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Libraries and Learning Innovation

Becoming essential to Information Literacy, or: “What does embedded even mean?”

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Leeds Beckett University



- ~20th largest university in the UK, with 26,000 students and 3,200 staff across two campuses
- University status 1992, origins dating back to 1832

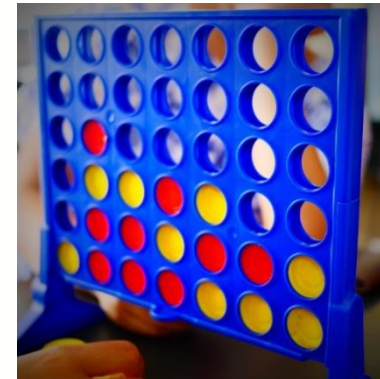
Embedded librarianship

“Many articles suggest embedded librarianship was adopted as a term because it is a similar concept to embedded journalism. An embedded journalist is placed with a military unit to observe and report on conflicts, exercises, and missions from an insider’s vantage point... A librarian’s physical **and metaphorical location** is often what defines them as embedded.”

- Drewes and Hoffman, 2010

Embedded chaos

- What does embedded mean?
- Core principles:
 - Any collaborative means of fostering a reading culture
 - Alignment with organisational priorities
 - Not “nice”, not cool
 - Advocacy through actions
- What could your new connection be?



Patient: L4 Nursing students



“Always practise in line with the best available evidence

To achieve this, you must

6.1 Make sure that any information or advice given is evidence-based, including information relating to using any healthcare products or services, and

- Clause 6, Code of the Nursing & Midwifery Council

- **The challenge: Students need to be Information Literate autonomous learners from a formative stage in their academic careers**
- **Historic approach effective but time-expensive:**
 - “I’ve done what you said but I still can’t find anything...”

Treatment: Constructive alignment

- Reframed as student-led process, merely enabled by Library staff:
 - “As you will be doing on your first placement...”
- Literature searching scaffolded as a 3 stage process:
 - **Search, Refine, Evaluate**
- Result: Less time-expensive, fewer enquiries, higher marks, +ive feedback
- More patients survive?



- More interesting is what followed...



Leeds Beckett Library

@BeckettLibrary

Follow

Come and see Laurence at the Leeds & Wakefield Teaching Partnership Education Conference today and find out all about Library support!



- Invited to participate in the [LWTP](#) for Social Work
- Strong Information Literacy element:
 - Appropriate resources for professionals and students
 - Possible OA journal?
 - Access licenses
 - Keeping the hordes at bay...

Prison Learning Together

Transforming | **how we reform lives**

"Education is a crucial component of prison life that universities can support."

Dr. Bill Davies & Dr. Helen Nichols
School of Social Sciences

Prison Learning Together

- Established by Helen Nichols & Bill Davies
- Taught at Full Sutton, a high security prison
- 20 credit Level 6 module:
 - Elements of penology
 - Philosophy of punishment
 - Prison sociology

Core idea: Leeds Beckett and HMP Full Sutton students would learn together & from one another

- And the Library was asked to help...



Information Literacy at Full Sutton

- Tuition: avoiding plagiarism, referencing & reflective writing
- Assessing student ability and providing ongoing support
- Peer support: Reflective writing as a leveller
- Challenge: How to provide resources with no internet access?



- Retro-librarianship: Printed readers!

Feedback

“...The course has made me feel like a human again. It is a great feeling to be accepted as an equal with the other students.”

(Leeds Beckett student, based at Full Sutton)

“Are you coming in like last time? Because you helped me a lot.”

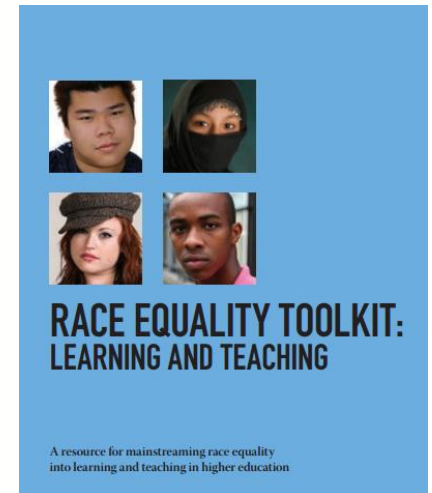
(Leeds Beckett student, based at Full Sutton)

“I never realised just how beneficial preparatory readings are!”

(Leeds Beckett student, based in Leeds)

Why is my curriculum white?

- Movement dedicated to diversification of curriculum. See:
 - “Why is my curriculum white?” Facebook group
 - HE guidance, eg Racial Equality Toolkit (2010)
- Not without controversy...
 - [“Cambridge student access Telegraph of inciting hatred in books row”](#) (Guardian, 26 Oct 2017)
 - “No dead white men were hurt in the broadening of this curriculum”



How the Library can help...

