Critical Library Pedagogy in Practice

Edited by

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Editors' Preface

This book is indebted to the authors and editors of the Critical Library Pedagogy Handbook, which inspired both its creation and much of the work described in the chapters. Critical library pedagogy is a fast-growing field, and this collection was conceived with the overall aim of being practically useful. Therefore, although critical pedagogical theories are discussed throughout the text, this is not the best book for someone who is not familiar with the basic tenets of critical theory and critical pedagogy to begin with. Instead, we would encourage anyone just starting out on their journey to read the excellent introduction to the Critical Library Pedagogy Handbook for an overview of the subject.

In the way that volume 2 of the Critical Library Pedagogy Handbook focuses on practical lesson plans and activities, the chapters towards the beginning of this collection include details on classroom activities and lesson plans to inspire. Many of the chapters include links to online resources (if you are reading the ebook, these are hyperlinked where possible). We hope the plans and ideas detailed in this section encourage you to reflect on ways you could customize and apply them in your own setting. As more than one of the authors in the ensuing pages reminds us, critical pedagogy resists a cookie-cutter approach, which is why all the examples in these chapters should be seen as templates or methodologies, as opposed to examples to be exactly copied.

The chapters in the latter half of this book explore other contexts outside of "traditional" information literacy instruction settings where critical theory and pedagogy could be applied, such as collection development, cataloging, reference work, user research, LMS integration, web archiving, and more. As we all know, our teaching extends well beyond the physical classroom (especially in these pandemic times!), and so we hope that these chapters prove as useful as the chapters about more traditional teaching methods.

All chapters contain personal reflections on the journeys of the authors as teacher-librarians and on our praxis. Reflection is such an important part of critical practice, and reading the reflections of others often inspires our own. And speaking of reflection, there are a couple issues that we, the editors, have been reflecting on as we prepare to send this book out into the world and that must be acknowledged to you, the reader.

The most immediate issue to acknowledge to readers of this volume is the worldwide COVID-19 pandemic through which it was edited and into which it will be published. The chapters contained in this volume were drafted before the pandemic began, and were originally scheduled to be published sometime in the summer of 2020. As such, they by and large do not address the specific challenges inherent in 2021 librarianship and teaching (although they were edited during the spring/summer of 2020, and so you will find some references to, and acknowledgements of, these challenges.) The challenges they *do* address, however, of adapting critical theory and pedagogy to library instruction in a way that furthers the goals of equality and social justice, not only remain relevant during and after the pandemic, but are, in fact, more relevant than ever given the ways the pandemic has magnified and exacerbated the inequalities in our societies.

Therefore, we remain confident in the usefulness of the thoughtful, reflective, and practical chapters in this book. Although they were drafted before the pandemic, none of them are format-dependent, and the lessons discussed could be adapted for remote learning using the best practices we have all been learning during this time about adapting our teaching to the digital and remote world. More than that, as we look optimistically toward the future, the lessons contained in these chapters will be even more useful than ever as we all adjust to whatever post-pandemic teaching looks like and re-adapt to being back in the physical classroom in some capacity.

We would also be remiss, especially given the focus of this book, if we did not acknowledge our own positionality and privilege. We are two white, cis-gendered, heterosexual, able-bodied women working in university libraries, and as such operate in our daily lives and in the library community with a significant amount of privilege. Early on in the conception of this book, we sometimes questioned whether we, as two white lady librarians, should take up space in the conversation around critical pedagogy at all. Ultimately, however, we decided it was important for us to use the privilege we have to amplify the voices of those engaging in this important work, with the goal of empowering more librarians and information professionals to engage in this work, which we firmly believe is a way we will make our profession (and the world!) a better place for everyone.

The authors of the chapters in this volume have a diversity of identities, experiences, and perspectives. As with most things in librarianship, however, this book could certainly be more diverse than it is—especially when it comes to the representation of people of color, which in this book is not much better than in the field of librarianship overall. That being the case, we also want to use this space to amplify the voices and work of people of color in librarianship. We encourage you to learn more about the organisations below, and to look more closely than you might normally at the citations in the chapters that follow, as many of the authors were intentional in ensuring many different voices are represented through their citations. We especially recommend the references in Dr. McCluskey-Dean's chapter if you are looking to learn more about the importance of representative reading. We offer this acknowledgement and encouragement in the hopes that we can all continue to learn from our fellow librarians about how to do better critical and social justice work, and be better allies and advocates for equality and justice.

Thank you for reading,

Elizabeth Brookbank and Jess Haigh

Librarian of Color Organizations

AILA (American Indian Library Association): https://ailanet.org/
An affiliate of the American Library Association (ALA), the American Indian Library Association is a membership action group that addresses the library-related needs of American Indians and Alaska Natives. Members are individuals and institutions interested in the development of programs to improve Indian library, cultural, and informational services in school, public, and research libraries on reservations. AILA is also committed to disseminating information about Indian cultures, languages, values, and information needs to the library community.

APALA (Asian Pacific American Librarians Association): https://www.apalaweb.org/
APALA, and AALC before it, were organized and founded by librarians of diverse Asian and Pacific ancestries committed to working together toward a common goal: *to create an organization that would address the needs of Asian Pacific American librarians and those who serve Asian Pacific American communities.*

Black Caucus of the ALA: https://www.bcala.org/ The Black Caucus American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

CILIP BAME Network: https://www.cilip.org.uk/members/group_content_view.asp?group=220561&id=821284
The BAME Network has been established to provide a forum for librarians and information professionals from Black Asian and Minority Ethnic backgrounds to share their experiences, support each other and network. Working with CILIP and other partners, the Network will support the advancement of BAME professionals in the workforce and the development of diverse library, knowledge and information services.

DILON (Diversity in Libraries of the North): https://libdiverse.wordpress.com/
We are a friendly and active group made up of BAME/POC/non-white library and information professionals. Manifesto:

- To be actively anti-racist;
- To advocate for diversity in libraries;
- To provide a safe space for minorities to discuss their experiences;
- To showcase the work of our members and provide a platform;
- To act without pretension or exclusion;
- To encourage and support our members and the wider library community.

REFORMA: The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking: https://www.reforma.org/
Established in 1971 as an affiliate of the American Library Association (ALA), REFORMA has actively sought to promote the development of library collections to include Spanish-language and Latino oriented materials; the recruitment of more bilingual and bicultural library professionals and support staff; the development of library services and programs that meet the needs of the Latino community; the establishment of a national information and support network among individuals who share our goals; the education of the U.S. Latino population in regards to the availability and types of library services; and lobbying efforts to preserve existing library resource centers serving the interests of Latinos.

We Here: https://www.wehere.space/
We Here™ seeks to provide a safe and supportive community for Black and Indigenous folks, and People of Color (BIPOC) in library and information science (LIS) professions and educational programs, and to recognize, discuss, and intervene in systemic social issues that have plagued these professions both currently and historically.

1. Developing and Delivering Resistance Researching. Alice Harvey and Laura Elliott.

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Introduction

This chapter will explore the ongoing experience of new professionals in the role of Subject Librarians, developing and delivering library workshops for students in 'Resistance Researching' at Goldsmiths, University of London. These workshops drew on ideas from critical librarianship, with a focus on examining social justice principles in library work, and were designed to contribute to the 'Liberate our Library' and decolonising the curriculum campaigns (see ch. 11 for further discussion of this campaign at Goldsmiths).

The chapter starts with a literature review to highlight writing we have found particularly useful in developing our thinking and ideas. Our aim here is to give any readers new to this area of library work a bibliography to use to develop their own knowledge and practice. The rest of the chapter looks in more detail at the workshops we created. Here, it is our intention to detail our workshops for others to use. However, we are not showcasing a series of perfect workshops, rather work in progress. We seek to be open about the challenges we have come across, and to offer up our insights to others interested in adopting this approach in their library teaching work. We hope it will inspire others to develop their own versions of 'Resistance Researching' that work for their institution.

Literature Review

The process of reading was an integral part of the planning and preparation process for our workshops. As nobody within our own institution had attempted this kind of loose-structured, dialogic workshop before, or focused on delivering workshops with an explicit social justice angle, we sought support from other library case studies in the UK LIS community. It may be useful to other practitioners to explore some of the same literature and draw on our reflections/connections, so we have included a brief critical overview here.

Decolonising the Curriculum

The 'Resistance Researching' workshops were designed to promote the values encompassed within the Goldsmiths 'Liberate Our Library' campaign and the movement to diversify the curriculum across Higher Education (HE) institutions in the UK more broadly. 'Decolonising the University' by Bhambra et al. (Bhambra, Gebrial, & Nişancıoğlu, 2018) provides an essential overview of the work taking place across the sector, and blogs such as those by Meera Sabaratnam at SOAS (Sabaratnam, 2017) provide more current critical perspective. More recently, nationwide work focused on the Black and Minority Ethnic (BAME) attainment gap, for example the #closingthegap report (Universities UK & NUS, 2019), has drawn out case studies of work taking place at individual institutions. This has been useful in identifying areas of overlap across the country.

There is a distinct institutional focus on the role of academic staff in decolonising the curriculum, however there is a great deal less literature that explicitly deals with the role of the library and library workers within this. At the beginning of this project work, it was useful to connect with Ian Clark (University of East London), who wrote 'Tackling Whiteness in the Academy', which specifically focused on library work and the risks of superficial, tokenistic gestures such as 'diversifying collections', and the importance of collaboration and of feeling discomfort (Clark, 2018). It was crucial to read Clark alongside Sista Resista, who argue against the co-option of decolonising rhetoric within commoditised learning environments, and highlight the importance of self-accountability for workers engaged in agitation (Resista, 2018). Both articles highlight the necessary move to decentre the self when creating inclusive platforms, which was a guiding principle throughout our work.

It was through informal networking such as this that the LIS-DECOLONISE Jiscmail list[1] was established, which now provides a

[1] JiscMail is the UK's national academic mailing list service, mailing lists are themed around taught subjects, research areas, special interest groups and collaborative project activities. Further information can be found at https://www.jiscmail.ac.uk

crucial forum for continuing conversation and sharing best practice. Interest in decolonising the curriculum is rapidly evolving within the UK LIS community, fuelled especially through personal interactions or work-in-progress presentations at conferences. Academic references specific to this work in UK LIS are sparse as yet and the literature is bolstered more by individual case studies, for example work on reading lists at Kent (Field, 2019) or emancipating the collections at Glasgow School of Art (Glasgow School of Art, 2019).

Across these forums there appears to be an overall trend to focus on diversifying reading lists or liaising with academic departments directly to influence collection development. The focus on evaluation and provision of resources in a Higher Education (HE) academic library context is perhaps inevitable, as this commonly forms the basis of work in general. It may also reflect the (lack of) agency library workers in the neoliberal university have—held hostage within an "audit culture" (Bates & Quinn, 2017), and struggling in the face of diminished budgets to engage in more long-term, student-centred project-work.

Diversity, Neutrality, and Critical Librarianship

At the beginning of this project, we searched for literature specific to the library's role in teaching critical information literacy within the context of decolonising the curriculum. Engagement in critical librarianship has been particularly active in the art library community in the UK. Art Libraries Journal dedicated a special issue to 'critical art librarianship', which has become an invaluable resource for exploring the influence and infiltration of critical librarianship within the UK LIS landscape. It documents key presentations from the symposium, 'Towards a Critical (Art) Librarianship' (University of the Arts London, 2018), as well as the ARLIS Conference (ARLIS UK & Ireland, 2018), and includes perspectives on professional identity, knowledge organisation, workshops, and critical reflection.

Jess Crilly's emphasis on 'a reflexive lens' (borrowed from Nicholson and Seale's definition of critical librarianship) is especially interesting in addressing how critical librarianship has "the potential to influence any area of our day to day library practices" that take place within the institutional context (Crilly, 2019, p.83). Crilly provides an overview of activities at the University of the Arts London that proactively address issues of representation and bias—for example through interventions in collections, teaching, and student engagement—highlighting the value of critical librarianship to library staff and its impact on institutional culture.

Crilly outlines a practice that is not only reflexive, but necessarily holistic and evolving, popularised beyond the confines of individual workshops. This mentality was equally important to us as we sought to develop our own practice. The value of sharing honest accounts in this way has contributed to our own openness around activities at Goldsmiths.

However, there does seem to be a gap in the UK LIS literature landscape specific to the library's role in teaching critical information literacy around decolonising the curriculum. This led us towards US literature on critical librarianship. Here we found the US to be far more established in the area of information literacy instruction specific to tackling issues of social justice.

For an overview of the history and parameters of critical librarianship within the US, Library Juice Press provides an excellent range of titles (Accardi, Drabinski, & Kumbier, 2010; Downey, 2016; Gregory & Higgins, 2013; Nicholson & Seale, 2018). Our personal interest in critical librarianship intersected with the movement to decolonise the curriculum in its resistance to the concept of neutrality in libraries. Jennifer A. Ferretti provides an excellent overview of 'false neutrality' in libraries (Ferretti, 2019), and examples of ways to advocate for the integration of social justice issues within library work, which was a useful guide for the work we began.

Information Literacy Instruction

Ultimately the 'Resistance Researching' workshops were conceived of as an attempt to connect critical information literacy with social justice pedagogy. From the outset we aimed to foster a democratic classroom environment, and sought examples of practical techniques for facilitating this kind of learning environment. Books on critical information literacy, such as by Annie Downey (Downey, 2016), were a useful starting-point, and provided advice on finding small ways to work critical content into student workshops. For example, introducing critical source evaluation as part of a broader discussion around information cycles and research flows, crucially addressing the question of *what/who is missing*?

More personalised accounts of teaching practice were invaluable to us in preparing for our workshops, including for example Maria Accardi, who emphasises feminist strategies for library instruction (Accardi, 2013). These include narrative, intuition, and experiential knowledge—in practice this means valuing personal narratives and fostering a collaborative learning environment. This reading gave us the confidence to facilitate dialogic exercises such as group discussion and activities, supported by prepared reading materials, which were useful as prompts to scaffold learning within informal conversation.

We found the work by Lua Gregory and Shana Higgins (Gregory & Higgins, 2017) particularly useful in plotting the trajectory of individual workshops. We used their work on mapping across values from the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education as the basis for rearticulating our core aims to reflect an explicitly critical librarianship slant, and restructured our workshop plans accordingly. We were mindful of how our aims related to shared outcomes of "awareness, consciousness-raising and independence of thought" (p.48). Most significantly, in the process of formulating critical learning objectives for students, we became more self-aware of how they could be extracted and embedded into more general teaching sessions.

Gina Schlesselman-Tarango's 'Cyberfeminst approach to information literacy' (Schlesselman-Tarango, 2014), which advocated for the cyborg librarian, who will 'challenge the master narratives' (p.30), interact with "digital technology to create social change," and subvert oppressive binaries (p.31) was particularly valuable to our thinking. Approaching the library worker as active interface or facilitator who guides students in "untangling and navigating information" (p.37), to identify missing and dominant voices, critique information paradigms and participate in digital cultures, was exactly what we were looking for. Schlesselman-Tarango highlighted to us the importance of working holistically across print and electronic resources, and encouraged us to extend the scope of our workshops beyond classification to include inclusive citation practices and information dissemination.

Cataloguing and Classification

From the outset, 'Resistance Researching' was intended to be a consciousness-raising workshop that aimed to highlight bias and marginalisation built into library classification systems such as Dewey Decimal and Library of Congress Subject Headings—both of which we use at Goldsmiths. We hoped this awareness would demystify the library as a site of fixed and objective meaning. This would enable participants to think critically about the way their research practice fits within (and could work against) socio-historical frameworks of representation, as realised in the physical shelving layout of the library and the online catalogue.

There is a great deal of literature on the topic of deconstructing classification concentrated in the US around the work and activism of Sandford Berman, Hope A. Olson, Emily Drabinski, and more recently, Melissa Adler. All of these librarian-teacher-writers interrogate classification along the lines of gender, race, class, and sexuality from an inclusive perspective that takes into account the intersectionality of lived-experience (for example Olson, 2001). More specifically, they concentrate on the dangerous perpetuation of negative stereotypes within information systems and the historic relationship between such systemic oppression and persecution by the state. For example, Berman's tireless campaign to incorporate more representative terminology for marginalised people within Library of Congress Subject Headings (Berman & Gross, 2017), Adler's focus on structural racism within Dewey Decimal (Adler, 2017a), and Drabinski and Adler's attention to vitally queering the catalogue (Adler, 2017b; Drabinski, 2013).

We introduced quotes from texts by these authors as discussion points within the workshops and in particular used the model of dynamic order at the Sitterwerk Art Library (Roth, Schütz, & Price, 2015) to design the book-sorting activity we use in the workshops.

Whilst the literature was sufficiently informative and inspirational for us as library workers, it did not touch on how to introduce these topics in a more accessible format for enhancing critical awareness in students. We would have welcomed more guidance on how to broach these topics in a short, practical session, as well as examples of localised or student-led interventions in classification schema. Hopefully, the overview that follows will provide one example of how to do this.

Context

Decolonising the curriculum campaigns have grown in the last few years from various student-led movements, such as University College London's (UCL) 'Why is my curriculum white campaign' (2014) and 'Rhodes Must Fall' (2015) in Cape Town and Oxford. One of the key aims of such campaigns is to draw attention to the prominence of straight, white men in curricula and challenge historic racial oppression within Higher Education (HE) institutions, specific to the selective narrative and Eurocentrism of academia.

The National Union of Students (NUS) #Liberatemydegree campaign that was subsequently launched, focused on the BAME attainment gap and issues of marginalisation within education, which impact disproportionately on women, working class, disabled, LGBTQI, Black students, and those with caring responsibilities (Bouattia & Vieru, 2017). At Goldsmiths in 2016-17, 40% of students were BAME, yet there was a 19% attainment gap between White and Black students (Woodford-Lewis, L. 2018).

Goldsmiths Students Union (SU) adopted the NUS title for their own "Diversifying the Curriculum" campaign to make the student experience more inclusive. The SU were directly involved in rewriting the Learning, Teaching, Assessment Strategy 2017-21, focusing on the need for staff to "embrace liberation, representation, and inclusion at every stage of the learning process," which was encompassed within the strategic priority to "Liberate Our Degrees" ('Liberate My Degree', 2018).

Intersecting with this call to action, the Critical Librarianship movement uses critical pedagogy to encourage us as library workers to be proactive in addressing issues of social justice, including a consideration of equitable access and opportunity, amplifying marginalised voices, empowerment and an ethics of care. It focuses on 'problematizing' the library, challenging the idea that it's a neutral space, in order to better equip ourselves and our students with the critical tools necessary to interrogate power structures and norms (see Olson 2001, Drabinski 2019, Adler 2017a, and Adler 2017b for more on these ideas).

As a means of foregrounding our commitment to social justice within Goldsmiths library in particular, as allies, the working group to *Liberate Our Library* was formed. The mission statement is to "work to diversify our collections, to de-centre Whiteness, to challenge non-inclusive structures in knowledge management and their impact on library collections, users, and services" ('Liberate our Library', 2018). The 'Resistance Researching' workshops were designed as a means of contributing to this ethos.

The Workshops

'Resistance Researching' is a series of workshops run by the Subject Librarians as part of the Academic Skills Centre (ASC) programme at Goldsmiths; they began during the 2018-19 academic year. The 'Resistance Researching' workshops were established around three broad themes: information gathering, citation practices, and dissemination. The idea was that these themes could be developed in different ways to reflect the personal knowledge and interest of the staff involved. The workshops are open to students from any department and at any level of study across Goldsmiths, from undergraduate to PhD.

One of the first questions students ask when they walk into sessions is what is "resistance researching?" The workshops are designed to help students think more critically about how and why we find and use information, specifically addressing issues of social justice such as representation of race, gender, sexuality, disability, and class. The title of the workshops is intended to emphasise the practice of going *against the grain* of traditional research practices. In so doing, we can constructively challenge the inbuilt biases of information systems and processes in libraries. Such systems and processes include cataloguing, classification, citation, and dissemination. By engaging critically with these systems and processes, students can also contribute to going against the grain of traditional research practices.

The ASC sessions are a useful space for the librarian-teachers to try out new ideas and get student feedback. However, they can also be challenging to run as attendance is unpredictable. As a result, the taught content cannot be tailored to particular subject areas or academic cohorts, as it would be in embedded departmental teaching sessions. They therefore rely on the session coordinator to be comfortable with the material and think on their feet!

The next section of this chapter will outline the content and feedback from the workshops, and reflect on some of the strengths, as well as pitfalls we faced along the way.

Critical Information Gathering

The workshop on Critical Information Gathering is structured around a dynamic book sorting activity. Prior to teaching the workshop, we chose a loose theme that would encompass books distributed across the physical library space and that could be relevant to a range of departments, for example on gender, borders, and environment. We selected themes that could dovetail in with Sara Ewing's weekly Academic Skills Centre seminars 'Decolonizing Research Methods' (this is a series of ten workshops exploring the relationships between Western academic research and colonial practices, open to all Goldsmiths students) to try and appeal to an existing audience. We then gathered a selection of books from the library shelves and covered up the class marks on the spines of the books.

In the workshops, student participants are provided with a pile of 10-15 books and asked to find connections and synergies between books and their topics. We encourage students to evaluate the books on their own terms, free of any preconceptions of the library layout. They can use post-it notes to add words or comments to the books, relevant to any associations they make. This helps to introduce the idea of keywords. We also suggest they can sort the books physically to indicate their interconnections, and many participants build structures such as piles or bridges to show their own library system.

This activity is really playful and great for fostering discussion. The sense of playfulness moves students away from feeling that there is a right or wrong way to do something, and we noticed that it frees them up to be more adventurous in their approach to the task. Concealing the class marks on the spines encourages the students to rely on their own expertise, to form an independent evaluation of the materials based on their own knowledge and research interests. The focus is on *prompting* participants to reflect on the process of categorisation itself, to identify biases and unexpected intersections that they might otherwise miss in their usual approach to finding material on the shelves.

As students work, we pose questions such as:

- What are your categories?
- How easy is it to separate the materials?
- How do you decide (rational, emotional?)
- Do the categories interact?
- What considerations arise out of the materials?
- Have you considered the descriptive language you are using, and how does it compare to that used by the library?

After students create their own connections and identify keywords, we ask them to uncover the spine labels. We have available to them an OCLC Dewey Decimal Classification (DDC) 23 Summaries handout (https://www.oclc.org/content/dam/oclc/dewey/ddc23-summaries.pdf), which includes some historical background to DDC (we informally check for prior knowledge) and a breakdown of the main classes. The participants particularly enjoy this reveal, working out where their connections 'officially' match up to in the main classes of DDC. Discussing in their pairs or small group we encourage students to think about how their approach differs from Dewey. They are often surprised at how books they've collected together are dispersed around the physical library space. Or conversely, how books they see as very different are sat next to each other on the shelf. This creates a great opportunity to discuss how the books are classified in our library, and how this can privilege some information over others. We also use this to highlight how DDC classification prioritises some aspects of knowledge over others.

