

Critical Framework for Data Ethics and Justice Curriculum

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ABSTRACT

In the evolving landscape of our data-driven society, integrating ethical considerations with practical problem-solving in data workflows is crucial in both academic and industry contexts. This project incorporates data ethics and data justice into undergraduate Data Science (DS) and masters-level Library and Information Science (MLIS) curriculum, emphasizing their relevance in pedagogical strategies and practical applications. Current efforts to include ethical content in technical courses often face challenges, including inconsistent understanding of ethics, difficulties in selecting appropriate topics, and a lack of effective teaching and assessment strategies.

To address these challenges, this project: 1) Develops a cohesive pedagogical framework guided by the Data Science Ethos Lifecycle, and review and revise Program Learning Outcomes (PLOs) for DS and MLIS accordingly; 2) Creates and tests sample assignments in pilot courses in Spring 2025, focusing on synergizing ethics with technical content; and 3) Ensures diversity, inclusivity, and accessibility in Canvas course content and sample assignments. The expected outcomes will equip students with theoretical knowledge and practical skills increasingly valued across information and data-related fields, while promoting broader participation and career readiness, especially among underrepresented groups and those with lower technical literacy.

This poster presents this project's purpose, structure, methods, preliminary findings, and future plans.

ALISE RESEARCH TAXONOMY TOPICS

Curriculum; Pedagogy; Information ethics; Data Science.

AUTHOR KEYWORDS

Curriculum development; Data ethics; Data justice; Data ethos lifecycle; Embedded Ethics.

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