or avoid- is the core focus of information behavior research. Information behavior is interdisciplinary encompassing fields such as cognitive science, psychology, communication, education, computer science, and neuroscience, among others. Recent texts on information behavior (e.g., Case, 2012; Spink & Heinstrom, 2011; Spink, 2010; Nahl & Bilal, 2007; Fisher, Erdelez & McKechnie, 2005) provide understanding of leading edge theories, models, as well as ways information behavior has been conceptualized based on theoretical developments and research findings from these varied fields. However, what is lacking is an understanding of teaching practices of information behavior at both the national and international levels. As a course, information behavior is taught in many LIS schools to students at all academic levels-from undergraduate to PhD, and across various backgrounds -from library and information science to education, health, business, computer science, communications, among others. Notwithstanding, the information behavior community has had little opportunity to focus in-depth on pedagogy across institutions and cultures.

Teaching information behavior is challenging because it is highly conceptual, and research-based, while the phenomenon of information behavior itself is constantly undergoing change with the identification of new concepts, theories, models, and research findings. The fact that today's users interact with varied technologies and digital media (e.g., social networks, discovery interfaces, web search engines) could impact on their information behaviors, and thus, raising new issues to consider in designing research methodologies for discovering the nature of these behaviors.

In this panel, the presenters will focus on two main issues: 1. teaching information behavior, and 2. emerging research methodologies for capturing information behavior.

"Addressing the Hard Questions on Library Planning, Services & Evaluation: Collaborative Opportunities for State Library Development Agencies and LIS Programs"

Convener/Panelist: Elizabeth Aversa, University of Alabama

Panelists: John Carlo Bertot, University of Maryland; Jennifer Campbell-Meier, University of Alabama; Trudi Bellardo Hahn, Drexel University; and Rebecca Mitchell, Alabama Public Library Service

The literature is scant on relationships between state library development agencies and education programs in library and information studies (LIS). Yet the two types of organizations routinely address similar questions regarding the evaluation of libraries and library systems, the allocation of scarce resources to competing programmatic priorities, the methods of planning for future services and programs, the education of staff and students, and the continuous planning for improving and enhancing the technological information infrastructure within a state.   This panel will present several points of view on these questions and how they can be addressed collaboratively, and then engage the audience in identifying additional ones that can enhance decision making by both entities. A survey on this topic will be underway and if preliminary findings are available they will be presented as well.

"New Directions in Archival Education: Teaching Pluralized Curricula"

Convener/Panelist: Michelle Caswell, University of California Los Angeles

Panelists: Kim Anderson, University of Wisconsin–Milwaukee; Lorrie Dong, University of Texas at Austin; and Ricardo Punzalan, University of Maryland

Theme: Sustaining the question of archival pluralism through pedagogical strategies

Topic:

A recent American Archivist article co-authored by two dozen doctoral students and faculty members from around the world asked the important question of how to move from an archival pedagogy dominated by a singular Western paradigm to one reflecting multiple, pluralized global perspectives (Pluralizing the Archival Curriculum Group, 2011). This question has since sparked a range of inquiries about how best to implement a new pluralist framework in archives classrooms. How do we conceptualize archival pluralism and what impact does this conceptualization have on our teaching? How can we translate the theoretical approach to pluralism into practical educational strategies? What exercises and approaches can archival educators enact in their classrooms to reflect this pluralist challenge? The proposed panel sustains this ongoing question in archival education by demonstrating practical strategies for teaching pluralist perspectives.

Reference:

Pluralizing the Archival Curriculum Group (2011). Educating for the archival multiverse. American Archivist 74:1, 69-101.

Purpose: To give archival educators practical tools to include pluralist perspectives in their classrooms.

Target Audience: Archival educators, as well as LIS educators interested in incorporating pluralist perspectives in their classes.

Format:

Four 15-minute interactive exercises on pluralist approaches to archival pedagogy and brief reflections of lessons learned. (1 hour)

• Michelle Caswell: "Using Social Justice Case Studies to Introduce Archival Concepts"

Caswell will introduce several social justice case studies that can be incorporated into introductory archives courses to effectively illustrate key concepts.

• Kim Anderson: "Creating Community-Based Service Learning Projects in Archives Programs"

Anderson will address finding and establishing community contacts for pluralistic service learning projects.

• Lorraine Dong: "Archival Education in the Undergraduate Classroom"

Dong will address how particular aspects of archival education can be incorporated into an undergraduate pedagogical framework. She will discuss some of the unique characteristics of undergraduate education (e.g., diverse majors, "introduction to IS" courses, heavy online components) and how they can be embraced as platforms for a pluralistic approach to archival education.

• Ricky Punzalan: "Challenging Our Logocentric Bias: Teaching Digital Visual Literacy in Archives"

Punzalan will present a module that highlights some of the profound issues around the proliferation of digitized archival image collections and how we can best prepare our students to manage and understand the implications of digital images in archival theory and practice.

Q&A: 10 minutes

Discussion (30 minutes): The panelists will lead participants in a discussion that addresses the following questions:

• What concepts reflect a pluralist approach to archival education?

• How can we transform our classes to reflect this pluralist approach?

• What exercises can we use to illustrate pluralist approaches to archives?

• What structures need to be in place to put this pluralist approach into action?

- How can we continue to share teaching resources reflecting this approach?

- How can we evaluate the success of this approach?