The process of working out what the books are actually classified under in relation to their own analysis, helps to show the human decision-making behind the fixed numbers and provides an opportunity to discuss DDC with our critical librarian hats on. We introduce some quotes by Emily Drabinski and Charles Cutter as discussion points to draw out the students' thoughts and experiences of searching for information. These quotes also provide an opportunity for us to highlight bias and marginalisation inherent within library classification systems, presenting the idea that the library is not a neutral space as is sometimes assumed.

Finally, we ask students to use the keywords they identified to search the library catalogue and see what they find. We again pose questions such as:

- What are the implications of grouping your books in this way? Definition/separation, togetherness/exclusion, belonging/othering, etc.
- Can you find these books in the library catalogue using the keywords you identified?
- Do your keywords take you to any unexpected reference?

On a very practical level, this gives a useful opportunity to encourage students to explore features of the library catalogue they are not familiar with, and for us to offer advice on how to refine their searches effectively to seek out relevant information. This illustrates how we could engage participants in both the technical nuts and bolts of searching for information whilst also exploring critical themes of social justice.

To demonstrate that developing resistance research practices is a learning experience for all of us, we ask students to share their personal reflections and tips at the end of the session on a worksheet. This also presents a further opportunity to gauge what students have taken from the session, and discuss it further as a group in the class.

Impact

"It's things I never thought about, that are actually very important for refining tools for study." (Student feedback from 'Resistance Researching' information gathering session)

Feedback gathered from the workshops, using the reflective worksheets and a more traditional survey, indicated that students were not used to applying much in the way of critical thinking in their approach to searching.

The 'Resistance Researching' tips we gathered from the students at the end reflected on the discussions the class had in the workshops. For example, after one session one student's 'Resistance Researching' tip was "Understand the limitations in book sorting". This kind of 'tip' comes out of discussion we encourage in the session around the idea of the 'neutrality' of the library. Students begin, often for the first time, to think about who organises the books they use and what that organiser prioritises in that book.

Another tip was "Ask questions about why things don't exist that you are looking for." This picks up on another theme we try to draw out through the book sorting exercise around asking questions about how you can capture intersectionality in the physical library space. It also reflects discussion we again encourage around the vocabulary and language that are being used by the students. Several tips picked up on this, offering the advice to "Learn to clearly define keywords", and "Know/find the keywords of what you are searching for."

What all the feedback—tips and more formal feedback forms—shows is that through these sessions, students are developing a greater awareness of the systems that operate in the library to organise information (DDC, Library of Congress etc). They gain an awareness of the fallacy of the neutrality of these organisational processes. And they gain techniques to help them perform critical information gathering through a more thoughtful approach to search skills such as keywords.

Inclusive citation

This second workshop was initially inspired by a blog post by Maha Bali, *Inclusive Citation: How Diverse Are Your References?* (Bali, 2018). We were aware that the general emphasis around teaching referencing tended to focus on it as a tool to avoid plagiarism. This contrasted with the argument for the potential of citation as a "feminist and anti-racist technology of resistance that demonstrates engagement with those authors and voices we want to carry forward" (Mott & Cockayne, 2017, p954). The concept of inclusive citation is rooted in a longer tradition of symbolic citation, where references are used to maintain intellectual traditions and provide peer recognition. Resisting this became the focal point for the workshop.

The workshop focuses on encouraging students to think more critically about who they are citing in their research. Our aim is to give them a space to think critically about how and why citation practices can stifle some voices and amplify others, and for them to consider this in relation to their own research work. As Sara Ahmed argues, "the reproduction of a discipline can be the reproduction of these techniques of selection, ways of making certain bodies and themes core to the discipline, and others not even part" (Ahmed, 2013). We hope that teaching referencing through a social justice lens might help move students from often being nervous about referencing, to seeing it as a powerful tool that they can use to amplify voices that are important to them.

The workshop uses a variety of activities to engage students in questioning assumptions around citation practice. The idea, taken from Bali (Bali, 2018), was to encourage students to first consider their own reading habits, and to see what they know about the authors they are using. We start with an exercise we call '*Who's in the frame?*' Here we ask everyone (students and facilitators) to list three authors they have recently read. Ideally, this is from their research, but to help participants feel comfortable we make sure to say any reading can be used. Once someone used the bedtime stories they read their children, which actually worked really well to get people discussing and thinking about their reading. To record this information we have used both a paper-based worksheet and the map function in Padlet (an online virtual bulletin board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location). The mapping is particularly visually effective for delivery in a lecture theatre setting.

We talk about what we know about these authors, which is often not very much. This leads to the next step, to research the researchers. We ask students if they can find out some basic facts about the authors. For example, do they know the researchers' gender, academic level, and where they are based in the world? We discuss why we are doing this, offering up that the potential of citation as a tool for resistance depends on making an informed and conscious decision about who you choose to cite. We also discuss that to do this, we must sometimes think beyond the content of the work and instead consider a reference as a powerful signaller of who is allowed to be heard.

The second part of the workshop focuses on some practical tools. We created an exercise on citation trails, which asks students to compare linked articles through our library catalogue, Web of Science, and Google Scholar. During this exercise, we ask the students questions such as:

- How are these results ordered?
- How can you manipulate the results and change how they are ordered?

We also explore the idea of 'snowballing'—the process of following citation trails from resources that you have already found, and which are most interesting to you, to create an interconnected 'snowball' of research. The aim here is to show how different voices can be privileged, and how the tools available can influence and affect searching. We discuss how citation trails can be used as a positive tool for discovering voices that might otherwise be marginalised in scholarly conversations. We also touch on how practices such as self-citation (the practice of citing your own work, particularly to boost your citation metrics) and citation cartels (groups of authors that cite each other disproportionately more than they do other groups of authors that work on the same subject) demonstrate privilege and marginalisation of different groups.

We briefly show students the *GBAT Gender Balance Assessment Tool* (https://jlsumner.shinyapps.io/syllabustool/) for bibliographies, which opens up the opportunity to talk about the assumptions we can make based purely on names. Within a longer workshop, you could incorporate this tool more centrally. For example, by asking students to bring along recent reference lists or a bibliography of their own and then using this tool to analyze them. This is something we hope to explore further as the sessions develop.

In this session, the dialogical approach has really had an impact. For instance, in one session, while we were doing the 'In the Frame' exercise, a female student questioned the need to think about the gender of researchers, questioning if this was really still an issue. This opened up the opportunity to discuss why citation practices (such as self-citation) tend to disadvantage women and how we all need to cite more women.

Another example came through a discussion with a postgraduate history student who attended the session. Their dissertation was on the philosopher Friedrich Hegel, and they were struggling to see how they could use this approach in their work about a white, German, 18th Century philosopher. This allowed us to discuss, as a group, possible ways to bring in diverse voices to this research. As in other workshops, we finish these workshops by asking students to reflect and share their own 'Resistance Researching' tips. This postgraduate student's tip captured their solution: "To try and look at the subject matter from a different lingual perspective. This allowed me to locate sources in my language and think about my particular culture and tradition." Anticipating questions and being prepared to facilitate ad-hoc discussion has been a key aspect of our approach and a rewarding part of these sessions.

Impact

"Practical, informative, relevant. It was interesting." (Student feedback from 'Resistance Researching' –Inclusive Citation session)

As mentioned, we gather our own feedback from these sessions in the forms of the 'Resistance Researching' tips, as well as in more standard feedback forms. The feedback gathered shows that students appreciate the practical tools used alongside the theoretical discussions. When asked 'As a result of this session, what new ideas or strategies will you use?', responses mentioned the GBAT tool alongside techniques we discussed such as snowballing. Students commented on how they were "developing different inclusive citations to include a wider spectrum of writing" and "thinking about an inclusive list of sources."

Theoretical Considerations

"Conservative, traditional educational practices …concern themselves only with the presence of the professor; any radical pedagogy must insist that everyone's presence is acknowledged." (hooks, 1994, p. 8).

We have sought to develop an approach to our information literacy teaching that will foster a democratic classroom environment. But in practical terms, what does this actually mean?

One of the first steps we have taken is to move our teaching practice away from standing at the front and talking *at* students. For example, we try to sit with the students and, where practical, we take part in the exercise and activities alongside the students. This fosters the idea that we are learning alongside and from the students, a key concept in creating a democratic classroom environment.

The workshops have focused on *offering suggestions* about changes students might make to their own research practice to find a wider, more diverse range of ideas and voices for their research. The emphasis on offering suggestions has been to create a space where we are not telling students what to do, recognising we all have different knowledge that we can contribute.

Encouraging many opportunities for discussion has also been central to our approach. The dialogic approach is a tool for decentring our Whiteness. It speaks to our attempt to address the idea that "a classroom environment should meaningfully engage with a plethora of voices, representative of not only the white-gaze" (Akel, 2019, p. 20).

These are small steps, but we believe that you have to start somewhere. Through making even small changes to our practice we will develop a more engaged pedagogical practice better suited to supporting the information literacy needs of our diverse student body at Goldsmiths.

Practical Considerations

It is important to acknowledge that these sessions are new and evolving. As such, we thought it might be useful to share some of the practical issues we have encountered, as well as considerations to bear in mind when designing future 'Resistance Researching' sessions.

Timing

We played around with timing, trying out both 90-minute and then short 40-minute sessions. This is an aspect we'll continue to reflect on. A 90-minute session is enough time to go into detail and really discuss and explore the themes and issues of the workshop. However, as an additional, voluntary session, this is quite a big time commitment for students. In the latest version of the workshops, we tried a more focused 40 minutes, however the reality was that all the sessions ran over time. Each session had a lot of information in it and a lot of excellent, relevant discussion, owing to the teaching, approach and level of student engagement, which we did not want to curtail. Feedback collected so far is all indicative of students desiring longer sessions (e.g. "More time", "more discussion", "it was too short" and "extending the duration"). For the third approach, we are planning a more open-ended 'taster' session, to run in the new event space on the library's ground floor near the entrance, that students can drop in and out of at their convenience.

Attendance

It is our experience at Goldsmiths that attendance for a non-compulsory session is often patchy, particularly for the more esoteric library sessions. An introduction to a particular piece of software is generally well-attended, as its application and usefulness to the student is much more obvious and concrete. Sessions such as 'Resistance Researching' are a harder sell. Seasonal timing also has an impact on student attendance, for instance summer term sees many of our students very focused on dissertation writing, and they don't necessarily see the need for, or have capacity to engage in, these types of sessions.

Attendance also links to engagement. We had expected these sessions to appeal to students already engaged with the campaigns around 'Liberate'. Anecdotally, we found that most students attending were not familiar with either Goldsmiths 'Liberate' campaign, or more generally with the decolonising the curriculum movements in the UK. However, once they learn more about these campaigns they are generally very engaged in the ideas. Thus, including time to provide information on and discuss 'Liberate our Library' has become an important part of all these workshops.

Students are also, understandably, very focused on passing their degrees. They have invested a lot of time, energy, and money in their learning. Many are also concerned about being penalized for not using the 'right' sources, going to the 'right' academics, etc. Indeed the recent report *Insider-Outside* (Akel, 2019), which examined the experiences of Goldsmiths students who identify as BAME found that "40% believed that they must conform to their lecturer's academic opinions in order to secure good grades" (Akel, 2019, p. 6). This indicates that our students don't—yet—

feel empowered to recognise and use their own scholarly voices to contribute to and grow these debates. We need to continue to consider and suggest ways they can use their own voices, whilst addressing their very real concerns about the consequences of not using the 'right' voices provided by their recommended reading.

Goldsmiths Library is working with academics to look at this in more detail. Senior members of the library team have contacted all academic departments in Goldsmiths to try to find out how they are addressing the 'liberate the curriculum' agenda. There is a lot of good work going on, but it is often happening in silos, and this is our first attempt to survey what is happening university-wide. Many academic departments already have, or are setting up, 'liberate' working groups and Subject Librarians are part of these groups. The cross departmental nature of the library and the subject team's work means we are well placed to informally share and spread good practice from around Goldsmiths. The next steps are to work on how this can be more strategically and formally captured and shared, but the library seems in a strong position to support as well as develop this work. For us, the next challenge is to demonstrate to our academics that the critical librarian pedagogy we are using in our workshops can empower their students and make a valuable contribution to liberating the curriculum.

Space

The space the sessions take place in is another aspect of the workshop we've experimented with. We have used both seminar rooms and computing labs, and will try out a new iteration using a new, open-plan, library events space. The seminar rooms were good for concentrated discussion, but relied on students bringing along their own device to try out some of the more practical aspects. This could present an accessibility issue for some students. Using computer labs addressed this issue, but the space is obstructive for group discussion, and it is harder not to end up standing at the front behind the lectern as you demonstrate something to the group. We are hoping that the events space might be a good bridge between the two types of spaces: we can use the big screen to demonstrate online tools; the space is flexible enough to facilitate discussion; and the space allows for more practical activities. It has the added benefit of public visibility, and so we are hoping the activities will attract students just passing by.

Next Steps

It is important that this work continues to develop and grow. In this section we identify some key areas for next steps. Hopefully, these will be useful for anyone inspired to use these approaches in their own work.

Embedding

If confined to discrete 'Resistance Researching' workshops, the critical skills we teach will have limited reach and impact. Many of the activities we have developed and used in these workshops can be adapted for other contexts. We have encouraged colleagues in the Subject Librarian team to use aspects of the workshops in their own sessions, as many of the activities can be taken as standalone exercises and slotted into more standard information literacy teaching.

It has also been important to engage with other members of the library team to create sessions that reflect a range of approaches and experiences. It is great to see colleagues beginning to engage with the parameters and ethos of the 'Resistance Researching' concept. They bring new ideas and fresh approaches that keep these workshops evolving and—we hope—relevant. One concern voiced by other library workers has been that they do not feel informed or expert enough about the issues around critical librarianship to teach in this way. To anyone reading this who shares similar concerns, be assured we are not experts either—we have had to educate ourselves and continue to do so. The more you read and engage with this material, the easier you will find it to adopt a critical librarian pedagogical approach. We are excited to see how it will develop over the next few years.

Empowering

Our anecdotal findings were that all students were worried about going away from approved, or what they consider 'safe', sources. The *Insider-Outsider Report* (Akel, 2019) further confirmed that is something BAME students are particularly concerned about. In seeking to create information literacy teaching that speaks to issues around social justice, this is an important area that needs addressing. It is not something we, as librarians, can necessarily change, but it is something we can address in our teaching.

One way to empower students to be braver in their choices is to develop teaching that shows how to sit the more mainstream theorist alongside the lesser-known ones they are discovering, which their lecturers might not be familiar with. A session run by a colleague in the Academic Skills Centre here at Goldsmiths introduced a useful teaching tip: the metaphor of the table and dinner party for writing literature reviews. This idea of planning who to invite to the table, thinking about which scholars you'd invite and how much or how little you engage with their scholarly conversations, can help students to see they can acknowledge key theorists, while also bringing in their own choices that reflect different perspectives or types of knowledge.

The other way we can support this is to give students the tools to critically evaluate sources. This is important as it gives students confidence in their research, especially if they want to use sources published outside the typical, traditional scholarly sources. It also gives them the tools to critically think about and assess the more mainstream resources they might be presented with. At Goldsmiths we have been using RADAR (Mandalios, 2013) and IF I APPY (https://guides.libraries.psu.edu/WC/HPA210). IF I APPY, with its approach to reviewing credibility through both a personal and a source lens, seems particularly useful for developing a critical library pedagogical approach.

Conclusion

"Students should be encouraged and taught how to form their own line of inquiry to become independent academic thinkers" (Akel, 2019, p. 20)

Since engaging with this work, the Goldsmiths Anti-Racist Action student occupation of Deptford Town Hall, reached a total of 137 days in July—a clear demand from our own students to address structural institutional racism and better meet the day-to-day needs of students of colour. In their own words: "we resist the ironclad coloniality of Goldsmiths College…that subjugates its BAME students, staff, and workers alike" (Frazer-Carroll, 2019). The list of demands and the college's response can all be found online and mark a turning point in confronting these issues collectively.

Further to this, the *Insider-Outsider Report* (Akel, 2019) was published as we were in the middle of writing this chapter. The report looks at the experiences of BAME students at College and Goldsmiths Students'

Union, and makes for sobering reading. It foregrounds the way our BAME students "are compelled to battle everyday racisms not just in social spaces and the corridors of our institution, but in the very lecture theatres in which they are being taught", and calls on us "to reflect and to be prepared to learn and work differently" (Akel, 2019, p. 5). Reading the report has reinforced our belief that foregrounding social justice within our work is more necessary than ever.

Teaching librarians have a role to play in providing a space away from/outside of the student's usual department and academic connections that could be central in empowering them to try out new ideas. At Goldsmiths the ASC workshops are not credit-bearing and so do not inform students' academic marks. However, they do provide an important opportunity for students to develop as independent academic thinkers in an alternative, supported environment.

Finally, we have personally found the workshops to be very inspiring. The students we have seen have really engaged with the ideas and activities and taken a lot away from the sessions. We have enjoyed being able to engage with and discuss some concerns and preconceptions around our work in the library, and to discuss critical librarianship. Our students have been generous in sharing their thoughts and knowledge, too, and we are continuing to respond to and learn from them.

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2. Integrating Critical Teaching Practices into the One-Shot Library Classroom. Darren Flynn.

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Introduction

One of the challenges I have found in exploring critical pedagogy as a librarian is finding a way to incorporate a critical philosophy into the everyday teaching I deliver. Library-specific texts on critical pedagogy often give examples of individual, niche topics or lessons which incorporate critical approaches, such as exploring representation in the literary canon, or challenging traditional conceptions of authority and trust in research. While fascinating, sessions on these topics would only ever make up a small minority of my teaching, which is focused much more on the 'nuts-and-bolts' of information literacy and academic skills. More general texts on critical pedagogy give advice on creating egalitarian power structures in the classroom, but assume a set of teaching contexts (control over assessment, extended contact with students etc.) that I don't enjoy as a librarian.

Thus, I began writing this chapter with the intention of providing a list of simple, flexible techniques that the reader could integrate into their practice, inspired by the theory and practice of critical pedagogy. Initially, this was easy: I knew I had some tips and tricks that I could talk about and expand upon. What became clear the more I wrote, however, was that critical practice in my library teaching is not just about the classroom activities I use. As important are the different behaviours I have adopted as a critical teacher outside of the classroom. The end result of this realisation is a chapter that is less a simple 'how-to' list of teaching tips that I originally planned, and more a reflection on the times I find myself with an option to be critical, and how I try to do so in those moments. I've structured the chapter in three sections: planning teaching, being critical in the classroom, and evaluating teaching critically. They need not be read in order, however, so feel free to skip to the section that either most interests you or might be most useful in your particular circumstances.

I've written in the first person, not because I think myself an expert in critical pedagogy or critical library practice; I am as much on a journey in this area as you are by reading this book. Rather, I wanted to avoid imposing my thoughts and experiences on you as the reader by using declarative statements and instead be transparent about the fact that everything that follows is based on my own values, experiences and opinions as a teacher, and so are free for you to borrow, challenge, or reject however you see fit.

Planning Teaching

Accepting and Refusing Teaching

It's tempting as a teacher-librarian to agree to any request for input requested by academic colleagues and accept prima facie the conditions suggested. Vocational awe and its culture of sublimating personal desire and critical thought in service of a 'greater' institution can lead you to feel that accepting every request for library input is akin to a moral duty (Ettarh, 2018). Imposter syndrome, so commonly reported by library and information workers (Faulkner, 2015; Lacey & Parlette-Stewart, 2017; Barr-Walker et al., 2019), can make refusal or negotiation of librarian teaching problematic. Externally, departmental targets might focus solely on quantified measures of engagement (e.g. number of sessions delivered) at the expense of measuring the quality of those interventions. All of these factors may be intensified by hegemonic institutional power structures and precarious working conditions that compromise the ability to express dissenting opinions or protect your interests and integrity as a teacher. Early in my career, perhaps because I was a first generation university student and never felt fully comfortable as a student, I often felt overawed by academic colleagues and deferred almost automatically to their judgement on any issue and thus gratefully accepted any teaching, in any circumstances, that was offered. So often feeling like an outsider, as a university worker from a working class background, I worried how perceptions of me were formed, and if I challenged a member of academic staff that I might be forever labelled as "difficult to work with" or "not a team player".

Many UK academic librarians I've spoken to describe a common situation where we're asked to deliver "the library session," which might be a half hour tacked onto the end of a lecture (in practice often less) and are asked to cover a library induction, literature searching, plagiarism, referencing and, and, and… We know from instinct or experience that such a session is likely to be educationally ineffective and intellectually disengaging, that there is too much content to cover and that students are likely to struggle to apply any new knowledge or skills in a practical setting. But we want to show we are willing, build links with the academic department, and hope that if we perform well we might successfully lobby for better next time around.

I often accepted this situation as a given even though I felt delivering teaching in such a prescribed scenario conflicted with my beliefs about learning, devalued my subject area, and disadvantaged students who might struggle to process a deluge of rushed, incoherent information. I researched ways of improving the lecture format, trying to find ways to make it more 'interactive' (give them a quiz!) or looking for 'innovative' hooks that might make it more engaging (play a video!), but overall I found the experience stressful to plan and deeply demotivating to deliver. I often felt like a failure because the students hadn't learned much, and a fraud because I wasn't being true to what I believed as a teacher.

In time, as I grew in confidence as a teacher, I began to treat requests for my input from academic colleagues as a negotiation, with give and take on both sides—I could and would do this, but I couldn't and wouldn't do that. The most impactful phrase I learned was, "No, but…" Now, I lay out what I can feasibly cover in a given time frame, setting, and class size. If the session is to be a half hour, large-scale lecture, I can conceivably introduce myself to the students and outline what sort of services the library offers. If they want me to recite how plagiarism is defined by the university, a lecture might work, but if they want students to learn how to cite and reference, then a longer seminar format is required. If the students need to learn how to perform a literature search, I need smaller groups, more time, and an understanding of their assignment. Inevitably, this means that due to time or space restraints some elements of information literacy cannot be covered through face-to-face teaching and instead I have to signpost other resources. My position in negotiating teaching input went from "this is what you want, how will I facilitate it?" to "if that's what you want, this is what I need".

I should acknowledge here that I am the beneficiary of a significant level of privilege; while Queer, I am a white, cis-man with a permanent contract of employment. Asserting myself, therefore, and having that respected in a society that encourages and values white male privilege, is far easier for me than for many others. With that acknowledged, my experience has been that my input is valued more highly when I negotiate in this way, and in teaching on my own terms, I feel vastly more authentic as a teacher. Inappropriate requests for input declined and positive engagement increased. While not directly related to critical pedagogy, this was in many respects the foundation for my practice given I can rarely incorporate any elements of critical practice if I cannot teach in a suitable setting with an appropriate amount of time.

