Teaching the Information Literate Supply Chain

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Teaching the Information Literate Supply Chain

BRASS FALL SYMPOSIUM
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Disruption in the Supply Chain

SIX COURSE MODULES:
◦ Sourcing
◦ Demand
◦ Transportation
◦ Warehousing
◦ Inventory Management
◦ Optimization

SIX PRODUCT GROUPS:
◦ Meat
◦ Canned Beverages
◦ Coffee
◦ New Cars & Trucks
◦ Microchips
◦ Shoes & Apparel
1. Students will gain an overview of the fundamentals of the supply chain and logistics industry.

2. Students will develop applied knowledge about the role of supply chain and logistics in our world through interactions with professionals and hands-on classroom projects.

3. Students will develop knowledge of how supply chain professionals use, create, and interact with data and information in their daily jobs.

4. Students will expand their professional networks through classroom interactions with industry professionals.
“Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.”
### Authority is Constructed and Contextual

- **KP**: define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)

- **Disposition**: motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways

- **Disposition**: question traditional notions of granting authority and recognize the value of diverse ideas and worldviews

### Information Has Value

- **KP**: recognize issues of access or lack of access to information sources

- **Disposition**: see themselves as contributors to the information marketplace rather than only consumers of it

### Scholarship as Conversation

- **Disposition**: recognize they are often entering into an ongoing scholarly conversation and not a finished conversation

- **Disposition**: recognize that scholarly conversations take place in various venues
Authority is Constructed and Contextual

- **KP:** define different types of authority, such as subject expertise, societal position, or special experience (*Learning Outcomes 2 & 4*)
  - Classroom integration: Invite diverse voices into the classroom through guest speakers, podcasts, and other media representing researchers and practitioners. (Example: Early career professionals and elevate women’s voices in supply chain, awareness of bias of “companies” in podcasts, news, etc.)

- **Disposition:** motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways (*Learning Outcome 3*)
  - Classroom integration: Finding sources beyond the “headlines”, including in trade publications, podcasts, infographics, data, and videos. (Example: Jamboard activity and Marine Tracker/ Vessel Finder)

- **Disposition:** question traditional notions of granting authority and recognize the value of diverse ideas and worldviews (*Learning Outcome 2*)
  - Classroom integration: Seek global perspectives in classroom conversations. (Example: global vaccination rates when discussing port or manufacturing closures and delays.)
Information has Value

• **KP:** recognize issues of access or lack of access to information sources (*Learning Outcome 3*)
  - Classroom Integration: Discuss paywalls and use examples when linking to articles or accessing database resources (Example: IBISWorld Supply Chain overview).
  - Discuss companies' access to information and how information is a commodity in the supply chain (Example: Import Coordinator guest speaker)

• **Disposition:** see themselves as contributors to the information marketplace rather than only consumers of it (*Learning Outcome 2*)
  - Classroom Integration: Hands on activities that “create” instead of simply consume. (Examples: [Jamboard activities](#) and Infographic final project)
Scholarship as Conversation

• **Disposition**: recognize they are often entering into an ongoing scholarly conversation and not a finished conversation (*Learning Outcome 2*)
  - Classroom Integration: show weekly examples of ongoing conversations relevant to the field (Example: future of supply chains, just-in-time)

• **Disposition**: recognize that scholarly conversations take place in various venues (*Learning Outcomes 2 & 4*)
  - Classroom Integration: demonstrate conversations happening beyond news sources, such as reports from professional organizations, conferences, etc.
Challenges

• Framework often employs scholarly vocabulary.
• Making the Frames “fit” the content.
• Keeping the focus on business in practice.
Building blocks for future instruction

• Focus less about the language of the Framework and more on the application.

• Talk about project or course learning outcomes with faculty.

• Subject matter is often the primary focus, bring clear examples related to the subject matter into the conversations with faculty.

• Less “textbook” approach offers more opportunities for integrating ACRL Frames.

• Increased conversations around inclusion, diversity, equity, and accessibility offer opportunities for integrating information literacy.
Resources:

• Supply Chain Resource LibGuide

• UNH Business in Practice Program

