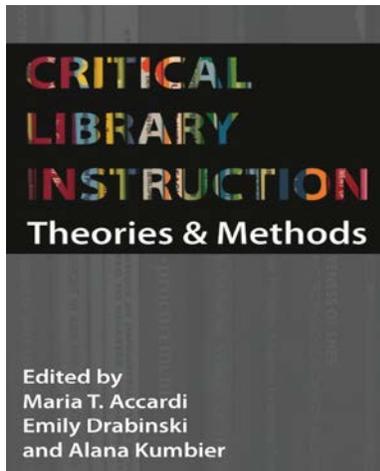


Faculty Research Highlights

by Maria Accardi, Indiana University Southeast



My name is Maria Accardi, and I am Assistant Librarian and Coordinator of Instruction at Indiana University Southeast. I've been at IU Southeast since 2007. I earned my MLIS from the University of Pittsburgh and an MA in English from the University of Louisville, and prior to my arrival at IU Southeast, I was a Reference Librarian at Sarah Lawrence College in Bronxville, NY. My professional background also includes editorial work in the college textbook publishing industry, teaching first year college composition, tutoring in a university writing center, and indexing newspapers for ProQuest. I am a member of the American Library Association and the Association of College and Research Libraries. I hold a committee appointment for the ACRL Instruction Section Teaching Methods Committee. Last year, I was selected for the ALA Emerging Leaders Program Class of 2009.

In the summer of 2008, I began a book project that culminated in the publication of *Critical Library Instruction: Theories and Methods* in March 2010 by Library Juice Press. I co-edited the book with Alana Kumbier (Wellesley College) and Emily Drabinski (Long Island University-Brooklyn). My work on this book involved soliciting, evaluating, and selecting proposals for publication, editing one third of the book (eight chapters) through multiple revisions, and writing my own chapter, titled "Teaching against the grain: Critical assessment in the library classroom." Bringing together the voices of a range of practicing librarians, *Critical Library Instruction: Theories and Methods* illuminates theories and methods of critical pedagogy and library instruction. Chapters address critical approaches to standards and assessment practices, links between queer, anti-racist and feminist pedagogies and the library classroom, intersections of critical theories of power and knowledge and the library, and the promise and peril of reflective instruction practices. Rooted in theoretical work both from within the profession (James Elmborg, Cushla Kapitzke) and without (Paulo Freire, Henry Giroux, Deborah Britzman), contributions are complemented by stories of critical approaches put into practice in institutional settings ranging from the community college classroom to large urban research universities to virtual worlds. The intention is to begin a conversation among librarians who teach, library instruction program coordinators, faculty and instructors interested in bringing librarians into the classroom, and librarians interested in developing liberatory and anti-

oppressive professional practices. The introduction to the book is online at <http://libraryjuicepress.com/cli-intro.php>.