When might I plan to deliver teaching?

Planning when to deliver information literacy teaching and discussing this with academics can be problematic, because the temptation on both sides is often to front load this content early in the term. For the academic, it may seem convenient to timetable any 'extra-curricular' content (information literacy, academic skills, writing etc.) at the start of a scheme of work before moving onto the meaty, curriculum content. For the librarian, we know information literacy is essential to student success and that can lead to us wanting students to begin developing these skills as early as possible. If we believed that the Banking Model of Education (Friere 1996) is effective, then when we choose to teach students a particular topic or skill is almost immaterial; the 'knowledge deposit', say how to search a database, can be made at any point and students simply regurgitate this later as required. In practice, research and experience tells us this is not the case (Walton & Archer, 2004; Just, 2012; Chiarella et al., 2014). Skills and concepts in information literacy are not always 'sticky' and students often do not display a high degree of competence or confidence applying past learning about information literacy in new contexts.

When I discuss the timing for information literacy teaching with academics, what I look for is the point of need for students. If students are given their essay in week three, week four might be a good time to discuss finding sources, week five might be good for discussing source evaluation, week six for discussing source integration etc. The temptation, again, can be to roll these all together into a single long session, imagining students will attend this one session and be equipped for the entire assignment, but in my experience matching session learning outcomes to students' workflow is far more effective. It may be a rare academic who can accommodate multiple short sessions within a scheme of work like this, but in discussing this approach we can agree to what level of input is possible and develop alternative strategies to cover other points.

Given the diverse mix of working patterns students use, finding a single point of need for a learning intervention can be problematic. We might imagine a workflow where students begin planning an assignment in weeks 3-4, researching the topic in weeks 5-6, writing and referencing sources in weeks 7-8, and making final edits in weeks 9-10. However, this generally imagines the traditional full-time, campus-based student with the freedom to devote their sole attention to academic issues during term-time—and a high degree of discipline and self-motivation besides. Insomuch as this idealised and often-imposed work pattern exists for any students, the reality for increasing numbers in higher education is a precarious balancing act between their studies and caring, personal, and professional responsibilities. For students who sit outside this imagined model of a sequential scheme of work, I advertise additional services such as one-on-one appointments or student-arranged study groups that suit their work pattern. Increasingly, I now involve students in the decision-making process by having them decide when a particular topic is most suitable (N.B. Personally, I look for feedback directly from the cohort, in my experience student representatives are often a *representative (noun)* but are rarely *representative (adjective)*). Voting—either within class or via the virtual learning environment—lets students tell me when they want to learn about a particular topic and this can then be arranged more appropriately.

The final point I consider is that of my own workload and needs. In the desire to please and meet the perceived needs of your students, it can be all too easy to overload yourself. Recognising and challenging vocational awe means subjecting the library's practices and underlying philosophies to the same critical rigour we would apply to other institutions, and refusing to participate in the martyrdom mind-set it sometimes demands (Ettarh, 2018). Even in the absence of vocational awe, librarianship is often an emotionally, creatively and, for many, physically taxing profession. Becoming a critical educator therefore means at times turning that critical gaze inwards, reflecting on your own performance, needs and capacities and employing strategies of radical self-care in order to maintain your wellbeing (Accardi, 2015). The work of dismantling oppressive systems and practices is undermined should you find yourself subjugated by that work: liberation work is hard, but should be joyful (hooks, 1994). More subtle but consistent acts of resistance are often more sustainable over time. In my career, this has meant recognising that I have periods of growth where I am receptive to new ideas and practices, periods of harvest when I can gather and share the fruits of my labour, but as important as either of these are fallow periods when I need to reflect, recuperate and recover. Approaching or experiencing burnout is not only intellectually, physically and emotionally destructive, but is often the death knell for critical practices. I cannot be a thoughtful, conscientious, and critical teacher when I feel overwhelmed and stressed. The ability to recognise the warning signs of overwork and overcommitment, and the self-awareness to reflect, react and respond to these, is as crucial a skill in critical practice as anything else I have to say in this chapter.

Writing inclusive and empowering learning objectives

Writing learning objectives for a given lesson can be problematic for the teacher-librarian interested in becoming a critical educator. At heart, learning objectives are a useful tool, giving focus and structure to a lesson in both planning and delivery. Content and activities can be assessed against the learning outcomes to allow the teacher-librarian to decide if they contribute, detract, or distract from fulfilment of the objective. Without critical consideration though, learning objectives can take the first step towards an authoritarian approach to teaching and learning. At a macro level, learning objectives required by or derived from an external agent (the institution, published frameworks, professional standards etc.) can express a culture of monitoring, auditing and control (Bennett & Brady, 2014). When that external agent, whether an institution, professional body or standards authority, operates within a culture of traditional, hierarchical power structures there is a risk that in adopting their learning outcomes we replicate and reinforce hegemonic practices (Accardi, 2010). On the micro level, the setting of learning objectives can be the imposition of teacher authority and power within the classroom, as teacher-set learning objectives demonstrate what is worth teaching and thus worth knowing on a particular topic. In hegemonic learning objectives, knowledge is organised into discrete commodified units and exploration or understanding of the broader context is unnecessary (Kopp & Olsen-Kopp, 2010). The broader contexts, the diverse perspectives and the critical debates are absent in neo-liberal curricula and its learning outcomes, and thus perpetuate oppressive power structures. Furthermore, uncritically constructed learning objectives tell learners how to think (learners will understand…), how to behave (learners will demonstrate…) and how to feel (learners will be more confident in…). Finally, in their selection of learning objectives the teacher is at risk of presenting their own experience, perceptions, and opinions as the only valid perspective on a topic. Success against those objectives therefore becomes the extent to which learners conform to the expectations placed upon them by the teacher and operates as a pass/fail dichotomy (Hussey & Smith, 2012; Gardner & Halpern, 2010). Used in this way learning objectives fall into authoritarian and banking models of education; students arrive empty, they receive the learning objectives selected for them, and leave the classroom having ticked them off (Accardi, 2010). Prior knowledge, additional skill, or additional support requirements are not acknowledged by undifferentiated learning objectives which fail to adequately support or stretch the majority of the class.

A first step towards making learning objectives more inclusive and equitable might be to address the language used. Take for example a common information literacy skill: being able to perform a simple search in a given database. I've frequently seen (and in the past written) a learning outcome along the lines of, "By the end of this session, students will be able to perform a simple search in xyz database." The skill itself is not necessarily problematic, but how it is expressed in the learning outcome demonstrates the shortcomings outlined above; it treats knowledge and skill as a binary construct, rather than existing on a spectrum, is undifferentiated, and expresses a banking model. It also assumes that there is only a single legitimate way to perform the task (the way demonstrated by the librarian), rather than acknowledging that there may be a range of approaches to database searching that may be appropriate in different contexts. We could consider rewriting this outcome as "This lesson should help students to develop their skills in searching the xyz database." Worded in this way, the learning outcome allows a range of students with differing existing skill levels to gain from the class, whether they are going from low>medium or medium>high through a range of differentiated activities. The emphasis is also shifted from being teacher-centred ("I will show you how to perform this task") to learner-centred ("You will develop your skills") and therefore recognises that there may be a range of situationally-appropriate means of fulfilling the objective. Finally, the rewritten objective lessens the binary pass/fail element. Whereas previously students had to progress to a teacher-defined point before the session could be considered 'successful', in the rewritten objective success is a student-defined increase in skill in the topic area, however small or large.

There is a risk that simply rewording a learning objective could result in only a superficial, semantic change if the philosophy of the change is not expressed in the lesson itself. If a learning objective recognises a range of pre-existing skills levels and experiences, the lesson will require a range of differentiated activities. If the learning objective is devoid of a pass/fail dichotomy, then a multiple-choice quiz as an assessment is inappropriate. There is, I believe, a strong argument to shift our thinking about objectives altogether from learning objectives (where the responsibility for success is placed on the learner) to teaching objectives (where responsibility for success rests with the teacher). In this way, instead of focusing on what students have or have not learned, we might focus on what we hope to teach.

Recognising the Human Element in Teaching

In writing objectives and applying complex frameworks and models for information literacy development, it can be easy to forget that at heart teaching and learning is a human interaction between the teacher, the student and the content. The focus of much literature and discussion in information literacy centres around the relationship between learner and content where the role of the teacher is to facilitate this in an engaging and understandable way. Success in information literacy teaching is often measured against these criteria; if students appeared engaged in the learning activity throughout and if the lesson has had a demonstrable and objective impact on their skills, knowledge or confidence (Grabowsky, 2020; Bruff & Harrison, 2018; Erlinger, 2018). Adherents of Kuhlthau's (1991) Information Search Process have long recognised the affective domain as a key aspect of research activity, thus published research or shared practice on managing the emotional experience of information literacy teaching is conspicuous by its (relative) scarcity. If we are to view the student as a whole person, not simply a consumer of lesson output, we should consider their emotional reaction to the content we discuss in the classroom.

Compared to other highly-emotive, sometimes traumatising, topics a student may experience during a course of study, it can be easy to assume that the typical information literacy session is fairly low-impact on an emotional level. But consider as an example the experience of a student attending a typical source evaluation or critical appraisal session. A fundamental message of their early studies in higher education will likely have been the importance of scholarly literature, its higher quality and reliability. This knowledge has influenced their behaviour and despite the additional labour involved in finding and using journal articles and scholarly monographs, they have come to integrate these into their practice. They then attend a session with their librarian, a relative stranger, who cautions them on the need to show criticality and rigorous scepticism of all their sources, including previously-lauded scholarly material. Learning to critique, pick apart, and reject sources might appear, to the teacher-librarian attempting to employ critical pedagogy, a valuable and logical progression in developing information literacy. For the student though, this may feel like a betrayal. It contradicts what they have been told previously, it demands additional labour and they feel unqualified to critique authors that have previously been described in unimpeachable terms. This is not an argument to remove critical reading from information literacy curriculum, but for teaching-librarians to demonstrate emotional intelligence while handling content and to investigate, signpost and validate the feelings students may experience during a lesson.

Similarly, the experience of a session on literature searching may be profoundly emotionally destabilising for many students. This could be the case if past methods of finding reading material are held up as unsatisfactory, or if they are introduced to complex library search tools and academic databases that are difficult on both a practical and conceptual level, in which small errors or inconsistencies in approach can foul up the entire process. During this type of lesson, the teacher-librarian might act with a breezy confidence borne of high levels of familiarity with the database and (often) a fully-scripted, meticulously-prepared search query. The emotional response of students to this might range from confidence and competence in some to confusion, frustration and feelings of inadequacy in others.

In my experience, librarians rarely talk at length about the emotional impact information literacy teaching has on students. We do sometimes collect quantitative data on emotional responses in the form of evaluation forms for example "How confident do you feel before/after attending this session?" Often though, while we're asking about an emotional response, this is simply used as a proxy for evaluating how effectively learning transfer has taken place. We might ask how students *feel* after the session, but this is used to judge how 'successful' the lesson has been. Further to this, such data collected is usually aggregated to form an overall metric (X% of students report feeling more confident in task Y after a library session), actions flowing from such metrics focus on the what and the how of the session (*what* is taught and *how* it is delivered), rather than a more in-depth analysis of the emotions of the students attending the session. Ultimately, in this scenario confidence (or lack thereof) is the only emotion acknowledged or explored and the only desirable outcome is an increase in confidence.

Recent work on threshold concepts in information literacy (Townsend et al. 2015) does acknowledge that information literacy teaching can provoke an emotional response in students. The threshold concept model of information literacy posits that certain concepts are inherently and irrevocably transformative (Godbey, Wainscott and Goodman 2017). Realisation of the truths within these concepts is acknowledged as emotionally disruptive through the idea of 'troublesome knowledge' (Meyer and Land 2003), in that it destabilizes and disrupts the student's understanding of a subject and can provoke feelings of confusion, frustration and even antagonism. In this, a wider range of emotional reactions are acknowledged, but I find it problematic that an emotional reaction is legitimised only as a means of moving the student forward to a new understanding.

In my practice, I want to respect and acknowledge all emotional reactions to the learning content, both positive and negative. At the start of a session and after reviewing the learning objectives, I talk to students about how what we're going to cover might make them feel. I talk about how learning new skills can be both empowering and frustrating, that confusion when trying something new for the first time is a natural reaction, and that the advantage of face-to-face teaching is that they have the opportunity to express these emotions and ask questions. In doing this I hope to both emotionally prepare students for learning, but also to lend legitimacy to their feelings following the session, whether they are positive or negative.

Being Critical in the Classroom

In trying to be a critical teaching librarian, I have focused a large proportion of the work in how I plan and structure the sessions that I offer. If a questioning and student-centred mindset is maintained, I believe, the in-class result will almost inevitably lean towards a greater level of critical practice. There is, however, a range of behaviours I've seen and adopted, and others that I stumbled upon by chance and incorporated into my teaching practice, that I believe have increased the level of criticality in what I do. Some of these would likely not qualify as critical pedagogy in a classical sense, and some are only tangentially associated or come from other teaching traditions. However, the cyclical process of reflection and action is a core component of critical practice and thus drawing from and using elements from multiple learning theories forms a significant part of my critical pedagogy.

Authority and Authoritarianism

Traditional didactic methods of instruction rely on a high level of authoritarianism in the classroom. The instructor effectively holds court in the classroom, setting the agenda in both content and activities, and acts as the sole authority and source of all knowledge and answers. Such approaches are essentially behaviourist in nature, with the teacher providing a stimulus (via recitation, required reading, assessment activities) and the learner providing response (via repetition and response) (Aubrey & Riley, 2018). Learning is cycled through repetition, repeat assessment, positive and negative reinforcement (via praise, correction and feedback), with academic success measured as the degree of alignment between the student response and the teacher's original contribution. The teacher thus retains a high degree of authority as knowledge source and authoritarianism in agenda-setting. In contrast, teaching approaches based on constructivist pedagogies such as project-based learning, experiential learning or cooperative learning shift the focus from teacher-centred to learner-centred practices (Schunk, 2011). Constructivist teaching approaches relocate knowledge-making to the student while the teacher acts primarily as a facilitator creating the conditions, providing the resources and developing the skills for independent learning. Thus in the constructivist classroom, the teacher rejects both authoritarianism *and* authority.

Inasmuch as critical pedagogy can be encapsulated into a set of principles both unique to the field and consistently expressed by multiple theorists, a key concern of critical pedagogy is to challenge the authoritarianism apparent in the traditional teacher-student relationship (Kincheloe, 2004). Critical pedagogy in practice is about deconstructing this power dynamic and creating an equitable environment where students are active participants in the learning process (Shor, 1996). This challenge to teacher authoritarianism can at first appear to place critical pedagogy firmly within a broad constructivist paradigm. However, sharing classroom power and authority should not be misinterpreted as a diminution of the teacher's role in a critical classroom; they remain an indispensable agent in the learning process (Shor, 1987). Rejection of the former (behaviourism) does not necessarily imply complete alignment with the latter (constructivism). I share the concern of other critical librarians in delineating constructivist and critical approaches, particularly in the role and authority of the teacher (Critten & Stanfield, 2016; Beatty, 2015). The critical educator explains concepts and shares their expertise, but also recognises that students bring with them their own experiences, perceptions and needs, and uses these to enrich the lesson. The critical educator invites questions, comments and critiques from students—not simply to check comprehension, but to draw out their perspectives and develop their critical consciousness (Hinchey, 2004). The critical educator sets activities, but these are grounded in the lived experiences and realities of their learners (Aubrey & Riley, 2018). The critical educator maintains an ordered classroom environment—not simply for the convenience of more easily reciting content or maintaining discipline, but to ensure an equal and safe space where all learners can thrive (Kinchelow, 2004). In didactic educational models, the teacher has responsibility *for* the learners: the progress of the learners is dependent upon the actions of the teacher. In critical pedagogy, the teacher has responsibilities *to* the learners: a duty to provide safe, inclusive and equal spaces, and to respect their inputs and experiences. The distinctions I make here might appear subtle, even pedantic, but I raise them to reaffirm the central role of the teacher in the critical classroom, their authority as a subject expert and their duties to the class. It is thus distinct both from the autocrat in behaviourist models and the facilitator in constructivist models (Beatty, 2015). Their authority and duties remain even as they perform the work of eschewing themselves of authoritarian behaviours. What remains, however, even as authoritarianism is challenged, is the authority of the teacher as subject expert and principal agent within the classroom (Friere quoted in Macedo, 1995: 378-379; Beatty, 2015).

In the context of library and information literacy skills teaching, the practical application of critical pedagogy is often challenging, especially where library teaching is delivered on a 'one-shot' basis (Accardi, 2010; Keer, 2016).Time is limited and content extensive. The lack of ongoing contact with the class means the librarian is unaware of the underlying dynamics and personalities in the group making the raising of 'challenging' concepts feel risky. What contact is available is generally at the discretion of academic faculty. Finally, students' awareness of the subjects to be covered may be limited and learner autonomy difficult to develop due to a lack of metacognition on the part of students (knowing what they know, what they don't know, and what they need to know). These factors can conspire to push even the most critically-inclined of us towards authoritarian teaching models: get in, cover as much content as possible, as quickly as possible, with as few deviations as possible, and leave hoping something has 'stuck'. If we do so, we use our authority within an authoritarian student-teacher relationship.

In my practice, I try to consciously avoid authoritarianism whilst maintaining authority. In an educational context, I am generally comfortable with the concept and practice of teacher authority, though I acknowledge that as a white, cis-gender male this is unsuprising given a lifetime of conditioning that assumes both that authority is justified and that if authority is to exist, I deserve it. Fundamentally, like Friere (quoted in Kincheloe 2008: 17) I believe that teacher authority is undeniable, inevitable and, I believe, in most cases desirable. As discussed already, I draw a clear distinction between authoritarianism and authority. An authoritarian has power by virtue of their position and acts without accountability; in a classroom context this is the teacher who sets the agenda and runs through prescribed content on their own terms. It may at times and with some students be effective to take this approach, but reduces students to passive recipients of information rather than active agents in their learning. By contrast, an authority can derive power through their position, but may also attain their status by other means (their subject knowledge, empathy, communication skills, etc.) An authority might not have any formal power over others, but relies on the strength of their personality or the extent of their knowledge and skills to effect change. Most significantly, while the authoritarian's power is absolute, an authority's power is limited and contextual.

Balancing these two competing dichotomies in the classroom—being an authority but avoiding authoritarianism—is at the heart of how I engage with critical pedagogy as an educator. Were I a full-time teacher with extended week-by-week contact with students, this would be easier as I could build this into a consistent classroom culture. As a teacher-librarian generally teaching atomised, one-shot sessions, this is more problematic. The compromise I have reached is to incorporate democratic principles into the philosophy and practice of my teaching with the aim of reducing authoritarianism and legitimising authority. Integrating democracy into education has long been a key concern of critical theories (Kincheloe 2004). While the work of many critical theorists such as bell hooks (2004) and Ira Shaw (1987) has often centred on education reform at the macro level (e.g. institutional structures, syllabus and curriculum), the context and limitations of my practice as a teacher-librarian generally means a focus on the micro (i.e. classroom) level.

Consent

In a Western context, power and authority have generally been legitimised by the idea of the social contract: power is granted to an authority in exchange for stability and safety (Bertram 2013: 74). Over time, this evolved further to form the liberal democratic tradition: power ultimately resides with the people, and authority gains its power with the consent of the governed through voting and elections (Sabine 1973). A fair electoral process and the democratic consent this conveys is thus a fundamental hallmark of legitimate authority. As a teacher, I have tried to harness consent similarly in order to legitimise the authority I wield in the classroom. At the highest level, it would be a fairly pointless and impractical endeavor to hold an 'election' for who will act as teacher in a one-shot information literacy session, but at a content level, voting can be used in order to gain the consent of the taught in the class that follows.

Many of the sessions I teach take place outside of the students' regular timetable and are instead incorporated into individual study time. In the past, in order to schedule these sessions the academic and I would sit with diaries open and select (what we thought) were the most appropriate times based on our assumptions of student preferences (09.00 - 10.00=bad, 16.00 - 17.00=worse), and what was convenient for ourselves. Issues with attendance at some booked sessions suggested our judgement in this area was less than perfect. From talking to students, what became apparent was that what appeared to us as 'gaps' in students' timetables were anything but. Rather, these are times students used in a variety of ways, including pre-arranged meetings with tutors and placement coordinators, accessing student services, study groups, sports participation, and completing the surprising amount of administrative tasks that are now required of students. Early mornings were unpopular not necessarily because of stereotypical views on students sleeping in late, but because public transport was often slower, more crowded, and more expensive earlier in the morning. In contrast, for students who commuted by car earlier sessions were often preferable as they often had to arrive on campus earlier in order to secure limited parking spaces. Key individual working times were often in the late afternoon to early evening for most students. For some students, their timetable was often quite precarious; an hour later finishing time could result in several additional hours in commuting due to traffic. The overall finding was that there were few set times that were particularly good or bad for most students; their diaries were as complex and individualised as our own, if not more so, and varied on a weekly basis. This was particularly the case for students who didn't fit the mould of a 'traditional' student—those with caring or work responsibilities, older students, first-generation students, commuting students, etc. Making assumptions on timing risked further disadvantaging already marginalised students.

Now, when scheduling sessions I turn much of the choice over to students by using online voting and scheduling tools. I then select the most popular time slots to deliver the session. Initially, I would pre-select a range and have students vote for these limited options, but when talking further to students this highlighted that students were often selecting a "least-worst" option rather than "best-fit." So, after this I allowed students to both indicate that a selection was "ok but not ideal" and to request additional time slots be added to the poll. Finally, once a time slot had been agreed upon, I allowed students to vote on whether a session should be face-to-face or synchronous online teaching, and thus I gained consent from the students for both the time for their class and the location in which it would take place.

I have also incorporated consent via voting into what happens during my sessions. In most sessions I teach there are a range of topics and techniques I can choose to cover, and in the past I would use my best judgement to decide which of these to include. In trying to incorporate more democratic consent into my teaching practice, however, I now often have students vote on what content I will cover. For example, a session on resource discovery might have options that include using the library catalogue, database searching with keywords, database searching using a controlled vocabulary, Boolean logic, finding grey literature, or citation searching. I give students a brief description of each technique and its strengths and weaknesses, and then they vote on which topics they want me to cover. This creates little additional work on my part, as the content consists primarily of live demonstrations of techniques and aiding students in practicing them. I have sometimes taken this further using a carousel teaching strategy. In this, I provide a number of stations in the room with instructional resources for different topics/techniques. Students then self-select which they wish to complete in the session and for how long while I am available to facilitate, answer questions, observe, and demonstrate as needed.

