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Cohort - 2018
LFI - Week 2

I am torn between two methods of doing this.

Since I work in a community college library setting, I often conduct workshops to help students with concepts related to their coursework (such as a workshop on MLA style citations, or database searching, etc.). I can see how a session on surveillance would be beneficial, but I'm not sure how I would advertise it. Since the workshops are posted on flyers and students can drop in whenever, I think the benefit to their coursework is the biggest draw when soliciting attendees. I think what might have a stronger impact is to first see if any faculty would be logical partners. For example, intro level english courses often assign "controversial" topics and provide readings to students about them. In the past, I have worked with instructors on these assigned readings, and have done mini info sessions over multiple course sessions on the topic. Then, students develop research projects around these topics and create research products to share (whether it be presentations, posters, videos, etc). I'm thinking back to a successful session I saw in a previous library where students researched the upcoming ballot propositions, and then the library hosted the presentations one afternoon. The university community was invited, and these students presented all sides of the propositions that we would be voting on in the coming weeks. This was very effective, as students were learning from their peers, but their research was guided by the library and their instructor. I guess my pie in the sky idea for this would be: partner with a class, help these students research surveillance tech in their communities, host a session where the students showcase their presentations or posters or videos, and then have a discussion as a school at said session.

The other avenue I see for this is a hybrid focus group / discussion session. In my experience, when I host focus groups with students, I often get a lot of questions that lead to educating students on various issues. While the initial goal of focus groups has been to solicit student feedback regarding various library things, these students end up asking me so many questions after because we are in a special space together where they feel comfortable asking questions, and the size of the group is small enough that the trust between each other in the room is amazing. I can see how if I start with a focus group regarding safety in the library, it could easily branch out into a discussion of surveillance in many aspects of college life and beyond. If students from said focus group seemed interested, we could formulate an info session together to help the campus community understand the surveillance issues at play.

I am comfortable organizing an info session myself, but since I work in college environments, I find they often work best when they are done in collaboration with students and led by what they feel is most pressing. I am privileged to work for them, and in the end, their voice matters more than mine when it comes to their campus environment.