

6A—CRITICAL LIBRARIANSHIP IN PRACTICE 2 #2

Challenging University Hierarchies by Partnering with Student-Driven Journals: A Grassroots Approach

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This paper reports on innovative pedagogical approaches to information literacy engagement with undergraduate students being piloted at McGill University. Several liaison librarians have partnered with student-driven journals in order to offer alternatives to the traditional, hierarchical model of information literacy instruction. There is well established research suggesting that pedagogical approaches to information literacy should de-emphasize specific skill acquisition and focus on broader, socioculturally mediated conversations that resonate with students. Partnering with undergraduate student-driven journals offers librarians a unique site to facilitate conversations with students on issues of Open Access, copyright, and information privilege. In addition to addressing scholarly communication issues and related concepts with students, this model offers librarians at McGill University and other academic libraries a way of establishing direct and personal ties with undergraduate students and their associations to create a more critically conscious student body.