At times a completely a la carte approach to session content might be inappropriate. For example, some content might be sequential and require foundational knowledge be covered first, or there might be specific learning points that must be covered in order to complete an assignment. In these cases, I might offer a "should, could, would" session: essential content I've selected in 'should', student-selected content in 'could,' and content students would like to cover if we had the time in 'would' (for which I can provide either an additional session or takeaway resources).

In addition to giving students a voice in what content I cover, I can also gain consent in the methods used to convey information. There are, in my experience, many different ways in which to convey a particular piece of library knowledge or skills teaching: demonstrations, activities (that might be individual, paired, or grouped), discussions and debates, question and answer sessions, workbooks, etc. In a traditional teaching paradigm, the teacher selects which method to use based on their own experiences, preferences, and assumptions about the group. In trying to be more democratic, I often now discuss with students the differing options possible for delivering content, and then facilitate a vote. This can require additional planning to ensure I am prepared enough to use a range of activities during the session, and it requires flexibility on my part to dispense with a rigid, minute-by-minute lesson plan. Conceptually, however, I am more comfortable with the idea of adapting to the learning preferences of the students in front of me than I am to having them adapt to my teaching preference.

A key aspect of using this approach (for me) is to be honest and transparent with students about the relative strengths and weaknesses of different approaches to teaching. Fundamentally, consent is only valid when it is informed consent, and just as any fair election requires a citizenry that understands the policies and implications thereof of their potential representative, the student voting on a lesson activity should have a basic understanding of what a particular choice could mean for that session and their learning. Much library teaching and learning literature focuses on participatory, active-learning approaches—what I would characterise as high-intensity learning activities—over techniques characterised as 'passive' (lectures and demonstrations) (Detlor, Booker, Serenko, & Julien, 2012; Khailova, 2017; Maybee, Doan, & Flierl, 2016; Walsh, 2020). Higher-intensity activities tend to be more engaging and memorable, but also take longer and generally mean less content overall can be covered in the session. By contrast, 'chalk-and-talk' methods (i.e. lecturing) are more 'efficient' in covering content, but might inhibit knowledge retention. In my experience, given a choice most groups opt for a high-intensity approach, but when time and access to librarian teaching is limited it has surprised me how often a group opts for a lecture format. Whatever their choice, I take time to set out my strategies to mitigate the potential limitations of a particular choice. If a high-intensity approach is selected, I signpost where students can find information on the topics I won't have time to cover. If 'chalk-and-talk' is selected, I emphasise the need for active listening, provide guided note-taking resources, and make liberal use of recordings and lecture-capture.

In ceding power in the classroom, it is essential that the critical teacher remains acutely aware of unintended consequences. As early as 1859 John Stuart Mill described the apparent risk of the 'tyranny of the majority' in democratic societies (Mill 1859/2003). The concern described is a scenario in which a majority of citizens vote for leaders and policies that have a deleterious impact on individual and minority rights whilst having the apparent justification of democratic consent. This is not an archaic or esoteric anxiety as evidenced by the contemporary rise of populist politics and consequent deterioration of minority rights around the world. In an educational context it is essential to consider that once the teacher recedes from a position of power it is not automatic that an equal and equitable classroom culture will unfold organically; hegemonic and exclusionary power structures can emerge. The critical teacher must make a concerted effort to consistently and systematically challenge hegemonic power structures and lift up the voices of oppressed groups. In practice, this means a close consideration of the needs and concerns of present and absent minorities when planning and delivering teaching. In planning teaching I ask myself a number of questions, including: Is the content, method of delivery or activities I use accessible or is there potential that they make full participation by some students difficult or impossible? Is the language I use socially, racially, ethnically, and linguistically inclusive? How will this relate to keywords when demonstrating searches? Do I need to consider how those keywords are structured into a search strategy? Are there any topics that could cause distress to already underrepresented or marginalised groups? Are these essential content, and if so how will I warn students, provide a safe space or refuge? How will I seek responses from underrepresented or marginalised individuals? How will I manage group or paired activities where hegemonic behaviours may emerge? Reflection, planning, and active classroom management is therefore essential to ensure that power can be shared equitably within the classroom.

Transparency

Democracy is often defined as a form of government in which consent is conveyed via voting in either direct or representative systems. While this is a key and necessary feature, a more encompassing definition should include further characteristics common to democratic cultures, namely transparency and accountability. In an autocratic/authoritarian system decisions are taken behind closed doors by an elite group, information is restricted, and processes and actions may be arbitrary. In contrast, in a well-functioning democracy decision-making, information, and processes are transparent. Decisions are made through known, established processes and involve consultation with relevant stakeholders. Policies are disseminated to those affected and are applied consistently and equally.

Law-makers' interests are declared. Finally, there are processes to both request and publicise information on policy-making available to both the media and citizens. The governed are therefore able to hold authority accountable. Alongside seeking consent, integrating democratic transparency into teaching can help reduce the extent of authoritarianism in the classroom.

In lesson planning, the teacher is required to make a number of decisions: what content, what activities, etc. As outlined already, the teacher can use voting to gain consent for these decisions, but in some circumstances practical concerns, such as group size, timing, room layout, or facilities (or lack thereof), may preclude this and may limit the options available. Additionally, your professional judgement may persuade you that specific topics must be covered. In situations where I am unable to facilitate consent through choice, I can at least be transparent about what choices I have made and the reasoning behind those choices. This need not be a drawn out process-a short statement after the learning outcomes about what I plan to cover, how I will cover it, and why I have chosen to do it this way will generally suffice. I also do this to transparently describe the reasons I have chosen to deliver a session in a particular manner if I am unable to provide a vote on this. For example, I might state at the outset that given the amount of content I have to cover in the limited time I have opted for a fairly non-participatory session in order to get through everything. Alternatively, I might describe how for this session I have opted to include discussion-based activities because I feel it is particularly important for this topic that students share their ideas and opinions rather than simply hear mine. I feel that transparency about teaching methods is particularly important when I am either trying something new ("I saw this method at a conference recently and wanted to try it") or when I am using a non-traditional approach to teaching students might not be used to. For example, in one referencing session I take a playful approach using picture books. Without context this could potentially feel patronising to students, but (I hope) when I explain that the activity has worked well with other groups and allows them to use a real 'source' for referencing quickly, that danger is minimised. Transparency in teaching choices shows respect for my students, and also acknowledges that the lesson is about them as learners, not me as the teacher.

In a similar vein, I have found it useful to tell students about the content I have opted to leave out of a session. In nearly every session, time and resourcing pressure means there are some topics I cannot cover. I believe the benefits of transparency around this are threefold. First, it emphasises the importance of the topics or aspect of skill development I *have* chosen to include in the session. Second, it demonstrates that I value their time and that I take care to think about how I can best use it. Finally, and most importantly for me as a teaching librarian, it highlights the multifaceted nature of library and information skills teaching and draws links between different topics. Highlighting content not being covered might seem counterintuitive, but I have often found it serves a useful purpose in terms of information literacy advocacy. If, for example, in a resource discovery section I state that due to time I cannot cover referencing, I then suggest that students either request additional timetabled sessions from the instructor, or that we independently organise an additional session outside of the timetable either as a large group or in smaller study groups. Around a quarter of the sessions I now deliver to students come from these conversations.

In addition to being transparent in teaching on a topic and activity level, I try to ensure that I am transparent about where my authority as a teacher comes from. It is easy as a teacher to take your authority for granted without explaining why you should be considered authoritative on a particular topic. Being transparent about this topic is particularly important for teacher-librarians because, unlike for other academic staff whose credentials may be more self-evident, many students might have had little to no past interactions with librarians, and might not be familiar with what they do. Therefore, I find it useful to talk about how helping students with research activities is a fundamental part of my role, and something that I am experienced in and qualified to do. This does not mean reading through my CV, but rather talking openly about how I have become familiar with common pinch-points that students experience when undertaking research, and how I have gained expertise using these tools/skills through practice both as a student and a teacher. My aim in doing this is to shift the classroom culture from 'you'll listen to me because I'm the teacher' towards 'it's worth your time listening to me because I've been here lots of times before and helped other students through this'.

In a broader view, critical pedagogy requires that the teacher take time to explore their own positionality in relation to their students, subject area, and institution. Positionality (sometimes termed 'social location') refers to the construction of an individual's identity in terms of race, social class, gender, sexuality, age, level of disability etc. (and the intersection of these characteristics) and how these relate both to others and to your outlook on an issue (Coghlan and Brydon-Miller 2014). The literature on this topic advocates reflection and recognition of one's positionality as a means of preparing for and facilitating classroom discussions on power, privilege, and social justice (hooks 1994; Leistyna, Woodrum and Sherblom 1996; Bell et al. 1997). In my teaching context, I use reflections on my positionality (white, cis-gender male, Queer, working class) to critique and inform my approach to information literacy teaching. Again, this does not mean beginning a session on searching strategy with an awkward recitation of all my personal characteristics. Rather, I integrate it where appropriate. For example, I often talk to students during induction sessions about how as a first-generation student I found the library space intimidating, the services opaque, the staff unapproachable and discuss how I came to manage this. I have also talked during sessions on citation and writing style about how finding your 'academic voice' can feel dislocating if you are not of the culture that sets the stylistic rules. I acknowledge during sessions on reference management software that I have grown up using software to complete tasks and thus find it easier to learn new systems, but that for some present it could be an additional source of frustration. For those with a different lived experience, I suggest that manual reference writing may prove preferable.

In addition to being transparent about the source of any authority I may have, I also try to be transparent with my language in the classroom. Traditional, non-critical teaching (which most of us will have experienced as learners) places students in a passive state requiring unconditional acceptance of whatever the teacher presents. When I reflected on this for my own practice I came to realise the extent to which my sessions were based on my opinions presented as facts. In trying to be more critical as a teacher, I now try to clearly delineate in my sessions which points are objective, provable facts, and which are my opinion (however informed that may be). When writing, language markers tend to make this more obvious ("it is" vs. "in my opinion"), but these are often absent in speaking. I have tried to consciously incorporate verbal markers indicating opinion into my teaching style. On some occasions, I have taken this further by coding individual slides with colour or text to indicate whether the content is an objective fact or subjective opinion. For example: "You'll be expected to use scholarly sources in university work" (fact), vs. "Scholarly sources are more rigorous than other sources" (opinion). In being transparent in this way, students are more empowered to choose the extent to which they are persuaded by my point of view and thus are more active participants in their own learning.

My final point on transparency centres on acknowledging difficulty and signposting complexity. Many librarians, including myself and others I have observed teaching, have a habit, whether through accident or design, of underplaying the complexity of the topics and skills that we teach. The root of this, I think, is a desire to appear confident and competent with the subject matter, the concern of intimidating students with the difficulties inherent in developing information literacy, and a fear that if we acknowledge that library resources are complicated to use, students will abandon them in favour of more intuitive tools such as Google Scholar. The result is often a presenting style characterised by a breezy confidence and the use of prepared, successful searches and various checklists. There is, I think, an inherent risk to this approach, however. By presenting content as though everything were straightforward and easy, we risk that students who do not find the task easy will become deeply demotivated by the experience.

Instead of doing this, I acknowledge at the outset that a particular skill (e.g. literature searching in health) is a complex task requiring training and practice to complete. I emphasise that it is likely they will get their search wrong the first couple of times and that I do not expect them to leave the class fully confident. I state that they will need to practice and possibly seek further support. I flag any particularly complex parts of the session (e.g. using controlled vocabulary), often giving students the time reference if the session is being recorded so they can note it down to find it easily again later. I tend to avoid using prepared, scripted searches that I know will be successful, and instead use example topics or questions from students in the class, as I feel this better reflects the experience of the students. If I get too few or too many results, I then talk about strategies to address this, and if I have made any errors in my search I acknowledge those and demonstrate correcting them. When I do use a prepared search query for any reason, I explicitly state that it is prepared, and talk to students about the time and energy invested out-of-class to do so in order for them to understand that a complex query requires a substantial time investment. I hope that by being open and transparent in my practice that students will gain an understanding of the complexity involved in information literacy tasks.

It is possible that by emphasising the complexity in information literacy tasks some students may feel intimidated or demotivated. However, I would rather my students be cognitively and emotionally prepared at the outset of a research task. This means that realisation of difficulty hopefully occurs when I am in the room to support them, rather than after class when students become frustrated that the research process does not appear to be as easy as I had made it look.

Integrating transparency in the ways I've explained in this section has been one of the most powerful changes I have made in my teaching practice. When I reflect back on how I used to teach, I imagine myself as acting like a stage magician—withholding information and preparatory work in order to (attempt to) achieve a "wow" moment of realisation and wonder on the part of the students in how cleverly I had constructed my lesson. While this was personally gratifying, and in some circumstances can be effective, I think the focus was very much on my experience as a teacher as opposed to the learning experience of the students. In contrast, now I characterise my teaching style as that of a television chef: I take students through step-by-step, letting them know what I'm doing, what I've prepared in advance, and how they might adapt my 'recipe' when they try it at home. This, I believe, is a much more student-centred approach having the benefit both of empowering students and facilitating better student outcomes.

Accountability

The final element of democratic principles I try to incorporate into my teaching practice is accountability. Accountability is an often nebulous concept, its meaning determined as much by the intentions of the speaker as any consistent definition (Mulgan, 2000). A politician is at once accountable to their constituents (must justify their actions to voters), is held to account by the media, opposition politicians, the judiciary etc. (can be questioned and challenged) and holds to account their officials and political inferiors (can hire, fire and promote them based on performance). Further it can encompass elements of financial probity, effectiveness, moral character, and trustworthiness amongst many other things (Behn, 2001). At a basic level, in functioning liberal democracies, consent of the governed is provided for by elections, actions are transparent and can therefore be scrutinised, and if a government is found wanting—either through negligence, maleficence, or unpopularity—it is held accountable and can be chastised and ultimately removed from office. Thus ideas of accountability are intrinsically embedded within a democratic framework as power is derived from the people and is thus answerable to the people (Lindbery, 2009). The democrat (much as they may dislike it) is accountable to many, the autocrat sees themselves as accountable to none (with the possible exception of a deity).

In a teaching context, removal of an individual teacher from their position is obviously not an option-students who are dissatisfied with their teacher cannot vote in a replacement. There are some existing, passive ways in which teaching authorities are held accountable. For example, teachers may be accountable through performance management and student evaluations, and in the medium-to-long term by students choosing which courses to take and which to avoid. In the case of teacher-librarians, students can, and often do, vote with their feet-if they do not feel a library intervention adds value they may choose not to attend or may choose not to apply any of the knowledge or techniques taught to them and instead use alternative tools or methods. In addition to these existing, passive methods, I have tried to think creatively about how accountability can be actively integrated into my practice in various ways.

The first step towards thinking about accountability in my teaching was less about a change in practice than a change in perception. Before, when a session had gone poorly, I would sometimes describe students as having simply "not gotten it." Both conceptually and in my language ("*they* hadn't gotten it") I was placing the blame with the students for not learning as effectively as they could have, rather than on me for not teaching them effectively as I could have. While there are certainly occasions when an individual student/s doesn't engage with or learn during the session for one reason or another, when the majority of the class doesn't appear to have understood the content, there is clearly something at fault with the lesson itself. In shifting my perception in this way, I was not trying to create a self-blaming mindset, but rather to critically examine my practice and identify areas in which I could improve. Once I took greater responsibility for how my sessions went, I found ways to become more accountable to my students and in doing so learned more about the impact of my teaching practices on students.

One way I have developed to increase the accountability of my teaching is to offer a range of follow-up services if the classroom format I initially used was not effective for an individual student. Rather than replace personnel if students are dissatisfied, I offer a replacement of the educational intervention. Such alternatives include one-on-one appointments delivered in person or online, small group teaching with study groups, repeat sessions, or recorded lessons. In advertising these services I explicitly link them to how effective the session has been for students personally, emphasising that this type of teaching format might not work for everyone, that this is fine, and that these alternatives exist. Alongside students who might have difficulty with the session's content, I aim to meet the needs of those students who might wish to extend their studies beyond what was covered in the session. At the end of the session, I might reiterate those elements of the topic or search techniques that I chose not to cover and offer students who want further stretch, the opportunity and means of doing so. These two elements together help ensure all students are supported-both those who need extra help and those who could stretch to additional skills.

I have also tried to make myself accountable to students by giving space for students to disagree and challenge my authority, opinions, and conclusions within the classroom. I have done this on an individual student level via questioning. In this, it is key to understand the level of bravery required on the student's part to voice dissent from the teacher's point of view. Most students educated within a non-critical paradigm will generally try to give the 'correct', teacher-approved answer and when I reflected on my own practice in terms of questioning, I realised that most of the time I had a 'right' answer in mind whenever I asked a question. I would ask for responses or opinions, but in truth I was fishing for a single 'correct' answer. To improve questioning, I first spent more time planning when and how I would use questions and adopting a range of different approaches.

As we learn to teach, we're often advised to avoid closed questions in favour of open questions. Closed questions (requiring only single word response or yes/no answer) are perceived as poorer quality and if at all useful, only for answers requiring lower-order thinking (Blachett et al, 2012; Gallagher, 2015). A critical approach might support this: closed questions invite students to confirm the information delivered has been 'banked' and fail to promote dialogue or reflection on the part of the student. I doubt I am alone though in the experience of asking a well-crafted open question to a group to be met with a cold, oppressive silence. I wait the recommended time (Rowe, 1986), students shift uncomfortably while we all will somebody (anybody!) to say something (anything!) to break the tense silence. When I've reflected on this, centring the students' experience, I'm not surprised by their reluctance. The most embedded librarian is often still a relative stranger, in the one-shot session they are a tourist in their classroom and as open as they may present themselves, a trust relationship has not yet developed. The response to that open, critical question has high cognitive demands. Considering this I now use graduated approaches in questioning beginning with more simple closed questions to build trust and begin dialogue, building to more reflective and/or evaluative open questions. A question matrix is a useful tool for formulating questions at different levels, beginning with more basic 'what is' questions and working up to more complex 'how might' questions (hainezee, 2013). Worley (2015) expands on the open/closed question dichotomy by drawing a distinction between questions that are grammatically open/closed compared to those that are conceptually open/closed. The grammatical element simply describes the number of words required to answer the question (one or more) while the conceptual element describes the level of thinking, openness to divergent opinions and reflection required in a response. Questions that are grammatically open but conceptually closed might require multi-word answers, but require limited cognitive work. Whereas a grammatically closed-conceptually open question may be answered yes/no, but demands reflection and/or justification.

	Grammatically closed	**Grammatically open**
Conceptually closed	1. Is this source reliable?	3. What features make this a reliable source?
Conceptually open	4. Is subject expertise the same as authority?	2. What do we mean by authority?

(adapted from Worley, 2015)

In beginning discussions, grammatically-closed but conceptually-open questions (4) can be a useful starting point as they require a high level of thought, but an initially low level of articulation. From an initial survey of responses to break the ice, further prompts and probes can be used to create a dialogue.

In addition to using individual question techniques, I often also use think, pair, share exercises to allow students a greater amount of time to form their own opinion, rather than being put on the spot by me asking them an individual question (National STEM Learning Centre, 2020a). This allows for both additional time to reflect and form responses and emphasises that the teacher is not the only source of knowledge in my classroom. If I am asking for an opinion from students, I often display a range of different viewpoints on the board beforehand and ask students which they identify most with and to expand on this to give students more room for points of view that might disagree with my own. Finally, in questioning I use the bounce technique. In this technique, an answer from one student is 'bounced' to another student to respond to or build upon and this can be repeated several times over (National STEM Learning Centre, 2020b). This provides some distance between myself and the students' responses, allowing them, I hope, to feel more free with their opinions.

In addition to thinking how I formulate questions and what techniques I use to elicit responses, I also consider my broader behaviours during questioning. When undertaking a questioning exercise, I preface it by outlining that I want to ask *some* questions so that a student answering an initial question is less likely to feel interrogated by surprise supplementary questions. In line with teacher transparency, I share the intentions I have in using questioning so that students understand the purpose and reasoning behind the questions I ask (e.g. "Now I'd like to ask some questions to check your understanding/get your perspectives/begin a conversation about…"). Finally, if I'm using questions to check comprehension I try to move the focus from the student's performance to my own. "Does that make sense to you?" as a question to check understanding of a concept or instruction implies a negative response is the fault of the learner. In contrast, "Have I explained that well enough?" asks for the same information, but focuses on my responsibility as the teacher to convey information effectively.

I have also begun to question the structure and purpose of a lot more of my in-class activities. A classic group work activity, for example, might have students working together in a particular format (say a poster or mini presentation), which they then present back to me and the group. Looking at this critically, I first questioned the exercise format. In many cases the group element was relatively arbitrary and often a convenience for me. Unless I explicitly needed a number of students to share opinions it could just as easily be an individual or paired activity as a group so students have the option to work as they felt most comfortable. I then reflected on the presentation element. By asking students to present findings back to me, I was essentially asking them to perform a desired set of behaviours and opinions for me which might influence how they approach the task. Instead, if I want students to share their conclusions, I am now more likely to do this within the groups, rather than in front of the whole class. This way they feel less that they are required to tell me what they think I want to hear.

Thinking critically about how I can make myself accountable to students in my classroom has led me to question my role and my relationship with my students. While I am still undeniably the authority figure within my classroom, practices of accountability mean that I try to use that power more responsibly and thoughtfully, and it closes the distance between teacher and student.

Assessing and Evaluating Teaching Critically

I want to end this chapter by talking about how the emerging critical teacher might evaluate their practice and assess student learning. Reflection and transformative change (praxis) is fundamental in critical pedagogy and helps us grow in skill and confidence as critical teachers (Darder 2018). I don't attempt in this section to present a definitive plan for how assessment and evaluation of teaching and learning can be undertaken within critical library practice: it is beyond my knowledge and skill to do so. Rather, I hope to describe how my views on this topic have been informed by assuming a critical lens.

In writing this, I first wish to draw a distinction between assessment and evaluation in the context of information literacy instruction. For my purposes, I'm defining assessment as the objective measurement of student learning and/or performance in relation to learning outcomes, and evaluation as subjective data measuring student opinions and/or perspectives on a service or intervention. The former measures outputs from the teaching intervention (completed work, behavioural change, confidence levels etc.) while the latter primarily measures inputs (teacher performance, level of content etc.) I make this distinction because many teaching-librarians collect both assessment and evaluation data simultaneously via feedback forms which ask students to report both on educational impacts of the session alongside evaluations of the teacher and classroom environment (Coles & Perris, 2018; Cardiff University, 2016). Both assessment and evaluation exercises have implications for developing critical practices.