THE LIBRARY  LEEDS BECKETT UNIVERSITY

Leeds Beckett University > The Library > Why is my curriculum white? > Resources

Search Library website

Why is my curriculum white?: Resources

Why is my curriculum white? An introduction to the project

Why is my curriculum white, was established in 2016 by Glen Jankowski and aims to critically examine and highlight the White, Western bias in our social sciences.

This project involves a content analysis of curriculum whiteness; an exploration the process through which curriculum is set among HSS staff through survey; highlighting the impact of White curriculum on BAME students through focus groups; create a digital archive for BAME/ non-Western work as well as methods in which students and staff can diversify their curriculum available to all.


Overall the project aims to establish:

- Greater awareness of the dominance of White, Western authors in the social sciences curriculum
- Understanding of the problems with this on BAME and White students (e.g., a Western-centric perspective, focusing on issues more relevant to White, Western people than BAME and Global Southern people)
- Inform teaching and compliment teaching that already aims to cover how marginalization affects individuals.
- A directory of psychologists of colour that can be used to diversify the curriculum that includes perspectives from more psychologists of colour and more research done by and with people of colour

Helping develop curriculum that is more relevant to BAME and international students (but also to White students who can see another non-Western perspective).

Below is a list of resources and recommended texts which may help develop greater curriculum diversity.

(Maybe add in more background around retention and achievement of BAME students?)

 [Introduction to curriculum diversification](#)

Books

 **Black skin white masks** by Fanon, F.
Call Number: 305.896
FAN also available electronically
ISBN: 9780745300351
Publication Date: 1998
In this study, Fanon uses psychoanalysis and psychological theory to explain the feelings of dependency and inadequacy that black people experience in a white world. Originally formulated to combat the oppression of black people, Fanon's insights are now being taken up by other oppressed groups - including feminists - and used in their struggle for cultural and political autonomy. Like Marx, Fanon wanted to change the world as well as to describe it. The sustained influence of his writings realizes this ambition.

 **Women, race and class** by Davis, A.
Call Number: 305.48896073 DAV
Publication Date: 2001
In this classic work the famous communist activist, who was jailed for her beliefs, brings her passion and scholarship to confront three major crucial issues of feminism: women, race and class.

Journal articles

Dovidio, J.F., Gaertner, S.L. and Saguy, T., (2015) Color-blindness and commonality: Included but invisible?. *American Behavioral Scientist*, 59(11), pp.1519-1538. Available to Leeds Beckett staff/ students [here](#). Also available on request via [Researchgate](#).

Although overt racism still adversely affects the well-being and advancement of Black Americans, subtle racism also has a pervasive influence. Color-blind racism, a form of subtle racism, rationalizes the current disadvantaged status of Black Americans and institutionalizes practices that perpetuate the disadvantage. The present article, adopting a psychological perspective, reviews the evidence on the existence and dynamics of contemporary forms of color-blind racism. It documents how racial biases that unconsciously and uncontrollably strategically shape the behavior of White Americans, even among seemingly well-meaning people. The article further examines how White Americans emphasizing color-blindness and common connection between members of different groups can improve intergroup attitudes but reinforce hierarchical relations between groups, which benefit Whites. Understanding the nature of subtle bias and the automatic processes that may underlie it can help illuminate how seemingly well-meaning interventions can obscure its effects, creating a veneer of tolerance while deflecting attention away from unfair treatment (and thus undermining motivation for action toward equality) among members of both dominant and disadvantaged groups.

Dovidio, J.F., Gaertner, S.L., Ufkes, E.G., Saguy, T. and Pearson, A.R., (2016) Included but invisible? Subtle bias, common identity, and the darker side of "we". *Social Issues and policy review*, 10(1), pp.6-40. Available to Leeds Beckett staff/ students [here](#). Also available via [Researchgate](#)

This article discusses how seemingly well-intended policies and interventions to reduce intergroup bias by emphasizing colorblindness through overarching commonalities between groups may, either unintentionally or strategically, inhibit efforts to address group-based inequities. First, we discuss the roots of bias in social categorization process, and how changing the way people think about group memberships from separate groups to members of the same group with shared identity improves intergroup attitudes. Second, we describe the subtle nature of contemporary biases, which can help obscure group-based inequities. Third, we explain how and why majority and minority groups may have different preferences for recategorization and consider the potential consequences of these different perspectives for recognizing and addressing disparity and discrimination. We conclude by considering the policy and structural implications of these processes for achieving more equitable societies, not only in principle but also in practice.

