Latine Students' Sense of Belonging in LIS: A Critical-Constructivist Grounded Theory Study

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ABSTRACT

As the United States population becomes more ethnically and racially diverse, efforts to address issues of Diversity, Equity, Inclusion, and Social Justice have increased in Library and Information Science (LIS) Education programs that seek to recruit and graduate diverse students. However, very little is known about the lived experiences of ethnically and racially diverse students in LIS schools. Moreover, while the Hispanic population in the Nation grows exponentially, Latine LIS students have been largely absent as subjects of professional literature.

This dissertation explores the educational experience of Latine students in LIS and what facilitates or hinders their sense of belonging. With a qualitative approach of critical-constructivist grounded theory, the researcher explored the students' experience through interviews and focus groups, seeking to identify characteristics of their experience as Latine students and elements that contribute to their sense of belonging. The poster includes preliminary findings and initial recommendations for LIS Education encompassed in a model of sense of belonging of Latine LIS students. By exploring Latine students' sense of belonging with a critical theory lens, the knowledge obtained will contribute to the creation of a welcoming and meaningful educational experience so that Latine students feel that they are valued in the LIS programs they attend, and that they belong to the LIS field as professionals.

ALISE RESEARCH TAXONOMY TOPICS

education programs/schools; students; pedagogy; social justice; specific populations.

AUTHOR KEYWORDS

Latine; sense of belonging; student experience; LIS education; critical-constructivist grounded theory.