It would be remiss of me to discuss assessment and critical pedagogy without first acknowledging the problematic relationship critical educators often have with assessment—both as a concept and as a practice. Conceptually, for many critical educators assessment perpetuates a neo-liberal paradigm which commodifies education and rewards acquiescence to hegemonic capitalist values (Gardner & Halpern, 2016; Accardi, 2009). At a practice level, typical assessment methodologies are seen as failing to adequately describe or reflect the complexity of students' learning experiences (Gardner & Halpern, 2016). Assessment is fundamentally challenging for those academic librarians who do not teach their own credit-bearing courses and are often instead reliant on one-shot sessions. Where the teacher-librarian has continued and consistent contact with students (through a credit-bearing course/module), assessment can be tailored to align to both information literacy objectives and critical concerns. Further, student-centred assessment formats such as reflective journals or portfolios can be used, which allow the student to present a broader array of evidenced learning in an individual manner (Accardi, 2010). For the librarian teaching in a 'one-shot' model this is rarely, if ever, possible due to time and resource constraints. Added to this is the complexity of information literacy as a field that includes skills, knowledge and behaviours that are context-specific and transferable. Opportunities for assessment in one-shot information literacy are thus generally limited to those that can either be completed within the timeframe of a single information literacy intervention (quizzes, self-reported confidence, observations), rely on students opting into post-intervention assessment (observations, portfolios, simulations) or infer learning-gain without student input (analysis of bibliographies, essay analysis, final grades, learner analytics) (Walsh, 2009). Arguably the first two options fall within a banking model and primarily test the ability to recall teacher-approved behaviours and strategies within an artificial environment. Use of externally-created rubrics and frameworks for information literacy assessment have the dual-problem of applicability to the unique circumstances and content of an individual lesson, and the risk perpetuating hegemonic power structures when those bodies advocating for their use are themselves uncritical (Accardi, 2010). Inference from other student-completed work may show, at best, a correlation between variables, but risks inaccuracy due to the difficulty in definitively demonstrating that any knowledge/skill exhibited is derived exclusively from the intervention.

In light of these considerations, when contemplating information literacy assessment I find myself cycling between two conclusions. On the one-hand I am minded to resist attempts to quantify the impact of my teaching. Philosophically, it stands in conflict to critical practices. Practically, it is too simplistic and prone to error. If a means does not exist that respects complexity in critical information literacy skills development, is student-centred and implementable within the confines of my practice, so be it. The nearest, best-fit option, for me, still feels insufficient; if you want to drive a screw into a wall but only have a hammer, you'd be better not attempting it. On the other hand, I recognise the inflexibility in my initial position. As Gardner and Halpern (2016, p.47) conclude "assessment cannot be ignored," and it would be reductive to reject assessment altogether for the lack of a perfect means to implement it. The nearest workable compromise I have found is to use a range of assessment methods: summative self-reported confidence formative assessment questions, student and tutor feedback, and qualitative feedback. In discussions about assessment and impact I reiterate the issues and limitations inherent in collecting and interpreting this data. My mantra, both to myself and to my management, is that my contribution and my students' learning has value whether or not that is quantified.

I have on the whole fewer reservations with regards to integrating student evaluation into my critical practice. By its nature it feels more student-centred than most assessment practices and gives the opportunity to gain valuable implementable insight into both the classroom environment and teacher behaviours. My main concern with student evaluation practice centres on its relationship with the neoliberal agendas of commodification of education, students as consumers and control regimes posing as accountability measures (Sanders-McDonagh & Davis, 2018). Resisting these agendas whilst recognising the value of student voice can thus be a complex and contested balancing act. In attempting a critical use of student feedback, I focus less on the issue of whether or not to collect it and instead on the purpose and the nature of the data gathered. Feedback forms that require simple checkbox or Likert scale answers don't do justice to the complexity of learning as an endeavour. Questions which evaluate a lesson in terms of utility (e.g. "How useful did you find this library session?") present education as a commodity for which the learner should expect some 'return-on-investment'. Finally, evaluation form statistics, when used for 'accountability' rather than developmental functions such as annual appraisals or library impact reports, co-opt student voices to impose authoritarian control on education professionals.

In order to apply a critical lens, we should collect data that allows us to interrogate the lived experience of our teaching, inform and challenge our practice, and reduce inequality and marginalisation of different student groups (Accardi, 2010). We can explore ways to evaluate teaching more holistically. Rather than collect simple, easily-analysed quantitative data, we could seek to research the emotional response of students who have received library teaching. Do students feel more confident, less frustrated, have their values and preconceptions of the topic been challenged? Fundamentally has our teaching empowered them as learners? The purpose of data collection here is not to provide a set of headline statistics for an internal report, but rather to provide the rich data necessary to reflect on our practices and content. This might necessitate a change in the means we use to collect data, eschewing breadth for greater depth.

Similarly, we should acknowledge that feedback at the end of an individual session shows only a snapshot of students' feelings at that moment. To gain a full picture of how students have responded to a session we need to look more broadly at student behaviours. Counterintuitively, an uptick in enquiries, appointments, or teaching requests from students who have attended a lesson should not necessarily be regarded negatively. Deep learning should prompt students to have further questions, so repeat contact demonstrates both that students recognise the value of the topic and that they feel comfortable enough to request additional input. Again, there is value in looking at the wider patterns of student behaviours in order to reflect on the impact of our teaching.

Finally, in order to either assess or evaluate critically, I would advocate the use of disaggregated data—collecting anonymised personal data such as gender, disability, ethnic and social backgrounds and other data points as relevant. Both research and analysis of outcomes have demonstrated that different groups of students have radically divergent experiences of education (Cole 2010). Analysis of aggregated data (where data from a whole cohort is analysed as a whole) has the potential to minimise differences between groups of students using (or not using) library services and teaching. We cannot, I believe, assume that library teaching and learning activities are uniquely immune from the wider structural inequalities of educational experiences present in our institutions. In contrast, where data has been disaggregated, the experience and outcomes of marginalised and/or minority groups can be explored in greater depth and strategies developed to address unequal treatment and outcomes.

Such analysis relies on the willingness of teacher-librarians to use and/or request data on personal characteristics when evaluating teaching activities, something that, in my experience, tends to make many librarians fairly uncomfortable. Traditionally our professional values have emphasised equality of access rather than equality of outcome (Koehler 2003). Thus, activities are designed and evaluated with universality in mind, but because of the make-up and experiences of the majority of librarians (i.e. mostly white, economically advantaged, cis-women) this tends to result in services that reflect the needs and priorities of the hegemonic culture at the expense of marginalised groups. The noted lack of diversity in the profession (CILIP/ARA 2015) may compound this by providing too few different lived experiences of higher education. That, as a profession, we hold privacy as a core value (Foster and McMenemy 2012), might dissuade some librarians from collecting learner data that potentially impinges on the privacy of service users (including those attending library teaching). However, I would argue that collection of personal data to achieve just and equitable educational experiences (with proper safeguards) is warranted.

Conclusion

In this chapter, I have discussed a wide range of critical pedagogy practices I have tried to integrate into my daily teaching experiences. This list might seem extreme and like it leaves little room for actual library or information literacy content, but I do not intend this as a list of 'must-dos.' Rather, I hope to show a range of behaviours and practices as a selection of options for you to consider. To me, critical pedagogy is not about crafting the perfect critical session, but rather it is a process of using reflection and changing practice incrementally in order to challenge the dominant power hierarchies in education. It is a journey rather than a destination, and any advice I offer here is simply a snapshot of where I am and what I do as a teacher at this moment.

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3. Reconsidering Authority. Sajni Lacey.

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Author's Positionality Statement

I am a biracial, cis-gendered, able bodied, settler woman. I have been able to access and utilize my white privilege in contexts where it benefits me, while I have also been marginalized in contexts that I have not chosen as a result of being biracial. While recognizing that identities can be chosen and self-defined, they are also often imposed by those with more privilege and power who intentionally and unintentionally continue to enforce and sustain systems and structures of oppression.

I have spent my entire professional career in academic libraries, and have found that the language, information, and access that we provide within libraries often perpetuates and supports systems of oppression and hegemony. My positionality within this context is to strive to use both aspects of my identity to subvert—and whenever possible change—who, what, and how historically and systematically underrepresented identities are represented, included, and respected.

I would also like to acknowledge that I live and work as an uninvited settler on the unceded territory of the Syilx Peoples.

Activity and Topic Overview

The activity that is the subject of this chapter is focused on asking students to think about how they attribute value and authority to different types and formats of information sources. It requires students to look at a variety of sources such as social media, blogs, government reports, journal articles, etc., and begin to articulate how they attribute value to each one for use within the academic context and beyond. It asks students to determine the value based on the format of the source, its relationship to the topic provided, and on the authority attributed to the creator of the content. This process of comparing source types and attributing value to them, aims to have students consider why some source types might be "good" for their assignments while others are not.

This activity is typically structured around a current event or topic that will have some resonance with students outside of the classroom. It has been used primarily in small, first-year classes but has the potential to be scaled up for larger class sizes or upper-year undergraduate classes. The foundation for this activity includes the following two frames from the *ACRL Framework for Information Literacy*: 'Authority is Constructed and Contextual' and 'Information Creation as a Process.'

Author Narrative and Context

The language and tenor of this activity is directly tied to my attempts to engage with the ACRL Framework. When the Framework first came out in 2016, I was excited but also hesitant as to how I was going to apply it in my practice. As someone new to the profession, I wanted to utilize critical pedagogical practices into my teaching, but also felt unprepared to do this with my own content; the Framework appeared to be a structure that could help me integrate these practices into my teaching. It was not until reading Seale's (2016) thoughtful articulation of how to look at the Framework strategically, as a document with limitations rather than as an absolute truth, that I found a way to begin to incorporate some of the Framework elements into my work. Seale's (2016) piece also helped me recognize the contradictions and lack of depth within the Framework when it comes to representing and understanding the persuasive nature of power in all six of the Frames. I have also found it helpful to position the Framework in my work as a single document in a constellation of documents, which can and should be used in conjunction with other sources of information including those from outside the Library Science discipline.

'Authority is Constructed and Contextual' is the first frame I used in developing this activity. I was inspired by the issue in the *Radical Teacher* devoted entirely to the Black Lives Matter movement. It demonstrated to me how current events, social justice, and the role of social media can be integrated in a meaningful way to "question how to keep the classroom a space of critical learning often in defiance of the mainstream topics and themes we are asked to teach" (Austin et al., 2016, p. 14). It also helped me contextualize how I, as a biracial person, could acknowledge my positionality and privilege to engage with topics related to social justice both within and outside of my lived experience in these spaces, knowing that I will fail and make mistakes, but will always strive to do better. In addition, I saw how I could incorporate topics that were of current importance, that had the potential to directly affect students, and that were orientated around pedagogical approaches that are critical and open-ended (Austin et al., 2016). I also wanted to provide an opportunity for students to make their own connections based on their own experiences of how information is valued, where it is accessed, and how it is formatted. Specifically, I wanted to validate that their own experiences with information also has value, as do the tools and criteria that they have used to evaluate information in their own lives.

'Information Creation as a Process' is the second frame that factored into the development of this activity. In particular, the strengths of different creation processes as indicating or imparting value to the source itself resonated with me, and complemented what I wanted to do with this activity. This frame ties in with 'Authority is Constructed and Contextual,' in that there is a socially constructed value applied to different means of information production. Students are consistently asked to use "good" information in their writing and research— "good" often being code for peer-reviewed and all the elements that come with that label (well-researched, vetted, and evaluated by other experts). They are asked to believe in the effectiveness and depth of credibility that the peer-reviewed process gives to scholarly research and writing without engaging with the ways that process is inherently biased and privileges certain voices. In addition to this, students are told that because they are part of an academic institution they must use scholarly or academic sources in their work, most often without any further contextual grounding in why they are being asked to use them. For example, I have regularly been asked to teach to assignments that ask students to use "good" scholarly information found in peer-reviewed journal articles or academic books without any rationale for why those sources should be used within the context of the course, program, or assignment topic. This is incredibly frustrating in first year classes in particular when the majority of students are new to the university and may not have been introduced to these source types before. In addition, students are often asked to pick their own topic - something that engages them, excites them, and makes them think - without allowing them to use and incorporate the very sources of information that got them interested in the topic in the first place. In order for students to choose a stimulating topic, they have to be provided with space and support to engage with sources of information outside of what is prescribed as "appropriate" in academia.

This activity requires faculty or instructor support. Incorporating these topics requires a relationship with the instructor who is leading the course to help choose a topic that resonates with the students and reflects the needs of the assignment and outcomes of the course. Each time I have run the activity outlined below I have discussed it with the instructor beforehand.

Course and Institutional Context

The campus I work at is a smaller regional campus of a large post-secondary institution in Western Canada. It is primarily undergraduate students with a growing graduate student population. This activity was first developed as a single-shot library session for an optional Education course on controversial topics in Education at the undergraduate level. This course is listed at the first-year level, but it is open to all students. I have found that almost a third of students taking the course are actually in an upper-year of study. As a result, I partly developed this activity because I needed to provide a session that could appeal to students regardless of where they are in their degree year, or what discipline(s) they are studying.

Another goal in developing this activity was to enhance students' existing knowledge and encourage a more critical focus on information literacy skills. Because most librarians at my institution provide library orientation sessions in all first-year English classes in the first term, almost all of the students in this course have seen a librarian in one or more of their classes. The content in these orientations shifts slightly from year to year, but is typically focused on having students become comfortable using the Library's online and in-person services and spaces. Since this orientation program is a well-established component of the first-year experience, I wanted to build on its content in a way that recognized what students already know about the Library, and push them to think more deeply about source types as an element of their research and writing practice. Hence, this activity is structured around having a dialogue within the classroom related to students' roles, skills, and experiences as consumers of information, rather than being structured around me as an authority telling them what is "good" information. I wanted to do this because the Library orientations do not typically ask students to think critically about what makes a source "academic" or "scholarly," or to understand what makes a particular format an indicator of authority within the academic context. However, both are essential considerations for students to find and integrate outside material in their academic work right from the introductory level. Thus, this activity provides an opportunity for students to explore their own experiences within information authority and their relationship to information consumption and creation within an educational context, and offers a framework for students to critique the choices they make in selecting information.

Personal Context + Practice

When I first ran this activity, I was four years into my career and a year and a half through my first permanent position. Up until this point, I was reading and engaging with critical information literacy, instruction, and pedagogy in a very passive way; I was not confident enough to develop an entire session using these practices, or even frame my practice with these principles in mind. I was also concerned about the potential for alienating the instructors I was working with by not providing them with the content that I assumed they were expecting or had traditionally been offered with library instruction. That being said, it was at this point that I was also experiencing some of the frustrations that come with following the established practice of library instruction that I had experienced myself as a student in my undergraduate and Library Science programs, which was focused on teaching students how to use a system that is based on restrictive access, excludes and marginalizes voices and formats, and does not transparently reflect the nuances of what makes information valuable in different contexts. It was not until I started engaging with literature on reflective practice in education, social work, nursing, as well as library science, that I began to develop an awareness of ways to rethink and restructure library instruction to incorporate those perspectives and voices (Goodsett, 2014; Booth, 2011; Caldwell & Grobell, 2013; Thompson & Pascal, 2012). Therefore, when I was asked to come into this class focused on controversies in education, it seemed like the perfect opportunity to begin to engage with critical pedagogy in a more tangible way as it was already built into the course.

Reflective practice

I have incorporated reflective practice into my work in a few ways. The first is through a lesson template I developed (see Appendix A) that has a section for reflection. When possible, I fill out the reflection section immediately after each class or within a few days following. This reflection serves two purposes: 1) giving me something to refer back to if/when I teach that class again, and 2) providing me with space to think back on what worked and what did not, particularly which aspects of my content I may want to change. The second, more critical, reflective practice I use is peer-observation. We have a semi-structured peer-observation program at my library amongst the teaching librarians, which has allowed me to get feedback from a different perspective. I provide my peer-observer with a few things I am looking for feedback on, and they also provide feedback on anything that they observe during the class that may be helpful to grow my practice. My third reflective practice is through student and instructor feedback. I ask what they feel worked, what did not, and for the students specifically I ask what they are going to do with the information (if anything) that they got from the session or activity. For the students, this is done anonymously, as I want them to feel comfortable being honest. I use those responses to revise activities, content, and sessions. This feedback helps to identify areas of concern such as language use, examples given, etc. To elicit these concerns, I have also used the "ticket out the door" method (a quick written response to a question I pose, such as, "What, if anything, are you going to do differently in your research now that you have had this session?"), a Google form, an online poll etc.

Building a reflective practice into my routine started as a way for me to think about what went well and what did not go as well in a session. It also developed into a space for me to ask myself questions about my role in the classroom and what role my own position of power and authority plays within the context of the classroom. Engaging in this interrogation can be both uncomfortable and eye-opening in a number of ways. This has led me to incorporate a positionality statement at the start of my teaching, when I feel comfortable, that outlines my identity as a cis-gendered, able bodied, biracial person, and that this is the perspective from which I teach and facilitate. I have based this thinking on what Keer (2016) outlines as part of critical pedagogy, which requires "educators to shift the way they think about their own identities in relation to their role as a teacher." (67).

Literature that informed the activity

In the forward to *Critical Library Pedagogy*, Elmborg (2016) outlines the history and development of critical library pedagogy as information literacy has progressed away from a deficit model for students within the neoliberal structure of post-secondary education that focused on bringing students up to "performance expectations" (ix). This traditional model had been, in large part, how I thought about and experienced library instruction: bringing students up to the expectations of the academy without grounding or positioning why this is the norm. However, Freire's (2018) "banking" concept highlights the inherent problems in positioning students as "receptacles" to be "filled" and the inherent capitalistic nature of Western post-secondary education (p. 72). My first formal foray into a critical information literacy practice was informed by the desire to move away from that experience, and multiple readings of Accardi, Drabinski, and Kumbier's (2010) book on *Critical Library Instruction: Theories & Methods*, Freire's (2018), *Pedagogy of the Oppressed*, and Accardi's (2013), *Feminist Pedagogy*. More specifically, this activity builds off several of the lesson plans outlined in *Critical Library Pedagogy: Volume 2* including "Questioning authority and be an authority: The Future belongs to us," "Speaking up: using feminist pedagogy to raise critical questions in the information literacy classroom," and "Critical pedagogy and the information cycle: A practical approach." I wanted students to situate themselves in the activity, as individuals who engage, create, and evaluate information in their daily lives that has value. In particular, I wanted to move away from simply telling students that they should not use tools like Google, Wikipedia, social media etc. and shift to understanding *how* they are using these tools and how those practices can inform the work they do when using the Library. I wanted an opportunity to acknowledge, recognize, and appreciate that students have valid and consistent experiences with information and information sources inside and outside of the classroom that have allowed them to develop skills related to source evaluation, selection, and creation, and that are valuable in the academic context.

Cole (2017) articulates this sentiment, arguing that the goal of instruction lies in "engaging students to examine issues that affect their lives and communities," which goes beyond what a point-and-click library session can do, and it presents "cultural pluralism and equality as specific pedagogical goals, resisting political and educational practices that emphasize uniformity and homogenization" within the information that students are using in their personal and professional lives, and ideally demonstrates that sources outside of the academy have value depending on the context and information needs (p. 739). This perspective has pushed me to think about information literacy more holistically, especially in the context that it should not be divorced from other forms of literacy (e.g. media, digital, cultural).

Additionally, this activity is influenced by Moore (2011), who says engagement with students requires "[a]n open inquiry environment that encourages thoughtful questioning [and] creates risks and challenges for educators, because such an environment forces educator to ask questions of themselves that they would also ask of their students" (p. 225). I wanted my own sessions to provide a space for students to begin to question the demand for peer-reviewed sources within their assignments, ask why *that* type of source was required, and how their own experiences within other types of sources also play a role in their work at university.

Finally, the assignment also integrates ideas from a study by Angell and Tewell (2017) that suggests that critical information literacy "problematizes...traditional criteria [for] evaluating authority through a lens that takes into account socio-political factors that prioritize certain voices over others along lines of race, gender, class, and abledness, among others" (p. 98). Their work goes on to emphasize the intersectional identities and broad range of perspectives and experiences that bring meaning to the work students are doing in the classroom. Angell and Tewell (2017) also argue that authority "is a fluid concept, one with boundaries students could penetrate more easily than they might expect, learning that they are experts of certain topics in their own right" (p. 100). To achieve these outcomes, the activity I have designed uses challenging, complex, and often uncomfortable topics that encourage students to think more deeply about their own position within a variety of topics, hopefully taking them beyond simply completing the assignment.

The Activity

In this activity, small groups of students explore different types of sources (social media posts, blogs, websites, news stories, and journal articles) on a specific, predetermined topic, and organize them according to how they attribute authority. Groups report on their findings, and the librarian facilitates a discussion about in what contexts information is deemed valuable, and how this relates to the format and creation of information. This activity can be run in 50-80 minutes.

This activity was initially developed as a stand-alone lesson, but I have run it in other single-shot library sessions as well. I provide the learning outcomes to the instructor in advance, as well as the activity and its structure. Ideally, I also meet with the instructor in advance to choose a topic that is related to the course. I also ensure, as I outlined above, that I make clear to the students my own positionality within the context of the course and examples. While the course subjects may not relate to my lived reality, I acknowledge that it may for others as these topics are complex and nuanced. Thus, it is important to clearly state that the students have the choice to engage as much as they feel comfortable and safe to do so.

Learning Objectives for Activity & Session

- Define, differentiate, and compare authority in different contexts;
- Describe and critique criteria of authority in the academic context;
- Discuss and acknowledge the role of authority in determining appropriateness of source use.

Materials Needed for Activity

- Student access to the Internet (computer lab or individual devices)
- Whiteboard markers, or markers and chart paper
- Access to a projector or screen sharing technology for slide presentation
- Optional: paper package of resources to consult (especially if no Internet access)

Class Size + Timing

I have not run this activity in a class larger than 35-40 students. This activity could be scaled up for larger classes if the information sources were provided through digital packages. Another option would be to co-teach this session with a colleague so there are more people in the room to support the discussions and group work. The reporting back sections of this activity could be done through a Google Doc instead of individual groups reporting back.

Most of the time, I do not have control over what room I am teaching in; however, when possible, it is ideal to run this activity in a classroom space with moveable furniture that allows students to sit in groups, or easily turn to face each other. When this is not possible, it is appropriate to ask students to chat with those closest to them.

Below I have provided the rough timing that I use for a 50-80 minute session with this activity, which you can adapt depending on your own time allotted. Following the outline, I have provided a more in-depth narrative of how each section of the activity can be run.

Activity Outline

Bridge-In to Activity: 10-15 minutes

- Introduce self/pronouns/positionality to the topic
- Have students do a think-pair-share with the question:

What are you an authority/expert/knowledgeable on? (Topic, task, skill.) How did you get there?

