

## 2C—THE CRITICAL LIBRARIANSHIP IN PRACTICE 1 #1

### *Critical Librarianship in Practice: A Case for Media and Information Literacy Instruction*

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As Marcus Leaning has noted, “. . . the experience of being a user of information resources and a consumer of media is so similar that the two cannot be separated”. Leaning goes further by characterizing the silos in education as “pedagogically wasteful”. Information literacy was, and still is to an extent, taught as a set of skills that must be attained. Some media literacy camps take a similar approach, technological “gee whizzers” as Renee Hobbs calls them. We reject these approaches and instead advocate for information literacy and media literacy instruction that is cross-disciplinary and incorporates critical components (i.e., themes of social justice and production of knowledge, etc.).[1] As Tewell notes, “Critical information literacy considers in what ways librarians may encourage students to engage with and act upon power structures underpinning information’s production and dissemination”.[2] We will share the theoretical argument for why critical media and information literacy should be allied including examples from our course.

[1] “CML [critical media literacy] is a pedagogy that guides teachers and students to think critically about the world around them; it empowers them to act as responsible citizens with the skills and social consciousness to challenge injustice. The development of CML highlights core concepts from cultural studies, critical theory, and new digital literacies”. ‘Critical Media Literacy as Transformative Pedagogy’, Steven Funk, Douglas Kellner and Jeff Share. *Handbook of Research on Media Literacy in the Digital Age*. Melda N. Yildiz and Jared Keengwep (editors) 2016, IGI Global, Pennsylvania. 2

[2] Tewell, Eamon. “A Decade of Critical Information Literacy.” *Communications in Information Literacy*, 2015, Vol. 9 (1), 24-42.