

8A—CRITICAL APPROACHES TO INFORMATION LITERACY #3

How Do You Pronounce Pedagogy? The Evolution of Critical Pedagogy and Praxis in Library Instruction

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The discourse surrounding library instruction pedagogy has shifted radically in the last six to twelve years towards approaches that encourage engagement with critical theory and liberating praxis in the classroom. This paper traces the evolution of that discourse starting in the mid twentieth century when librarians began to grapple with the question of what library instruction should be and follows the literature into the present where librarians explore the possibilities of instruction as a liberating enterprise. This paper contextualizes the factors that have shaped this nascent discourse thus far and attempts to imagine a way forward as critical pedagogies gain prevalence in mainstream librarianship.