

**Biography** Kellee E. Warren is Assistant Professor and Special Collections Librarian at the University of Illinois at Chicago. Her article “We Need These Bodies, but Not Their Knowledge: Black Women in the Archival Science Profession, and Their Connection to the Archives of Enslaved Black Women in the French Antilles” was published in the Spring 2016 edition of *Library Trends*. Her research interests include culturally sustaining pedagogy in the Special Collections classroom, critical race theory in LIS, Black digital humanities, oral histories, and connecting underrepresented groups to their cultural heritage through traditional and non-traditional archival source materials.

**Title: No Shortcuts: Culturally Sustaining Pedagogy in Library Instruction and a Self-Reflexive Practice**

**Description:**

In concert with information literacy, more and more instruction librarians are using a critical approach to their instruction. Instructors often struggle to find activities to implement in one-shot sessions that also have a basis in critical practice. This struggle often results in missed opportunities to connect with our community of students with marginalized identities. One solution is to bridge the dominant curriculum with the existing knowledge of students. However, there is no easy way to do this - critical approaches require an iterative process. Paris and Alim (2014) note that “[Culturally sustaining pedagogy’s] two most important tenets are a focus on the plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth culture’s counterhegemonic potential while maintaining a clear-eyed critique of the way in which youth culture can also reproduce systemic inequalities (2014, 85). Instruction librarians must find a way to connect with student culture, and culturally sustaining pedagogy (CSP), along with a self-reflexive practice is an approach to instruction that can assist them in addressing the needs of their students - a more student-centered approach.

Developed by linguist and anthropology scholars, Django Paris and H. Samy Alim, culturally sustaining pedagogy is the current articulation of pedagogues Gloria Ladson-Billings’ culturally relevant pedagogy, and Geneva Gay’s culturally responsive teaching. Ladson-Billings and Gay are scholars in multicultural education, and have been working for decades on ways to create an inclusive classroom. In “Developing cultural critical consciousness and self-reflection in pre-service teacher training,” Gay (2003) concludes “that teachers knowing who they are as people, understanding the contexts in which they teach, and questioning their knowledge and assumptions are as important as the mastery of techniques for instructional effectiveness” (181). Considerable reliance on activities and exercises allows a librarian workforce that is 86% white and female to escape the responsibility of embedding themselves in their students’ communities of learning.

This keynote workshop looks to the education literature on how to cultivate a self-reflexive practice. After a brief presentation on culturally sustaining pedagogy, we will reflect on a series of prompts, and then report out to our colleagues. We will conclude with open discussion about the readings and address any questions that might arise during our session.

**Outline:****No Shortcuts: Culturally Sustaining Pedagogy in Library Instruction and a Self-Reflexive Practice (30 minute presentation)****Introduction**

- Storytelling
  - My education story (this story might change)
- Culturally relevant pedagogy/culturally responsive teaching
  - Beginnings: K-12 education of African American students
    - Academic success
    - Cultural competence
    - Socio-political/critical consciousness
- Culturally sustaining pedagogy

**Activity →**

- **Self-reflection prompts (15 minutes)**
  - Do I work closely with any Black or non-Black librarians/archivists of color? What is one thing that I know about this person?
  - Who is my favorite Black or non-Black writer of color? Scholar in any discipline?
  - Do I receive instruction requests from Black or non-Black teaching faculty of color? What are the instruction practices of one faculty member of color I regularly work with?
  - What does inclusion look like?
  - Do I support the research practices of marginalized students? Do I encourage them to include culturally sustaining perspectives?

**Conclusion**

- Report out (15 minutes)
- Discussion/Q&A (15 minutes)