Connecting Community Cultural Wealth to Library Instruction

How can library instruction support the following CCW capitals?

**Aspirational Capital**

- Help build confidence
  - 0

- Engage students about their plans
  - 0

- Connect what we teach to positive aspirations for life after graduation
  - 0

- Library programming for moodboard building
  - 0

- Actively engage students about their dreams and goals
  - 0

**Linguistic Capital**

- Urge teachers and instructors to assign more informal assessments/deliverables
  - Like writing a blog post, podcast, Instagram carousel
  - 0

- Learning materials available in multiple languages
  - 0

- Include and emphasize non-English resources
  - 0

- Providing access to multilingual resources
  - 1

- Making intentional choices to use resources like HOWL to make language accessible to all students
  - 0
<table>
<thead>
<tr>
<th><strong>Familial Capital</strong></th>
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<tbody>
<tr>
<td><strong>Emphasizing and including student funds of knowledge</strong></td>
<td>2</td>
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<tr>
<td><strong>Intentionally developing local archives &amp; using them in library programs/instruction/projects</strong></td>
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<tr>
<td><strong>Have students tie their research to their own family and its history, stories, etc</strong></td>
<td>1</td>
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<tr>
<td><strong>Representing other ways of knowing as sources</strong></td>
<td>1</td>
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<table>
<thead>
<tr>
<th><strong>Social Capital</strong></th>
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<tbody>
<tr>
<td><strong>Encouraging students to draw on community knowledge, to connect with other people in their community to gain information</strong></td>
<td>0</td>
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<tr>
<td><strong>Co teach with students, when possible</strong></td>
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</tr>
<tr>
<td><strong>Continue work to make lib spaces comfortable and safe to hang out in: third spaces</strong></td>
<td>2</td>
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<tr>
<td><strong>Supporting peer learning</strong></td>
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# Navigational Capital

- Maintaining consistent presence throughout campus, so they remember we are here.

# Resistant Capital

- Have students research social justice movements and oppressive systems and draw the connections between IL skills and resistance

- Partnering with McNair and other student success groups

- Acknowledging inequities in system and engaging students in how we dismantle them

- Highlighting inequities and challenges within our information ecosystems, and encouraging students to be problem-solvers

- Partnerships with trio, camp, seita scholars

- Critical thinking skills
Faculty and staff support for student protest movements