Gómez, Á., Dovidio, J.F., Gaertner, S.L., Fernández, S. and Vázquez, A., (2013) Responses to endorsement of commonality by ingroup and outgroup members: The roles of group representation and threat. *Personality and Social Psychology Bulletin*, 39(4), pp.419-431. Available to Leeds Beckett staff/ students [here](#).

Two experiments integrated research on the roles of common identity and social norms in intergroup orientations. Experiment 1 demonstrated that learning that ingroup members categorized the ingroup (Spaniards) and outgroup (Eastern European immigrants) within a common identity (European) produced more positive intergroup orientations toward immigrants. By contrast, learning that outgroup members held the same position elicited less positive orientations compared with a condition in which the information came from a neutral source. The effects were mediated by one-group representations. Experiment 2 also found that endorsement of a common identity generated more positive intergroup

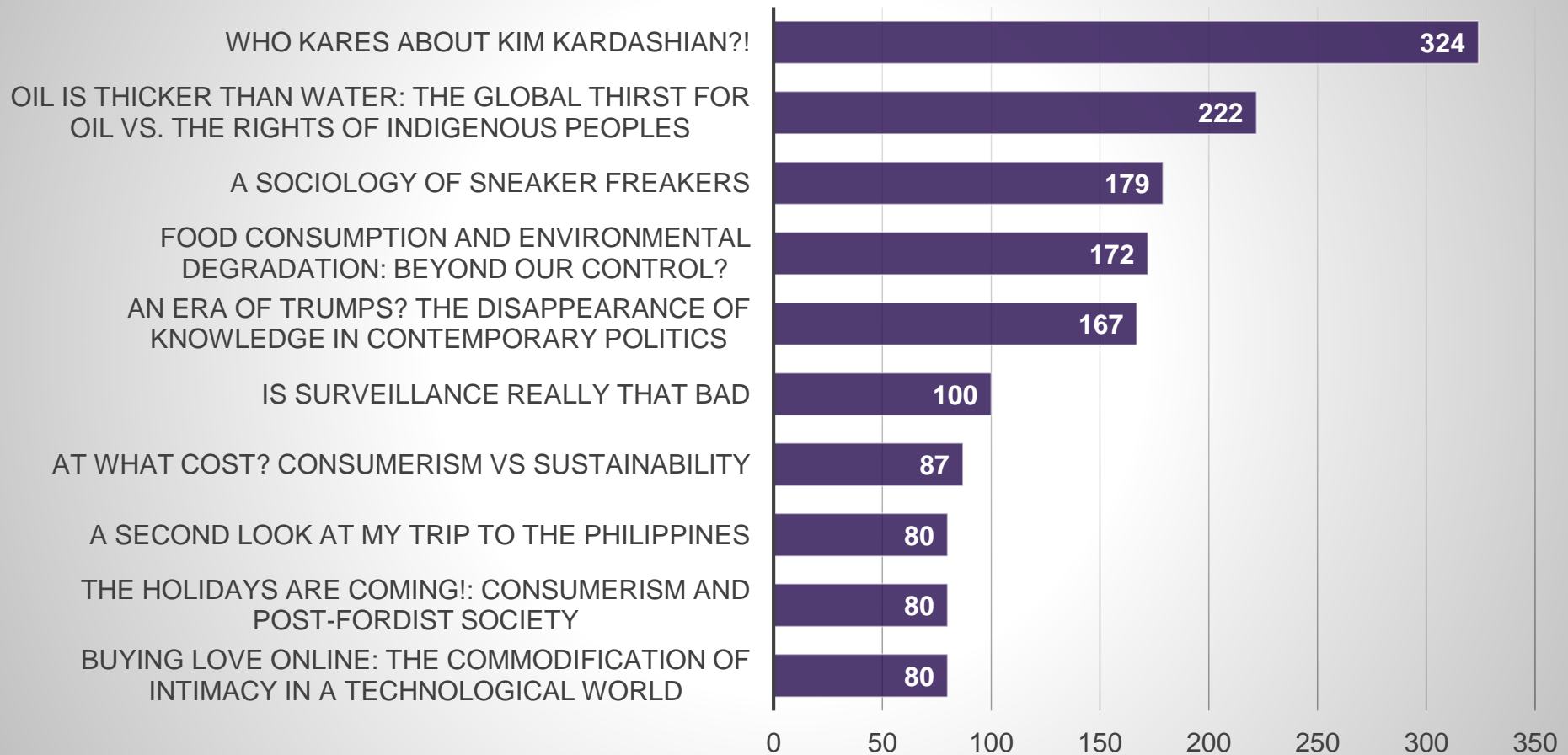
- Subject guide
- Beckett Books Extra – for students
- Resource lists – for staff
- Critical Information Literacy

