

Reference as a Site for Social Justice

LILAC Third Annual Spring Training: Meeting Students Where They Are
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Discussion Questions:

1. Why do you think reference is teaching/a place for IL teaching? How can you make the case for it administratively? And what does it look like?
2. In what ways might we destabilize the hierarchies present in traditional reference models, and make it more authentically student-centered? How can we shape reference to meet students where they are?
3. How could we evolve reference while being mindful of not having the core evaporate? How do these changes present both challenges and opportunities for subverting/changing traditional reference services into one that is more oriented towards critical pedagogy and social justice?

Recommended Sources:

Kate Adler (2013). [“Radical Purpose: The Critical Reference Dialogue at a Progressive Urban College.”](#) *Urban Library Journal* 19, 1 (article 9).

James Elmborg (2002). [“Teaching at the Desk: Toward a Reference Pedagogy.”](#) *portal: Libraries and the Academy*, 2, 3, pp. 455-464.

[Radical Reference](http://radicalreference.info/): <http://radicalreference.info/>

And please consider submitting to our upcoming volume with Library Juice Press, [Reference Librarianship and Justice: History, Practice, & Praxis!](#) (<http://libraryjuicepress.com/reference-justice.php>)