

ILISE Lens: Inclusive Course Evaluation

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ABSTRACT

Within LIS education, one way of examining curricular injustice is identifying and addressing strengths and gaps in how the knowledge and ways of knowing of diverse groups of people are integrated into the MLIS curriculum. The ILISE lens was developed as a toolkit for this kind of examination. Using a lens of social justice concepts, seven key principles were identified and operationalized into twenty-one themes. These themes form the foundation of two sets of tools for deductive and inductive evaluation of course syllabi. This is available as both a checklist for quick, deductive assessment and an in-depth rubric which serves as a qualitative data collection instrument for inductive assessment. Faculty can use these tools to assess the strengths of their courses in these areas through the ILISE lens. Students can use these tools to take control of their own learning and ensure they are gaining the skills they need to navigate our changing information landscape. The results and insights gained from the evaluation of several SLIS courses will be shared alongside user instructions and the student toolkit.

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ALISE RESEARCH TAXONOMY TOPICS

Standards; Curriculum; Education; Social justice; Students

AUTHOR KEYWORDS

Inclusivity; Syllabus audit; Curricular injustice

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