- Librarian to provide a personal example to break the ice (optional)
- Group discussion with a few students reporting back on their area of expertise/knowledge if they feel comfortable

This information will be used as a foundation for placing and positioning students as authorities in their own contexts, and how they are able to determine and maintain reliability and credibility in that area.

OPTIONAL Sources you have used: 2 minutes

- Ask students: What types of sources have you been asked to use so far as a student?

Individual students respond or have them break into small groups

Can keep a list going on a whiteboard or Google Doc

Note if/when peer-review is brought up and why they think that is

What makes someone an authority: 5 minutes

- Ask students:

What makes someone an authority? How do you maintain authority?

Small groups or individual responding in the larger group

Ranking Sources: 15-25 minutes

- Have students get into pairs/groups
- Give each group a list of links to resources, or physical collection of documents, or both, and students can choose
- Ask students to organize the documents from what they think is the most authoritative to least

- Have the groups report back in any of the following ways, depending on your classroom set up:

Verbally

Google Doc

Whiteboard (librarian to take notes or student from group comes up and writes)

Comparing Sources: 5-10 minutes

- Ask students what the similarities and differences are between the lists from each group

Can be done as a large group discussion or in smaller groups

Could have the facilitator/librarian record a group decided list of the sources ranked from most to least

What sources are "authoritative": 5-10 minutes

- Ask students to identify why the sources at the top are there and vice-versa

This can be done as a group or think-pair-share brainstorm, depending on time

Ideally, come up with a final list of aspects and/or components that were used to evaluate, analyze, and rank the sources

Contextualizing Authority: 5-10 minutes

- Ask students under what circumstances or contexts one of the identified "less credible" sources would be considered appropriate as a credible or authoritative source

Provide some scenarios and ask students to re-organize most and least authoritative sources based on each scenario:

Writing a research paper for a class

Learning about the experience of someone participating in an event such as a protest or demonstration, political debate, etc.

Preparing to meet with a local government official on the topic

OPTIONAL Revising Lists: 5-15 minutes

- Have students in their groups review their list of criteria and see if they want to make any changes or add anything
- Have students in their groups think of and try to find other examples of other sources that would be authoritative sources and report back to the group what it is and why
- Have students in their groups think of other examples where the context influences the authority of information

Wrap-up: 5-10 minutes

- Concluding discussion questions. This could be done as a group discussion, post-survey, or a 5-minute paper as a ticket out the door (a way to get a quick check on learning from the students summarizing their learning from the session or identify areas of what they still have questions about)

How does the way information is presented (such as on social media or an academic journal article) impact how authoritative we think a source is?

What criteria do you feel is necessary for someone to be an authority? How does that change when the context changes?

Activity Outline In-Depth Narrative

Introduction and Bridge-In to Activity

I have several points that I like to make at the start of the session in order to set the stage for the activity and the perspective that I am coming from. To begin, I introduce myself, my pronouns, my positionality (in relation to the topic being covered), provide an overview of the session, and let students know that there will be activities throughout. I encourage students to take breaks if needed, and that if they do not feel comfortable engaging with others, then they can feel free to explore the activities on their own. For those that prefer to work independently, I ask them to reflect on the questions being posed, review the documents that will be provided, and to feel free to contribute in the discussions with the larger group. I have also offered to have discussions with students about the activity and its content outside of the classroom and encourage them to reach out to me via email.

I begin the activity by asking students to think about a particular subject, task, skill, or activity in which they would consider themselves to be an expert, knowledgeable, or enthusiast. I ask them to do this as a think-pair-share activity typically, but it could be done individually, or as a large group discussion after individual reflection depending on class size. The rationale for this is that I want them to engage with the idea of being an expert in their own context and reflect on their own lived experience before hearing examples from the rest of the class. In order to facilitate this, I put up a slide that outlines the guidelines for the think-pair-share activity including the following instructions:

- Identify individually something that you are an expert, enthusiast, or knowledgeable in.
- Write down a couple of points about how you gained that knowledge or expertise (examples could be: taking classes, practicing, etc.).
- Share with a partner your area of expertise/knowledge and how you got to be an expert; identify if there are any similarities in how you became an expert/knowledgeable in that area.
- Be prepared to share with the rest of the group your area of expertise/knowledge and what you noted about how you became an expert.

This think-pair-share activity is followed by asking students to review the assignment that they are being asked to complete and identify what types of sources they are being asked to use. Students report back that they need to use (typically) a set number of journal articles, books, and/or new sources that are academic or scholarly in nature, such as sources that have been peer-reviewed and found through the Library rather than Google. At this point, I typically ask how many students have been asked to use peer-reviewed sources in their assignments in this and in other classes. Most students raise their hand, demonstrating how consistently peer-review is used as a qualifier for source selection in assignments. If there is time, I ask the group if they can provide a brief definition of peer-review. Typical responses include that peer-reviewed sources are sources such as articles that have been reviewed by other experts in that area such as researchers or scientists. I follow this by asking the group why they think they are asked to use peer-reviewed sources so consistently in their work as a student. Responses to this question can be summarized as peer-review indicates the credibility of a source, and that it ensures they are getting information that has been checked for quality—all as a process that leads to talking about authority of information sources.

I transition from this discussion on peer-review to asking students how they think expertise or authority is developed in an area of interest, and how they would look for that in other people or types of sources. This has worked well both as a brainstorm on a white board or chart paper, or as a full-class discussion. Another option is to use interactive presentations tools such as Mentimeter or PollEverywhere, or a Google Doc. I use this brainstorm to start framing with students how we confer authority onto someone, and how this process may be similar and/or different in their own lives versus in the academic context. Occasionally, what comes up (and I like to ask about it even if it has not come up) is trust. When do we trust a source of information? For example we usually have people in our lives that are sources of trusted information, and that trust is usually based on past experience, longevity and quality of that relationship, and accuracy of their information over time. I ask students to think about those elements when they are being asked to use academic sources in their assignments at university. I ask them directly: when we do not have the past experience, credibility of an existing relationship, and/or proof of accuracy from that past or existing relationship, how do we determine the authority of a source or a person creating a source? It is at this point that I ask students what they expect people who have written academic sources to have done or experienced in order to be an authority to write on that topic. Typical answers to these questions can be summarized as education and degrees in that subject area, experience through past research or work during their education, or long-term engagement with that topic area. We also discuss how expertise can come from experience and knowledge outside of academia such as practice and dedication to a topic or area of study such as in sports, hobbies, etc.

What I am trying to do by having this discussion is establish that authority is attained in a variety of ways, such as formal education, informal education, as well as lived experience. I want to provide a space to recognize the formal process of academic authority (degrees and past research), but also that experience and learning outside of the academy has value. We learn lots of things in life that do not come from formal education that can inform our expertise in a topic or area of work.

Core Activity

The majority of this activity is having students look at several different source types that have content on the same topic. While I do not always print out copies of the sources, I have found that having paper copies works better than having students use links to online sources. It also prevents any technology issues, such as the Wi-Fi being down, or not everyone having a device to access sources, and can provide a more communal experience for students in their groups. That being said, I also want to recognize that some students may have or use assistive technologies and providing only print could isolate and prevent people from participating, so access to both options is ideal.

Following the bridge-in/individual expertise activity and peer-review/authority discussion I ask students to get back into their pairs or small groups. I then post the shortened links to the sources on a slide, or link to a Google Folder, and hand out paper copies of the different source types (see Appendix B for some examples). Typically, this includes social media posts, blogs, websites, government documents, news stories, and an academic source (the precise mix depends on the topic selected). I ask students to look at these sources and arrange them in an order based on what they consider to be the most authoritative source to the least authoritative, and ask that the group come to agreement on a couple reasons for their chosen order. I tell students that the point is not to read each source fully, but rather to skim and see what they can determine about each source's content and who or what organization created it. Time permitting, I encourage them to Google the people, organizations, and/or institutions to see what else they can find out about them to help inform their decision-making. Depending on the orientation of the room I will draw a chart on a whiteboard or chart paper or have them fill out a Google doc with their completed lists.

I then ask the class as a whole to look at the ordered lists of sources and identify any similarities or differences they can see. Next, I ask them why certain sources consistently appear close to the top of lists or at the bottom. While not universal, typically, academic sources are placed at the top, with social media and blog posts closer to the bottom. I then ask them to define or outline the criteria they used to assign authority to the sources at the top of the list versus the bottom with input from their Google searching. Considerations such as review practices, referencing and citations, format, detail, type and the language used within the source are all things that students have described as part of their evaluation criteria process. If students do not bring these up, I will usually add some of these into the list and outline why they could be considered in evaluating sources.

There are several additional components to this activity that are worthwhile if time permits:

Authority outside of academic contexts

I will move from the discussion on criteria for a source's authority to asking students to think about how they attribute authority to information outside of academic contexts. I provide students with a broad, general topic such as what makes bread rise and ask them to consider what information they would use to explain it to different audiences such as their five-year-old nephew, or a group of high school chemistry students. The purpose of this is to have students think about how the type and format of information needed can change depending on the context and/or the audience with whom the sources will be used to present information.

Diving deeper into format

As format often comes up in the students' initial criteria list (for example, "it looks academic"), it is worth bringing up how information changes when it goes through a review and editing process, which occurs with academic sources, news sources, etc. Looping back to the conversation on peer-review, I bring back into the conversation how bias and perspectives can influence this process. I ask students to think about formats that lend themselves more easily to live and immediate coverage on an event or topic. Students easily jump to social media as a place to get immediate and current information and I bring up how for some types of events having timely information is important, such as protests, for which a Facebook live stream or a live thread on Twitter can be very appropriate. It can be helpful to point out that in contrast to these types of media, academic sources come out several months to years after events due to the research and peer review processes.

Wrapping Up the Activity

To bring this all together, I ask students to get back into their groups and write out some questions that they could ask of any source to determine its credibility, authority, format appropriateness, and reliability, taking into consideration everything from this session. I then pose a few more discussion questions for students to consider as they are getting ready to leave. This can be a ticket out the door, a group discussion, or even a quick survey at the end for students to fill out. The first question is: After this session, how do you think the way information is presented impacts your assessment of a source's authority? Secondly: What criteria do you feel is necessary for someone to be an authority? How does that change when the context changes?

In the process of reflecting back on the learning outcomes for this session, I acknowledge that this is a lot to cover in one 50-80 minute session. If possible, this activity could be run over multiple sessions. Alternatively, not everything I have outlined above has to be included for the activity to have an impact. The core aspects of this activity refer to how we attribute authority in different contexts and the role that authority plays when selecting a source for appropriate use. To do this session well, focus on asking students to identify their own authority and consider how this applies to source selection in their work both in and outside of the classroom. Some optional activities from the outline that I think can easily be removed based on the outcomes include:

- Have students in their groups review their list of criteria and see if they want to make any changes or add anything;
- Have students in their groups think of, and try to find, examples of other sources that would be authoritative and report back to the group what they are and why;
- Have students in their groups think of other examples where the context influences source and authority of information

Source Types and Topics Ideas for Activity

The topics used for this activity can be determined by what is happening at a national or global level that students can scale down and connect to locally. Ideally, I pick something that has some resonance in the news that students may have heard about, and/or is directly related to topics they have discussed in class. This practice enables students to come with some of their own ideas for where they have heard of and gotten information on their own about the event or topic. There are a few topics that I have found worked well over the last couple of years of this session, including

Black Lives Matter, Indigenous land rights in relationship to pipelines, sex education in schools, the Climate Strike, and the Women's March.

You can see an example of the source types I used in Appendix B. Variations on the following sources have consistently worked well for me:

- Social media, particularly Twitter and Facebook
- Blog posts
- Government website or report
- Group or organization website, mandate, reports etc.
- Newspaper article/editorial
- Academic article or eBook

Caveat

The prep work for curating sources for a topic can be onerous. I have found that while I have an archive of curated lists of sources for different topics, this activity works best when it is relevant to something that is currently happening in the world. Redoing and/or updating this curation each time can be daunting. Additionally, choosing topical news items or events comes with its own set of concerns. As with bringing up any topic that is controversial, there is always a chance for push back (rightly so!) from students. This is a good thing! The classroom is where discourse should happen, and there should be a space to listen and reflect on different perspectives, but it does require preparation and some thoughtfulness beforehand.

I employ a couple of strategies to ensure that I am prepared for a discussion that can go in a variety of different directions. The first is to discuss this activity and its topic matter with the instructor ahead of time. They will have a deeper understanding of the classroom dynamics before you get there and may be able to identify a topic that will resonate with students, that ties to course content, and that students potentially have some familiarity engaging with. They should also be able to help support you in facilitating the discussion. I have only done this activity in classes where I have a good working relationship with the instructor, and where I have some buy in/support for the activities and help in facilitating the discussions.

The second strategy is to affirm at the beginning of the session that these complex topics are not always easy or comfortable, but that the goal of this session is to think about how information is constructed around them. I also want to make it clear that some of the topics outlined below are not mine in terms of identity to explore. I make sure to state this at the beginning of the class if using examples such as Black Lives Matter or Indigenous land rights, because these are not my identities to claim, nor am I an expert.

Reflections

Creating and working through this activity requires a significant amount of critical thinking from you and from the students. It is incredibly challenging to cover all these topics in a single session—what makes something a credible source, what makes someone an authority to write on a topic, and the role that context plays in how the information is going to be used. However, developing this activity and delivering it has led to some discussions in the classroom that have been extremely powerful for me, and have pushed me to think more deeply about what the role of librarians is and can be in the classroom. Students have brought forward thoughtful and interesting challenges to the peer-review process and information environment in academia that have inspired me to think about how to incorporate, reflect, and engage with these things in my own practice inside and outside of the classroom, in order to encourage and provide space for these questions to be asked. Questions such as: who and what makes peer reviewers an expert in the field that allows them to evaluate others; what is the process for evaluating a source to be published by experts; what voices are given more value when we look at academic sources; whose voices are not represented; are there opportunities for feedback on the reviewers themselves; what makes something informative; how do librarians decide what information comes into the library; how can or do librarians know if what they purchase for the library is good; what is the purpose of curating content if it does not represent all voices; how do librarians provide opportunities for marginalized perspective to be included; and how valuable is research that does not call upon personal experience (these are curated from my reflective practice notes after a session).

Again, none of this is easy; it requires patience, reflection, and thoughtfulness. There is also the very real potential that the topics I have listed here could be triggering and/or make participants uncomfortable. There is a legitimate argument to be made that without having the time to build relationships and trust with students like you would in a semester-long course, that there is a risk of alienating them instead of having an opportunity for critical thinking and awareness with this activity. This is why having the conversation with the instructor ahead of time is so important. Additionally, I encourage the instructor to tell the students the activity and topic structure in advance so that students can prepare or opt out. I also state this at the start of the session.

Through these activities, I have gained a lot of insight from my conversations with students about Black Lives Matter and Indigenous land rights, but I do not identify as being a part of either of these communities. I actively work to be mindful that other voices should be included in these conversations and make sure to state this in class—that I am not an expert in these issues, nor is this my lived experience. It is also worth considering that engaging with these topics without the background, lived experience, and deep knowledge can be a continued act of oppression, continuing the marginalization of people who are talked about when they are not represented in the space.

Conclusion

Designing any activity in any kind of classroom is challenging. For those of us teaching information literacy, attempting to meet the expectations of the instructor and students, as well as the bigger goals of our critical information literacy practice is daunting at the best of times. While this activity does require thoughtfulness and mindfulness, the conversations and discussions that have resulted have, for me, been some of the most defining, empowering, and resonating of my career so far. I have done the activity in different iterations (from 50-80 minute sessions), but I believe it would have a greater impact when performed over several sessions as students might gain confidence with you, and have an opportunity to engage more. Beginning a conversation that draws on students' lived experiences with a topic or issue provides an opportunity for students to see that experience valued within an academic context and to explore how their knowledge can change the information that is valued, used, and created within the academic context.

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Appendix A

Subject/Course/Session Description:	Date:
Instructor/Professor:	Time:
Lesson Duration:	Location:
Materials Needed:	

Assignment Notes:

Learning Objectives/Outcomes:

Setting the Stage	
Content	Time
Welcome and Introduction	

Core Lesson		
Content	Time	Framework

Wrap Up and Debrief	
Content	Time
Questions and Comments?	

Activity Summary	Time

Reflection

Number of Students:

Appendix B

One of the examples I have used in a class is the Wet'suwet'en conflict with the Coastal Gas Link Company's pipeline in development in northern British Columbia. I would like to make it clear again that I am a settler in Canada and am not an Indigenous person. I have worked with the instructors in the classes to reduce the risk of triggering or harming students in the class who are Indigenous. This is an extremely complex and nuanced issue that is based in Canada's colonial history. I in no way claim to be an expert on this topic or issue. For a deeper perspective on this issue please visit the following page: https://aptnnews.ca/wetsuweten/

I have utilized this example in a first year Indigenous Studies course and have used the following sources as the documents for the example:

- Government of British Columbia Legal Documents https://www2.gov.bc.ca/assets/gov/environment/natural-resource-stewardship/consulting-with-first-nations/agreements/wetsuweten_fn_natural_gas_pipeline_agreement_-_december_10_2014.pdf
- Coast GasLink Company website page on Indigenous Relations https://www.coastalgaslink.com/sustainability/indigenous-relations/#indigenous-engagement
- Spice, A. (2018). Fighting invasive infrastructures: Indigenous relations against pipelines. *Environment and Society*, 9(1), 40. doi:10.3167/ares.2018.090104
- Supreme Court of British Columbia Court Case on land blockades https://www.bccourts.ca/jdb-txt/sc/19/22/2019BCSC2264cor1.htm
- Titter Hashtags: #WetsuwenStrong #CoastalGasLink
- Office of the Wet'suwet'en media release on the Hereditary Chiefs Launch Court Challenge to Coastal GasLink Pipeline's Environmental Approval http://www.wetsuweten.com/files/Media_Release_Feb._6,_2020_-_CGL.pdf
- Unis'tot'en (a group within Wet'suwet'en) has a blog as part of their resistance work. https://unistoten.camp/reconciliationisdead/

4. #Critlib in the Classroom: Investigating Information Power and Privilege in a Library One-Shot Session. Erin Durham.

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How is information privilege revealed in library database and Internet search results? When the act of searching for information can be as easy as typing a query into a Google search browser, how can information literacy librarians engage students in critical conversations about the power dynamics inherent in information retrieval? Information searches are so commonplace that it may be tempting to think of Google and library databases as neutral tools in the research process. The user-friendly design of these tools also belies the complex calculations of the algorithms at work. Google has a single, streamlined search bar. Within microseconds of typing in a search query, tidy lists of results are returned with easily clickable links. A running header proclaims the hundreds of millions of results that were sorted through in less than a second and served up to the Google user.

The act of typing in a search query is so simple, and the neat pages of results are so gratifying, that it is no wonder academic information vendors such as EBSCO and ProQuest have imitated the "one search" model and packaged it into electronic discovery systems for libraries. Without question, such efficient search systems are extremely valuable tools for sifting through staggering amounts of information. Problematically however, the astounding retrieval power of these search tools often masks the very human and commercial origins of these algorithms and their amplification of human bias and market pressures (Noble, 2016; Noble, 2018). Given this information environment, it is vital for university students to examine the search tools they use and the results these tools produce in a more critical light as they take part in the research and writing process. Library information literacy sessions can provide an opportunity for students to think more critically about accessibility and information disparities.

Such "consciousness raising" in the classroom connects with the critical pedagogy movement pioneered by educators such as Paulo Friere (2000). Beginning in the 1960s, Friere called for critical discussion and dialogue in the classroom as an antidote to the deadening banking model of education where students are asked to parrot back to their teachers rather than to think critically for themselves (Friere, 2000). In her pioneering work on the intersection of gender and race in the classroom, bell hooks advocates for transformative feminist teaching practice that centers student voices and experiences (hooks, 1994). Allowing time for the sharing of personal experiences and stories can more deeply engage students in the learning process (Halpern & Lepore, 2015; Vossler & Watts, 2017).

As critical information literacy becomes more prominent in library praxis, it is exciting to see a shift in library research sessions from skills-based bibliographic demonstrations towards critical discussion and reflection (see Accardi, Drabinski, & Kumbier, 2010; Tewell, 2015; Downey, 2016; Pagowsky & McElroy, 2016). Drawing upon my experiences of engaging both first-year and upper-level students in discussions of information privilege as a Reference and Instruction Librarian at the University of Maryland Baltimore County (UMBC), this chapter details an information privilege activity I have used to facilitate critical discussions of information access, while also supporting students with their research assignments and final papers.

Information Privilege

The concept of information privilege is discussed by Char Booth in her *Info-mational* blog (Booth, 2014). In her post, Booth shares how academic journal paywalls proved a daunting barrier for a close friend and author who was doing research as an independent scholar. Booth uses this anecdote to discuss how the act of engaging in research is dependent on access to subscription databases, the exorbitant costs of which can be prohibitive without institutional affiliation or connections. Such barriers to information are problematic and reveal larger socioeconomic disparities. Booth (2014) points out that "the concept of *information privilege* situates information literacy in a sociocultural context of justice and access" (para. 1). Rather than taking information access for granted in a library instruction session, a critical lens can be used to examine the power dynamics that divide those who do have access, and those who do not.

This focus on information privilege extends the metaphor that Peggy McIntosh (1989) so aptly presents in her essay "White privilege: Unpacking the invisible knapsack." In her work, McIntosh describes how significantly race affects the privileges and opportunities that one is afforded in the course of everyday experience. A similar analysis can be extended to other privileges, such as the extent to which one has access to information (Duke University, Library 101 Toolkit). As Booth (2014) illustrates, everyone has varying degrees of information privilege based on institutional affiliation, socioeconomic status, consumer purchasing power, and educational background. These varying degrees of privilege can significantly influence one's ability to access information, as is shown in a graphic designed by Amelia Rozear (Duke University Libraries, Invisible Knapsack[2]). The desire to make these hidden privileges more visible motivated my decision to design an information privilege role card activity to use in my teaching.

Classroom Context

The information privilege activity described in this chapter allows students to work in groups and role-play different levels of information access (Appendix: Lesson Plan). The learning outcomes of the activity are that a student will be able to (1) discuss ways that societal structures influence the accessibility of information and (2) articulate an example of how they have recognized information privilege (or lack thereof) in their own experience. The activity and discussion takes about ten to twenty minutes of class time.

As the English, Modern Language and Linguistics, and Performing Arts subject librarian at UMBC, I work with a wide range of classes, from the first-year students in the English 100 classes to graduate students in the Language, Literacy, and Culture PhD program. I most frequently share this activity in the context of a 75-minute session with first year students in the required English 100 college writing course at UMBC (class size is usually 18-25 students). After discussing information privilege, I spend the remainder of class time on search activities related to the annotated bibliography assignment and final research projects. However, this activity is flexible and could be used as part of a larger session centered on information privilege, or help launch discussions with upper-level and graduate students about the research and publication process, and problems of academic knowledge production.