Open Access student journal

- Practical digital literacy to support the university education strategy:
 - Excellent education experience – TEF, quality of teaching and assessment, new experience for students
 - Research & academic enterprise – REF, fostering a research culture across all academic levels
 - Community of great people – Student produced & peer reviewed
 - Sustainable resources – Free, contributing to wider resources
- Also facilitated discussion of: Open Access, research, cost & quality of information, ethics, copyright



Critical Reflections; top 10 article downloads 2013-17

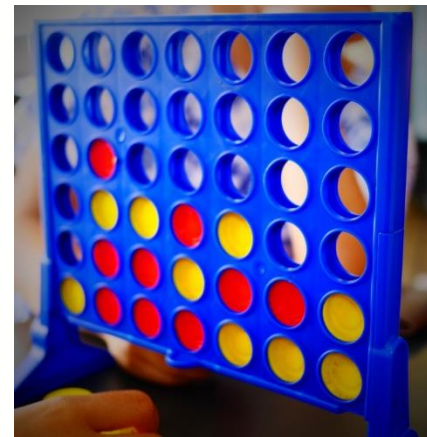


Leeds Library & Information Services Partnership Group

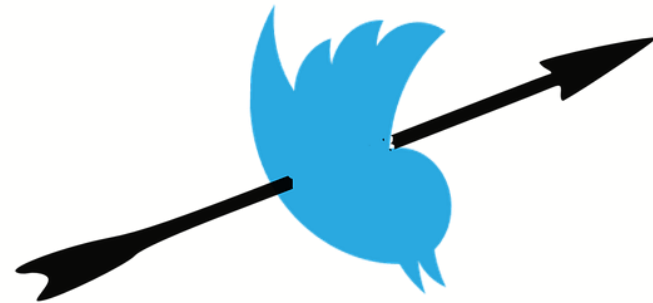
- Umbrella group for 'Health' information services in Leeds
- Led by NHS colleagues – community healthcare, teaching hospitals, etc. – but universities also invited
- Significant overlap in customer base
- Regular liaison meetings
- Occasional cross-training
- Successful bid for £4,100 shared funding for new stock



Closing provocations



- Principles of embedded librarianship:
 1. What aligns with customer priorities? (IL!)
 2. Advocacy through actions
 3. ... And move on...
- Possible reflections:
 - Why weren't you doing it already?
 - Why hadn't you been asked to do it already?
- End goal:
 1. A reading culture...
 2. ... With the Library central to the organisation



References & Links

- Back to the Future logo: <https://commons.wikimedia.org/wiki/File:Back-to-the-future-logo.svg>
- Computer system: <https://commons.wikimedia.org/w/index.php?curid=29917509>
- Connect 4 image: <https://pxhere.com/en/photo/675533>
- Critical Reflections: <https://ojs.leedsbeckett.ac.uk/index.php/SOC/index>
- Drewes and Hoffman article on embedded librarianship (2010): <https://www.lib.umd.edu/binaries/content/assets/public/architecturelibrary/embedded-librarian.pdf>
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- Guardian article: <https://www.theguardian.com/education/2017/oct/26/cambridge-student-accuses-telegraph-of-inciting-hatred-in-books-row>
- Leeds Beckett Education Strategy: <http://www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services/supporting-information/the-education-strategy/>
- Leeds Beckett Library, Curriculum diversity: http://libguides.leedsbeckett.ac.uk/subject_support/psychology/curriculum_diversity
- LWTP for Social Work: <https://www.leedswakefieldteachingpartnership.org/>
- NHS logo: <https://commons.wikimedia.org/wiki/File:NHS-Logo.svg>
- NMC code: <https://www.nmc.org.uk/standards/code/>
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- Stone, G., Jensen, K. and Beech, M. (2016) Publishing undergraduate research: linking teaching and research through a dedicated peer reviewed open access journal. *Journal of Scholarly Publishing*, 47 (2), pp. 147–70.
- Universities Scotland, Race Equality Toolkit: <https://www.universities-scotland.ac.uk/raceequalitytoolkit/>
- Tweet: <https://twitter.com/BeckettLibrary/status/925666048053055489>
- Twitter logo (modified): <https://pixabay.com/en/twitter-icon-symbol-social-media-720977/>
- Why is my curriculum white? See local [Facebook](#) groups. NUS article: <https://www.nus.org.uk/en/news/why-is-my-curriculum-white/>

- Additional Leeds Beckett resources and images: details available on request

Contact details

Follow-up questions, suggestions & comments are welcome:

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 - Twitter: [@krustyb1](https://twitter.com/krustyb1)