exr5215 4/15/2024

Connecting Community Cultural Wealth to Library Instruction

How can library instruction support the following CCW capitals?

Aspirational Capital

Help build confidence

♡ 0 ⃝ 0

Engage studen a bout their plans

♡ 0 ⃝ 0

Connect what we teach to positive aspirations for life after graduation

♡ 0 ⃝ 0

Library programming for moodboard building

♡ 0 ⃝ 0

Actively engage students about their dreams and goals

♡ 0 ⃝ 0

Linguistic Capital

Urge teachers and instructors to assign more informal assessments/deliverables
Like writing a blog post, podcast, instagram carousel

♡ 0 ⃝ 0

Learning materials available in multiple languages

♡ 0 ⃝ 0

Include and emphasize non-English resources

♡ 0 ⃝ 0

Providing access to multilingual resources

♡ 1 ⃝ 0

Making intentional choices to use resources like HOWL to make language accessible to all students

🔗 ♡ 0 💬 0

🔗 Inviting students to search using their own language
and comparing/contrasting to "academic" language

♡ 2 💬 0

🔗 Modes of academic communication,
jargon, interpreting assignments

♡ 1 💬 0

Familial Capital

🔗 **Emphasizing and including stident funds of knowlege**

♡ 2 💬 0

🔗 **Intentionally developing local archives & using
them in library programs/instruction/projects**

♡ 0 💬 0

🔗 Have students tie their research to their
own family and it's history, stories, etc

♡ 1 💬 0

🔗 **Representing other ways of knowing as sources**
Other ways of knowing

♡ 1 💬 0

Social Capital

🔗 Encouraging students to draw on community
knowledge, to connect with other people in
their community to gain information

♡ 0 💬 0

🔗 **Co teach with students, when possible**

♡ 0 💬 0

🔗 **Continue work to make lib spaces comfortable
and safe to habg out in: third spaces**

♡ 2 💬 0

🔗 **Supporting peer learning**

Navigational Capital

⇔ Maintaining consistent presence throughout campus, so they remember we are here.

⇔ **Scholarly Communication bootcamps- especially for juniors and seniors**

⇔ **Workshops for how to do certain bureaucratic things within university**

⇔ Orientation programs

Resistant Capital

⇔ Have students research social justice movements and oppressive systems and draw the connections between IL skills and resistance

⇔ **Partnering with McNair and other student success groups**

⇔ **Acknowledging inequities in system and engaging students in how we dismantle them**

⇔ Highlighting inequities and challenges within our information ecosystems, and encouraging students to be problem-solvers

⇔ Partnerships with trio, camp, seita scholars

⇔ Critical thinking skills

**Faculty and staff support for
student protest movements**

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