While critical approaches to information literacy may be explored more expansively in semester-length courses, it is important to raise critical discussions in one-shot research instruction sessions as well. The ubiquity

[2] https://sites.duke.edu/library101_instructors/files/2018/08/backpack-new.png

of one-shot instruction points to the precarity of library teaching practice and problematic labor structures as called out in the critical library literature (Downey, 2016, pp. 127-169; Seale, 2010, pp. 229-232; Accardi, 2013, pp. 68-69; Eisenhower & Smith, 2010, pp. 305-317; Olson-Kopp & Kopp, 2010, p. 61). While I advocate for library instruction that moves beyond the one-shot, I write from the less-than-ideal reality that I currently teach the majority of students during one-shot sessions. Notwithstanding the limited time constraints, I have found great value in engaging students in critical discussions. Accardi writes "while the one-shot class has its own set of challenges, it also has more flexibility that progressive librarians can take advantage of and subvert for progressive purposes" (2013, p. 69).

In her discussion on incorporating critical elements in one-shot sessions, Maura Seale (2016), recommends that librarians "try to identify how focusing on the context, constructedness, or choices... might allow you to incorporate critical information literacy" (p. 231). For example, when discussing keyword searches in the course of a library session, the teaching librarian can draw students into conversations about how definitions and terms are constructed and used by major scholars in the field. It is valuable to incorporate critical conversations even while working within the constraints of one-shot instruction.

Educational Disparity and Feminist Pedagogy

One of the major assignments required in the UMBC English 100 course is an annotated bibliography on a research topic that is usually of the students' choosing. Given differences in secondary school preparation across the United States and around the world, students enroll in the course with varying degrees of research and writing experience. Some students face their first major research assignment in the course, while others have worked on substantial papers previously. Regardless of the students' backgrounds, this English 100 annotated bibliography is almost always the first college research assignment for newly enrolled first-year students at UMBC, and the library research session is designed to support students as they select their research topics and begin the process of gathering and evaluating evidence.

Because of educational disparity, I feel that it is important to introduce foundational research concepts such as searching for and evaluating sources in the English 100 sessions. Such concepts, however, also open the way for critical conversations about inequalities inherent in information searches. Instruction that supports students in successfully locating sources for their annotated bibliography assignment and final research papers can also illuminate the interplay of socioeconomic privilege and access to information. Searching for and evaluating information inherently reveals stark inequities of power and privilege.

As a teaching librarian I have felt most empowered to lead critical conversations from the praxis of feminist pedagogy. Feminist pedagogy is a teaching philosophy that centers student experience in the classroom. Rather than position the teacher as the sole expert or authority, each student is valued for their experiences and perspectives. As bell hooks writes, "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin" (1994, pp. 13). I have also found Maria Accardi's work on feminist pedagogy extremely valuable in providing specific ideas for how to center student voice in library research sessions (Accardi, 2013, pp. 23-87). Engaging students in an activity where they are able to work with their peers and share their own experiences helps to initiate critical conversations about the research process.

Introducing the Concept of Information Privilege

In a 75-minute English 100 session (18 to 25 students), I frequently start the class with Kevin Seeber's Process Card activity (2015) to get students to think about differences among information sources. In this activity students are grouped together to discuss how various source types (news articles, Wikipedia articles, scholarly articles, tweets, etc.) are created and disseminated. The activity includes a number of criteria cards that require students to examine the research, editing, and length of time required to produce and publish these various sources. For the purposes of extending a more critical lens, I have created an additional accessibility criteria card for students to consider as well. After the students arrange different sources according to the criteria on their cards, we have a discussion about the variety of publication types. Our discussion about accessibility opens up a conversation about paywalls and socioeconomic barriers to information, and I have found that this discussion helps introduce and provide context for the information privilege activity that follows.

Information Privilege Activity

In order to relate the concept of information privilege to everyday experience, I usually ask students if they have ever had trouble accessing an article due to a paywall. I talk through my own experience of this: opening a Google Scholar search, clicking on an article, reading the abstract and getting excited because it seems like a perfect article to use, and yet, "poof," when I click on the link to access full text, a pop up window announces that I have to pay $40 to access the article. As I describe this process, I often see students nodding their heads in commiseration with the frustration of being blocked by paywalls. Research has shown that humans learn through the sharing of stories. Stories are relational and address both the cognitive and affective (emotional) learning domains (Halpern & Lepore, 2015, pp. 352-355; Vossler & Watts, 2017, pp. 530-533). As Vossler and Watts write, stories "have the potential to incite curiosity in students who may arrive in class feeling ambivalent about learning information literacy skills. For more enthusiastic students, story can provide a meaningful context for abstract or challenging concepts" (2017, p. 533). Talking through an experience that is familiar and seen as normal lays the groundwork to dig deeper and take a more critical approach.

After discussing this example, I divide the students into small groups (usually 3-6 students per group) and pass around an information role card to each group of students (Appendix: Role Card Activity). I explain that their task is to work with their group members to locate a specific academic article online. I post the citation of the article on one of my slides (Appendix: Slides). While completing the task can be as easy as a simple Internet search, I explain that there is a catch. Each group can only use the search tools available to them on their role card. For example, if a group has the "high school student" or the "community activist" role card, they have access to online information through the local public library and Internet search engines. If students are given the "university faculty" or "UMBC student" role card, they have access to the UMBC library databases and journal subscriptions in addition to public search engines.

As students launch into their searches, the groups usually only need a few minutes to locate a version of the article. During this time, I walk around to the different groups of students to see if anyone has questions about the search process. While most students quickly perform an Internet search to locate the abstract of the article, it can be helpful to prompt students to see if they were able to find the full text of the article. Students who were given role cards with basic access through public Internet search engines are almost always able to locate the citation and abstract of the article, only to face a paywall when they click to read the full text. There are times that I have found it useful to explain how Google Scholar uses the campus IP address to provide full text through the library databases. It can be helpful to discuss how such access would not be possible for a member of the public using the Internet without a university affiliation. In the case of groups who have access privileges to the university library, it can be helpful to suggest that they search for the full text using the library databases if they have not yet tried that. As I walk around the room and check in with the groups, I look for two or three students with different role cards who are willing to volunteer to demonstrate their search process for the class.

Centering Student Experiences

In order to center students' experiences, I usually sit down to give the volunteers center stage as they share the role that their team was given and demonstrate their search process. I have found that the simple act of sitting down can help shift the traditional lecture dynamic in the classroom and emphasize the importance of student expertise (Accardi, 2013, pp. 23-69; Ladenson, 2010, p. 110). As the students explain their process of navigating to the article abstract and/or full text depending on their access privileges, various methods are demonstrated. Some students simply type the direct link into the browser to pull up the abstract, some students locate the article through Google Scholar, and others use the library's electronic discovery catalog system. Despite the variety of methods, students are almost always able to locate the abstract, thus normalizing a variety of search approaches. It is the restricted access to database subscriptions, however, that differentiates which groups are able to access the full text.

The role card activity illustrates inequitable access to academic articles and primes students for discussions about information privilege. After the student demonstrations, I ask students how they have seen examples of information privilege whether on or off the university campus. Some students have shared how professional and career qualifications can determine access to information. Given UMBC's close proximity to several national security agencies in the Baltimore-Washington D.C. metro region, a few students have pointed out how certain jobs require government security clearances. Other students have discussed the privilege of having inside knowledge or familiarity with a location. For example, one first-year student shared an experience of being approached by two visitors on campus earlier in the week and asked where the Dunkin' Donuts coffee shop was located. The student talked about how easy it was to give directions in a place that he was now familiar with. In the library session that took place in the beginning of October, many students in the room could relate to the experience of navigating an unfamiliar space as newly enrolled university students.

These conversations with students vary depending on the class; they range from very general to quite discipline-specific. One of the most robust conversations about information privilege occurred while I shared this activity in a 200-level Dance course research session. When I first asked how students had experienced information privilege, I was met with silence. When I prompted a bit further by asking about privileges related to dance studio access and training, the classroom came alive with discussion. Students talked about how access to a dance studio and formal training is absolutely critical to a dancer's ability to progress professionally. Such access requires a level of financial security and socioeconomic stability, which can be a tremendous barrier to some individuals and communities. The students and professor seemed very taken by the concept, and more students raised their hands to participate in the discussion than we had time for. If at first students seem reluctant to participate, it can be helpful to suggest examples that might relate more directly to their interests.

It is exciting when students are given space to articulate their own experiences and share personally relevant stories (Halpern & Lepore, 2015; Vossler & Watts, 2017, p. 533). As Halpern & Lepore write, "The student as storyteller provides a more natural and familiar venue for a student to communicate his or her ideas" (2015, p. 353). By inviting students to participate from a place of personal interest, feminist pedagogy practices welcome the unique contributions of each student in the classroom (hooks, 1994, pp. 185-187; Ladenson, 2010, pp. 105-112; Accardi, 2013, pp. 23-69). This decentered library classroom then serves as a space of empowerment and community building.

After the information privilege role card activity and discussion, I often help students brainstorm and refine their searches as they look for information sources for their final research papers. Depending on the level of student engagement and the time available, the activity can be expanded or altered to include conversations about academic publishing and the open access movement. For example, I have shortened the activity by asking students to look up the citation individually, rather than organizing them into groups and passing out the role cards. While teaching a research session with Masters and PhD students, I did not use the role card activity but instead brought up issues of information privilege by showing a portion of a TEDTalk in which presenter Erica Stone (2016) raised issues of academic silos and the open access movement. This helped facilitate a discussion about decisions that graduate students face as they begin to share their own projects and papers at conferences, and as they navigate the academic publication process.

Assessment and Reflection in the Classroom

My assessment practice draws upon feminist pedagogy by making space for students to individually reflect and share an example of information privilege. I have been able to assess student learning by observing student engagement in the discussion and by including a brief reflection period for students at the end of class. During the session I observe how engaged students appear to be in the activity and work to adjust my approach based on that observation. I often leave time at the end of a session for students to reflect and write their responses to the questions, "What are some of your takeaways about how information is created, searched, and shared?" and "What is an example of information privilege (or lack thereof)?" These open-ended questions speak to the learning outcomes of the activity and invite students to reflect and apply their learning by sharing an example of information privilege. For those students who may have been hesitant to share their experiences aloud during the class, these prompts can provide a space for students to write down their thoughts. As Reale (2017) writes, "When reflection works, *practice happens before theory,* and students begin to trust their own perceptions and take an active part in their own learning" (p. 96).

By allowing students to reflect on their experiences, assessment can better support feminist teaching practices. In her scholarship on feminist pedagogy, Accardi (2013) has made the case that "Feminist assessment is inherently reflective, and reflection itself is a feminist act...It is learner-centered and diverse and validates differing perspectives and voices" (pp. 76). Rather than use assessment as a way to test students or prove the value of library instruction, I incorporate assessment as a way to give time and space for individual students to reflect on their experiences and to help me improve as an instructor. Instead of dictating right or wrong answers, I hope that students will be able to share what stood out to them. In this way, the act of reflection moves passive thought into the realm of "intentional practice" (Reale, 2017, pp. 22).

In their reflections students have shared a variety of examples of socioeconomic benefits and barriers to information accessibility. Some have discussed the financial and technological aspects of information privilege such as "access to wi-fi, computers, etc.," "having a phone with Internet," and "not being able to access a document because of a paywall." Other responses touch upon cultural aspects of information privilege, such as the example of "not being able to speak the language." When comparing these student reflections to responses from past semesters, it seems that the inclusion of the information role card activity and discussion has helped increase awareness of critical issues such as accessibility and privilege.

Personal Reflective Practice

I have also used personal reflection as a way for me to think about the classes I teach and brainstorm improvements. I keep a running Google document bookmarked on my browser as a place to jot down a few sentences or paragraphs about my teaching sessions. I have been encouraged by the work of librarian Michelle Reale, who writes that reflective practice "is a catalyst for more *conscious,* and therefore more effective practice personally, professionally, and educationally" (Reale, 2017, pp. 11). When I started incorporating the information privilege role card activity this past year, I used my personal reflections to work through what went well and what could be improved. While I did not write a reflection after every class, I found that the times I did write and reflect helped me to think through how to better encourage student participation. I also returned to the document at the end of the semester to reflect on my instruction overall and write down some ideas to incorporate in future sessions.

Often in my reflections I noted to what extent students were engaged during the session. For example, I found that students in some classes seemed very willing to open up and share experiences, yet I was met with stares and silence in others. As I tried to piece together reasons why some classes seemed more forthcoming during the discussion than others, I worked to adjust my approach. This process of reflection helped me realize that scaffolding Kevin Seeber's activity (2015) at the beginning of the session was a great way to introduce some of the foundational concepts and invite more robust conversations about information privilege later on.

During another reflection I noted a class that had been more reserved, and I thought that maybe I should sit down during the discussion to help decenter myself as an "expert" and open the way for more students to feel comfortable sharing (Accardi, 2013, pp. 23-69; Ladenson, 2010, p. 110). The next time I opened the discussion after the role card activity, I sat down to join the class at eye level when asking students how they had experienced information privilege. I found that sitting down helped to shift the dynamics of the discussion and seemed to encourage more students to share their experiences.

After one particularly awkward session with an 8:30am English 100 class in which no one was willing to volunteer to demonstrate their process of locating the article abstract or full text during the role card activity, I reflected on the session afterwards to think through ways I could help students feel more comfortable sharing. I realized that students probably felt put on the spot when I asked for volunteers in front of the whole class. After that, I was careful to change my approach and instead ask students individually if they would be willing to volunteer to demonstrate their search process. As I moved around the classroom to check in with the groups, I found that students were much more willing to volunteer if they were asked individually. These adjustments have helped to facilitate a more welcoming space for student participation.

The process of reflection and adjustment is ongoing, and the activity is meant to be tailored to best meet the needs of any learning community. Allowing myself time and space for reflection has helped me to think through ways to better scaffold these critical conversations and support greater student engagement. I have been encouraged along the way by the experiences students have shared in class and by reading their reflections. These discussions and writings point to student growth according to the learning outcomes for the activity, namely, that students would be able to discuss information accessibility and articulate an example of how they have recognized information privilege in their own experience. By using feminist pedagogy practices to center student experience, create a shared community of learning, and allow time for reflection, I have been excited by the increase of critical conversations within the library classroom. By working to problematize assumptions of neutrality in the information search process, I have enjoyed learning from students as we have discussed information searches from a more critical lens.

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Appendix

The information privilege lesson plan, role card activity, and slides can be freely accessed and incorporated through the following Google drive folder:

https://drive.google.com/drive/folders/1HGCoiGbGQmyLz2YZPozewF18Dawbc0Ed?usp=sharing

5. Exploring how Reading List Design is Influenced by Power and Structures with Undergraduate Students. Dr Clare McCluskey Dean.

Clare (she/her) is Academic Liaison Librarian at York St John University, UK

I begin this chapter on the exploration of power and structures in reading list design and use with an overview of key writers who have shaped my view of feminism, and therefore impacted upon my work as an academic librarian in a university setting, in particular Sara Ahmed's work on complaint and intersectional feminism. This will lead into a consideration of the experiences of those whose voices and experiences are not well represented in traditional university curricula, referring to the work of authors such as Reni Eddo-Lodge and Louise Owusu-Kwarteng on their experiences in Higher Education as Black women, and reports looking at LGBTQ+ representation. Finally, I will outline some of the initiatives that I have been able to try out in my role and in conjunction with colleagues across my workplace, based in critical information literacy and linking to marginalised voices in reading lists in terms of authorship and information format. There is no doubt that my approach to my work is informed by beliefs central to my principles as an intersectional feminist. Each informs the other, each has evolved as my career has progressed, and each will continue to evolve. Therefore, this is a very personal response to particular issues at play in my own practice. Nevertheless, I hope that others will recognise aspects from their own experience and be able to adapt some of the ideas for their own contexts.

Key influences

Writing this as a UK-based white, straight, cis woman means I have benefitted, and continue to benefit, from the privilege that my identities afford in this society. The situations I am about to present are those encountered every day by many who do not have such privilege. In seeking to present the experiences of those who have been, and continue to be, marginalised, I will use more extended quotes than some may expect. I believe it is important that their words are presented as originally written and not subject to reinterpretation through my privileged lens. I have used the authors' own descriptions of their communities and identities, so I am not imposing those from my position, which means that capitalisation and acronyms are consistent with the original works. This is in line with the recommendation of Sabah Choudrey that "If you are not sure what words to use to describe a person's identity[…]the best thing to do is just ask." (Choudrey, 2016, p. 5). Similarly, I will also be following citational practice which helps to contribute to what Sara Ahmed calls "the feminist memory" (Ahmed, 2017, p. 15), including first names and seeking to use a resource base that is not skewed to the most powerful. This is a new way of writing for me, and one I seek to continue.

The work of Sara Ahmed has been a powerful influence on my view of feminism. Writing as a woman of colour and a member of the LGBTQ+ community, Ahmed shines a light on many of the structures which marginalise groups in society:

"Not to inhabit a norm (or not quite to inhabit a norm) can be experienced as not dwelling so easily where you reside. You might be asked questions; you might be made to feel questionable, so that you come to feel that you do not belong in the places you live, the places you experience as home; you might turn up and not be allowed in, or find it too uncomfortable to stay." (Ahmed, 2017, p. 115)

Given that Ahmed has over thirty years' experience in working in universities, as a student and as an academic, many of her examples of inequality resonate with my own experiences of working in the same sector, and situations I have witnessed. She raises the problems of institutional whiteness, and institutional sexism and racism, along with the extra problems encountered for those who speak out after experiencing these injustices:

"How many times have I had male colleagues defending all-male reading lists, all-male speaker lists, all-male reference lists? To give an account of these defences is to give an account of how worlds are reproduced." (Ahmed, 2012, p. 178)

Some typical responses to this are outlined, along with the accusations aimed at the person raising the issue:

"That's just who turned up[…]The friendly tone ceases. You are the problem, they say. In assuming we have a problem, you are the problem[…]Those who point out restrictions and blockages become identified with the restrictions and blockages they point to, as if we are creating what we are describing." (Ahmed, 2012, pp. 179–180)

The wider effects of the default 'normal' option being particularly white and male are then impacting upon students studying in this sector:

"In my department I have always taught a course on race, which foregrounds how race emerges through histories of European imperialism. I teach the work of black writers and writers of color, especially black feminists and feminists of color. Every year I have taught this course, black students and students of color have come to my office to tell me that was the first time that they had been taught materials that they could relate to their own experiences[…]the foundation upon which the house has been built creates strangers; those who are passing by at the edges of social experiences; those who, when they meet themselves in the materials, feel grief for not having met themselves before." (Ahmed, 2017, pp. 111–112)

Even when a student is doing well academically, according to the norms of the university they attend, this does not tell the whole story and can mask their feelings of alienation. As Jenny Peachey (2020) reflects, "for all that I excelled academically, I found the non-academic part of the experience bewildering, destabilising and difficult." Working in a university in the UK, I seek out accounts of experiences of those who are also part of the Higher Education community, in order to inform and influence my work. This includes reflections and research from the perspective of many who have found that they are just not represented in the curriculum in their university, or the research being published in their subject area.

Representation in university curricula

Reni Eddo-Lodge (2018) gives an account of how, as a Black woman, her experiences were not reflected at all in her initial studies at university, and how transformative she found a single module which did bring them into focus:

"It wasn't until my second year of university that I started to think about black British history. I must have been about nineteen or twenty[…]I'd only ever encountered black history through American-centric educational displays and lesson plans in primary and secondary school. With a heavy emphasis on Rosa Parks, Harriet Tubman's Underground Railroad and Martin Luther King, Jr, the household names of America's civil rights movement felt important to me, but also a million miles away from my life as a young black girl growing up in north London. But this short university module changed my perspective completely. It dragged Britain's colonial history and slave-trading past incredibly close to home." (Eddo-Lodge, 2018, p. 1)

Both of the accounts, from Sara Ahmed and Reni Eddo-Lodge, mention specific modules on race as the medium through which texts from the perspective of Black scholars and scholars of colour are introduced. There is, therefore, a lack of representation in modules where race is not the focus. This is brought to the fore in research by Louise Owusu-Kwarteng (2019, p. 9), who says that there is:

"Limited understanding around diverse BAME cultures, religions and languages, failure to ensure that the curriculum includes content which analyses varied social groups and their experiences, and opportunities for students to express their views on these issues and their own encounters. Instead, students are frequently expected to assimilate, and their lived experiences are negated."

It is also a consideration of Elizabeth Charles (2019):

"The issue for students who are other (BAME, LGBTQ, etc.) is that they come to university to learn about a subject they are interested in and look to the academic to be the expert on this[…] What happens when they become aware of a lack of visibility of plural voices, or of people like them as having contributed to the subject, or who might have a different narrative to the 'story' being told? What happens to the student when they do not hear their voice at all, or when they do, it is glossed over or framed as a negative? The message that is being communicated is then that you don't belong, or that people like you have made no contribution to this subject area. More importantly, if you as the non-expert want to start a discussion about this lack of inclusivity, how do you phrase this so that it is seen as contributing to a discussion rather than disrupting the orderly flow of the class?"

Research by Sofia Akel at Goldsmiths, University of London found that 74% of students surveyed believed that their university curriculum was Eurocentric, and that many of these respondents also felt that they had to shift to conform with their lecturers' views in order to secure good marks. 80% of respondents said that their courses represented the white experience, with only 28% believing the same to be true of the BME[3] experience (2019, p. 6). All of this reflects a state of institutional and

[3] The report uses the term BME, as opposed to BAME, and so I have maintained the use of that acronym while discussing the research in the report.

systemic racism in relation to the student experience in Higher Education in the UK.

Research focusing on the experiences of LGBTQ+ students mirrors the findings of these authors. Stephanie Mckendry and Matson Lawrence (2017) undertook a large-scale study of trans students in Further and Higher Education in Scotland. What they found was that there was evidence of barriers to learning for these students, and that, "Research participants often had very low expectations and many felt unsafe or unwelcome within classroom and wider campus environments"(p.1). This is compounded, according to Sonja Ellis (2009), by the fact that this is the first opportunity many LGBTQ+ students will have had to explore their identity away from the influence of their home or school environments. Where representation is lacking, greater feelings of isolation result, and representation in terms of the curriculum was indeed felt to be inadequate, with only 17.5% of their respondents (all from the LGBTQ+ community) indicating agreement that LGBT issues were adequately represented within the curriculum (Ellis, 2009, p. 734). Mckendry and Lawrence (2017) specifically recommend that those who design and teach courses, "consider trans inclusion and inadvertent transphobia within the curriculum and ways to involve trans history, identity and experience within content." (pp.18-19), as a way of tackling marginalisation.

The issue of representation in reading lists specifically has been picked up in the mainstream media in the UK. The Independent newspaper reported on a study by Karen Schucan Bird and Lesley Pitman (2019), which concluded that reading lists "did not represent the diverse local student body", with the headline "White Eurocentric males overrepresented in university reading lists, study finds" (Eleanor Busby, 2019). This follows on from an article in The Guardian on diverse reading lists and the need for representation, written by Rianna Walcott, herself a Black PhD student (Walcott, 2018). Issues of representation in the wider publishing industry are also making their way into the media (Arifa Akbar, 2017), with diversity in children's literature being under the spotlight too (*World Book Day*, 2019).

I was recently asked to write a blog post for our university's LGBT staff network about how I, as an ally, work towards inclusion in my everyday practice as a librarian. This was done in partnership with a colleague who is a member of the LGBTQ+ community. It forced me to reflect upon how I put my allyship into practice, day to day. As that work friend, Tom Peach, says:

"We must recognise that our work has consequences. Consequences for a child who cannot see themselves represented in children's books. Consequences for a teen who can't find sexual health advice that recognises them. Consequences for a young adult who doesn't find romance like they experience. Consequences for a student looking for queer perspectives in their knowledge discipline. Consequences for the lecturer wanting to include queer voices in their teaching. The consequences can be erasure, invisibility, mischaracterisation, not feeling welcome, being forgotten, and so on." (Peach, 2019)

I link my responsibilities in addressing these issues to critical librarianship and critical information literacy and the initiatives I have implemented reflect this.

Addressing the issues

Critical information literacy is based on the tenet that:

"Information literacy instruction should resist the tendency to reinforce and reproduce hegemonic knowledge, and instead nurture students' understandings of how information and knowledge are formed by unequal power relations based on class, race, gender, and sexuality. (Ian Beilin, 2015)"

A key theorist in the area of critical information literacy is Jim Elmborg, who addresses the 'literacy' part of information literacy and asserts that it is often omitted from librarianship literature on the topic. Aligning with the work of Paulo Freire (1972), Elmborg (2012) draws our attention to the position that literacy is a loaded term and linked to oppression, and that it is the responsibility of librarians to both be aware of this and design instruction around it. Essentially, we should shift our ideas of what education is and does:

"A critical approach to information literacy development means changing the view of education as the transfer of information, or 'getting the right knowledge into students' heads' to an awareness of each person's agency and ability to make meaning within the library setting." (Jim Elmborg, 2010, p. 71)

And we should all be aware of the power and structures at play in the experiences of those with whom we work:

"Being a literacy worker involves something other than imparting skills. It connects daily work with students, colleagues, and institutions to larger ideological questions about who belongs in higher education and how to make higher education as accessible as possible to everyone." (James Elmborg, 2012, p. 94)

Lauren Smith (2013) aligned research findings on the political engagement of young people with this approach to information literacy, arguing that the skills models of information literacy, such as that from the SCONUL Working Group on Information Literacy (2011), which is used widely in the UK Higher Education context (Buckley Woods & Beecroft; DaCosta, 2010; Jackson, 2012; Jarson, 2010; Johnston & Webber, 2003; Vitae, 2012), do not aid them in critically assessing "the information they encounter and the structures in which the information and knowledge is held" (Smith, 2013, p. 16).

This idea of moving away from prescribed skills models also appears in research linked to learning development. Christina Donovan and Marianne Erskine-Shaw (2019) argue for this, asserting that students need to be at the heart of finding their own academic identity and that this is, necessarily, a social and emotional process, and made even more so when those who come from backgrounds for whom Higher Education is not the given norm are challenged to fit in at university. A deficit model of skills to help someone fit in is not the approach to take, as this only furthers isolation and marginalisation, and maintains the existing privileges of those in the more powerful positions. Instead, the environment itself must be investigated and social and structural changes implemented, with the student's own journey central.

Influencing structural change in practice

My practice is based in an English university. I work full time in a team of 6 academic liaison librarians who are each assigned specific programmes with which to work. We are each responsible for working with all of the staff and students on those programmes on collection development, providing reading lists, providing embedded information literacy in those courses (be it through workshops designed and delivered by the librarian, or through working with the academics to incorporate information literacy into the programme's learning outcomes), and ad hoc tutorials for anyone who wishes to book in for one. I have been researching my practice and how information literacy is viewed and embedded in the curriculum as part of my doctoral research, and much of it centres on the importance of working in partnership with academic staff, in communities of practice (Dean, 2020). I realise this is not the same for everyone, and different libraries and universities have different structures in place. For that reason, I present snapshots of my practice within that context, in the knowledge that enacting them as I have is not possible for everyone, but that they may help either as new ideas for someone else's practice, or as evidence of such initiatives taking place elsewhere, if justifications are needed to try such approaches at one's own institution.

The initiatives discussed centre on the consideration of the structures in academic publishing which lead to the content made available in the traditional scholarly mechanisms of journals and monographs. Elizabeth le Roux (2015) argues that these traditional publications are skewed and discriminatory in terms of race, a North-South global divide and gender. However, these sources are those which are often listed as 'academic' in assessment criteria. Melissa Gustafson (2017, p. 3) recommends, librarians should provide:

"Faculty and students with the knowledge they need to empower themselves as authors and information users in their professional lives by highlighting the problematic issues that exist in the academic ecosystem regardless of discipline or experience."

Although I would go one stage further and say that, as an academic librarian, I should be working in conjunction with colleagues and students and be committed to learning from them too. I am not the expert here. But I do have a responsibility to take on the labour of highlighting inequalities, and I am in a position in which I can lobby and work with others to implement change.

A simple way of highlighting that these hierarchical structures exist is to outline a few accounts from those who have been affected; the first step in empowering students to:

"Be able to reflect on the implications of how[…]knowledge is historically constituted and reproduced, to understand the racialised, gendered and classed contexts in which it developed and to notice the silences and exclusions upon which it establishes its authority." (Anita Rupprecht, 2019, p. 16)

This is ideal for those situations where you are offered a small amount of time in a timetabled session, or it can be an introduction to the topic at the beginning of a more interactive workshop. I have a set of slides with an overview and key quotes from various perspectives (disabled people, LGBTQ+, women, people of colour) and I have been able to use them in a variety of subject areas and situations. I have highlighted three examples here to which I return repeatedly and tend to form the core of the presentation.

I have already referred to the work of Sara Ahmed here and her blog is an easily accessible account of structural inequalities she has encountered. I mean easily accessible in terms of its lack of paywall and in its content, and I will return to both of these issues later in the chapter. There is one specific blog post, 'On making feminist points' (Ahmed, 2013b) which is powerful in highlighting marginalisation and focuses on citation as a method via which women, and especially women of colour, are excluded from the norm. The first post on the blog , 'Hello feminist killjoys!' (Ahmed, 2013a) gives a list of questions which ask about experiences, e.g. it asks if you "Will point out when men cite men about men as a learned social habit that is diminishing", or if you "Will use words like sexism and racism even if that means being heard as the cause of bad feeling".

Shelley Tremain is a philosopher who writes on the subject of ableism in philosophy. Her blog post on citation practices (Tremain, 2018) highlights how they exclude and discriminate, both deliberately and accidentally, with the end result being that disabled philosophers, such as the author, miss out on due recognition and academic opportunities.

A third core source to which I tend to return is a report by Nathan Hudson-Sharp and Hilary Metcalf (2016), which reviews evidence of inequality for LGBTQ+ people in the UK. It's a detailed report, certainly compared to the blog posts, but the section on education (pp.11-29) is a good overview of key barriers faced by the community in the education sector. It is accessible online without payment via the UK Government website and the conclusion that "Heterosexism and heteronormativity is prevalent in educational institutions", leading to "the alienation of LGB students" (p.11) is a central point which needs addressing. It also comes from an analysis of research literature, and is published as a formal research report, which contrasts with the blog posts in terms of the presentation format used. Again, this is a deliberate strategy as it allows me to introduce the concept of reports which analyse existing literature, the lenses such reports take, who commissions them, and the research strategies they employ. The fact that this report is commissioned by the Government Equalities Office means that we can discuss how it links to the Government's record on equality and consider the greater policy context.

In addition to these three sources as the core of the presentation, I include others according to the particular situation. Helen Kara's blog is a further example of accessible writing from an established researcher. The post on 'Working With Indigenous Literature' (Kara, 2017) is a good introduction to challenging the assumption that the Euro-Western research tradition should be the accepted norm, but it differs from the previous blog posts I have mentioned as Kara is not writing as a member of the Indigenous community. It must therefore be introduced on that basis, acknowledging that this is an outsider's view, but that it is helpful in understanding the key issues in this area. To ensure the voices of Indigenous Peoples are included, I combine it with blogs from those perspectives, relevant to the subject area, such as the work of Puawai Cairns (2020) who writes on working in museums as an Indigenous Person. The content on both of these sites is very helpful in challenging the assumption that written traditions and forms are more 'academic' than others, such as oral histories.

A further blog post I often include is 'The Institutionalized Racism of Scholarly Publishing' by Ryan Regier (2018), which looks at the systemic racism linked to journal publication, the misplaced assumptions often attributed to open access titles as predatory journals, and the problems associated with the prioritisation of English as the language of research. Similarly issues of power and colonialism in Eurocentric reading lists are addressed by a blog post by Tin Hanane El Kadi (2019) in relation to the status of African scholars in academic publishing.

Drawing out inequalities in publishing, both generally and in academic terms, is a useful way of addressing a couple of points. Firstly, it demonstrates that there will be gaps in coverage. Secondly, it gives a pertinent introduction to addressing issues of what can be used as an 'academic' source and whether being too prescriptive in this means that students are being discouraged from addressing key issues because they are being directed to use textbooks and journal articles only. There is still an antipathy to 'online' sources in some areas, and this needs to be unpicked.

Sara Ahmed's blog posts which I have already cited, and those of Zuleyka Zevallos whose work I will expand upon later in this section, are written 'academically'. They cite influences throughout, and draw on theorists, research and experience to reach a conclusion. However, they are not viewed as ‘academic’ according to marking criteria in place for many courses. They are published online and they are not a textbook or a journal article. But they are written reflectively and with reference to influences. They are written by someone who also publishes books and journal articles, and the content is not very different. What makes one ‘academic’ and one not? Why are we still assigning ‘academic’ to item types rather than content and fitness for task? What happens when the route to publishing in those ‘academic’ outlets is blocked to the very voices calling out the inequalities in that system? As a librarian, I believe I have a responsibility to at least point this out (at the very least), and to show that peer review does not automatically equal a ‘good’ source.

I support students on courses where there is a marking scheme in place which states that students must use a minimum number of ‘academic’ sources, and where what makes an ‘academic’ source is prescribed by the programme team. Usually, these are stated as textbooks and journal articles. This throws up the problem of privileging format over content. Elizabeth le Roux (2015) examined the scholarly publishing industry and uncovered practices which indicated that discrimination linked to race and gender does indeed occur, based on studies in the United States, United Kingdom and Sweden, with “unfair reviewing practices, unethical behaviour, exclusion from the ‘old boys’ network, and other constraints on time and research” (p.703). An issue which Ahmed raises is that of reliance on a small number of authors regarded as canon as influences in peer review, something backed up by Relebone Moletsane, Louise Haysom and Vasu Reddy (2015, p. 768) who write from a South African perspective in critiquing peer review in research journal publication:

Within much of northern scholarship there has been significant homogenisation, with the tendency to be indebted to the promotion of canonical scholar, while remaining unaware or oblivious (perhaps even ignorant) of underrepresented voices[…]knowledge production is consequently tilted in such a way that it enhances the politics of skewed citationality.

The assumptions inherent in review are further questioned by Helen Kara (2019) in her work on reviewing Indigenous literature, highlighting concerns that something regarded as common knowledge for indigenous peoples will be questioned by euro-western reviewers.

This has also been raised by sociologists such as Zuleyka Zevallos (2019), who questioned how an editorial board of a journal claiming to be a leading title on race studies can have a lack of diversity in its make up:

Any anti-racism endeavour, including a journal that functions as the beacon for ethnicity and race studies in the English language, should operate through anti-racism principles. Having five White-presenting editors and managers calls into question the leadership and anti-racism practices of the journal. The journal is replicating the racial hierarchy that keeps Black people out of academia. White people control access to scholarly publication, to the extent that uncritical, anti-Black scholarship makes it past peer review.

Further to this, there is an issue of privileging the written word to be addressed. Eamon Tewell (2019, p. 173) specifically recommends that librarians acknowledge and address that information is "not just limited to the textual or verbal but also visual, social, embodied, and often deeply personal". As Helen Kara (2019) points out, verbal evidence is often used in other contexts, such as in giving evidence in court, but it is easily dismissed in academic circumstances. This disadvantages communities where the written word is not a dominant part of their culture or life. It also means that we are discouraging students from using sources where marginalised communities may have 'published' their work, after finding blocks in the traditional methods, or not taking into account cultural and structural barriers to being able to consume information in written format, something addressed by Dave O'Brien and Kate Oakley in their study of cultural value and inequality (Oakley & O'Brien, 2017).

There is, therefore, a balance to be struck. I do not wish to disadvantage students by advising they can use resources which will not be marked as suitable by their tutors. However, maintaining this status quo results in further marginalisation. I can endeavour to work with academics on changing these requirements, but changing established procedures takes time. What I have tended to do, whilst trying to lobby for change, is to recommend that the students find sources which do fit that criteria, but point out some of the issues involved with their use. I encourage the students to supplement the resources used with other sources, and we work in partnership to employ them critically in their work.

Initiatives: workshops and research projects

The first workshop I designed linked to the issues of power and structural influence on reading came about after being asked to give input to a level 6 (final year undergraduate in England) module on a programme on Educational Development. Given that this programme itself looks at inequalities in educational systems, its link to critical information literacy work is more obvious than it may be in other subject areas. The module leader had recently taken over the course and was aware that the recommended reading was not as inclusive as it could or should be. There was no requirement to use a minimum number of official academic source types. Indeed, the nature of the programme means that other types of sources such as Government policy papers are used just as much as textbooks and journal articles. However, the content of the reading for the module was predominantly provided by white, male authors from the UK and USA. The students themselves all work in the education sector (the programme is designed to integrate with those who are in employment and wish to gain the associated degree qualification to their roles) and so we were also aware that they would have experience and valuable recommendations to make in this regard.

I documented the session itself on the blog we use to share information literacy inputs and ideas at my workplace (McCluskey Dean, 2018) and the following description is based upon the post I made there.

Workshop run for level 6 Participation and Voice module, Development of Education for Children and Young People programme

The module's aims were to:

- Critically explore values and concepts such as voice, participation, social responsibilities, agency, power, government, democracy and citizenship as the underpinnings for the active participation of children and young people and families in decision-making;
- Recognise the importance of listening to the views of children, young people and families and their rights to have a voice and to be heard in matters that have a bearing on improving their lives;
- Examine how practitioners and policymakers listen to and understand the worlds and experiences of children and young people across different services and agencies;

- Enable students to critically reflect on, and evaluate, participative practices with children, young people and families in their settings.

When I began to design the session, I thought it was a great opportunity to take this analysis of participation and voice and apply it to the design of the course they were undertaking themselves, as well as taking a critical look at curriculum design in Higher Education more generally. I didn't want to make this a one-way lecture from me, so each topic covered involved discussion with the group about their experiences. I considered it a part of my critical library pedagogy approach to encourage participation and not to have my voice dominating; it would not align with critical information literacy to conduct a session on voice and then make it all about my perspective.

I decided to take a step-by-step approach to various aspects of the Higher Education landscape which influence curriculum design, and reading lists more specifically. The ones I chose to focus on were: research conferences and the people who generally present at them; the theorists chosen for core readings on programmes; citations and references; and who works in Higher Education (and why). The key points covered therefore were,

- background theory,
- who is marginalised?
- how are they marginalised?
- specific examples.

I personalised the introduction by explaining how I had been researching inequalities as part of my investigations into information literacy in Higher Education and using the work of Elmborg (2012) as a key theory. Elmborg states that it isn't enough to explain how to find and evaluate information; that the agency of the individual researcher and their background and situation needs to be acknowledged, and that the power structures inherent in information production and use should be explored and critiqued.

I picked blog posts and articles by scholars and academics in different arenas to identify examples of how Higher Education marginalises. These are by no means exhaustive, and were used as a starting point for discussion. It was also noted that much of this discourse is emerging in blog posts and on similar forums – this allowed for a critique of the traditional publishing methods of books and journal articles in academia. I used quotes directly from these sources as I believe that the voices of the authors are important:

- Women (Ahmed, 2012, 2013b)
- People of colour (Ahmed 2012, 2013)
- Indigenous Peoples (Kara 2017)
- Disabled people (Tremain 2018)
- LGBTQI+ people (Hudson-Sharp and Metcalf 2016)

I then gave examples of how people are marginalised:

- Make-up of panels at conferences (Ahmed 2012, 2013)
- Reading lists (Ahmed 2012, 2013; Kara 2017)
- Use of citations in gaining/keeping academic jobs (Tremain 2018)
- Reference lists (Netolicky, 2018)
- Scholarly publishing and discovery (Mongeon & Paul-Hus, 2016; Regier, 2018)

This gives just a few examples of how marginalisation takes place. There are many more in the sources I used, so I would recommend investigating them separately. Likewise, I encouraged the students to read the original works after the session, to see if they felt I had represented them fairly, or to critique them. Since the workshop first ran, there have also been more reports on diversity in publishing, especially that of Amanik Saha and Sandra van Lente (2020), which need including in future sessions. This report details clearly that there are barriers in terms of access, the narrow view of the audience for works and prejudice in views of 'quality' in that work.

I introduced the open letter written in 2017 by students at the University of Cambridge ('Decolonising the English faculty', 2017) where they detailed their needs to see the curriculum decolonised (specifically in relation to the literature course), and a response by literature academics here at York St John, outlining their approach to teaching literature in terms of decolonisation (Evans & Lawson-Welsh, 2017). Since this workshop last ran, another academic colleague, Janine Bradbury, has embarked on an initiative to go into editing herself in an effort to provide a route for "Black womxn writers" (Bradbury 2020) to showcase their work as the barriers are so great elsewhere. I have now added this to my workshop as both an example of the barriers and how Black women writers themselves are having to take on the labour of editing and publishing in trying to break the barriers down.

Noting that unpicking structural influences on reading lists is just one small part of decolonisation (see the report put together by Claire Alexander and

Jason Arday (2015) for the Runnymede Trust for a number of different voices and considerations of this), the students and I discussed a specific module on their own course that they were currently studying on global approaches to education. The reading list for this has changed enormously from the list that went through validation[4] to the one being used now[5] and we looked at how it had been developed to ensure it was not portraying global views from a very narrow perspective, and how it could evolve further. At this point I would also add in the aforementioned report by Saha and van Lente (2020) on the publishing industry.

Reflection on this workshop

Immediately after the session, I reflected that, as much as I wanted this to involve discussion with the group, simply inviting it didn't seem very effective. Next time I run this, or a similar, session, I think a structured task would help with this. It could be individual or group, and involve close analysis of a couple of reading lists, with some prompts, or the analysis of an article which claims to represent the views of a specific group, but doesn't. The tutor with whom I worked helped with the summing up of the session, and said she wanted to see critiques of the resources used in assignments—in relation to whether the voice of the group they claimed to represent was included adequately, or whether it was someone from outside of that group just claiming to know what was required. From that point of view, I think the session met its aims.

It is likely that anyone from a marginalised group would feel disinclined to speak up if they felt intimidated or have had experience of having their input ignored. I now add an anonymous online posting option in advance of such sessions, with questions linked to the content of the session, where contributions can be made. It still does not answer the problem of this being easily attributed to a member of a class, if they are in such a minority that it is obvious, and this may not be a desirable, or indeed safe, outcome for them. I am in discussion with representatives of the groups involved in the IAMplify project at my workplace (York St John University library,

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[4] https://rl.talis.com/3/yorksj/lists/D9850BFB-901E-A107-43FE-AEDF0491DCAE.html

[5] https://rl.talis.com/3/yorksj/lists/B7EFDBF3-E791-F784-A981-5BEAD0210C98.html

2019) to establish procedures to address this, and I draw upon the advice on safe spaces available, such as that offered by Lesley Nelson-Addy (Nelson-Addy et al., 2020). In the meantime, I make it clear that contributions can be kept for my eyes only if that is what is preferred, that it is not compulsory to post full stop, and we can keep to general topics of raising awareness in class.

Another issue that I may include in this session in the future, and already include in other sessions for education courses, is that of access once the students have graduated. Many of the students on these courses are studying for a professional qualification and will need access to research once they enter the workplace as a teacher or childhood/youth professional. However, their access to many of the research journals to which we subscribe will be withdrawn once they are no longer a current student, because that is the basic condition of many academic subscription licences. I am, therefore, doing them a disservice if I don't point this out and point them in the direction of Open Access sources which are accessible without an academic affiliation. In the UK, we often point students in the direction of services such as the Directory of Open Access Journals (DOAJ), UnPaywall and core.ac.uk, where Open Access sources can be found. Often these are not journal articles. Rather, theses, one-off research reports, conference presentations and preprints of articles then published elsewhere are more likely to be found in core.ac.uk searches. And blog posts, as already mentioned, are available to all and found readily in a normal web search.

I also endeavour to link the reading list issues to wider issues of representation in terms of the concern I have previously mentioned of children's literature. Being a librarian who works with courses where students are working towards professional education qualifications means that I have an extra opportunity to have an impact. I have taken the simple step of taking 5-10 minutes to discuss representation in our school library collection, which includes children's and young adult literature for students to use on placement or in their own families, with any group I have for workshops. I invite their input to how we add to the collection, linking to a reading list of current sources (for example, the titles we have added with a focus on LGBTQ+ issues or with LGBTQ+ characters[6]), backing it up

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[6] https://rl.talis.com/3/yorksj/lists/D72148F5-9F24-625C-F10B-9E887335B7A1.html#96042D3A-1F0F-E0B5-EDD3-6AE8E87CC25C

with research such as that from Hudson-Sharp and Metcalf (2016, p. 17), which specifically mentions a lack of LGBTQ+ representation in school libraries as having a detrimental effect on inclusion.

Other applications

My example here is centred on a set of education programmes, which lends itself to critical approaches to reading by the nature of its content and aims. However, the structural inequalities in publishing will impact on areas across Higher Education. Health is another area in which it can be explored, with reference to current news stories. There have been news stories in 2019 in the UK of the higher risk that Black people face when giving birth, possible reasons including research not taking them into consideration, plus other structural inequalities such as access to health care and their relationships with health professionals (Alvaro Alvarez, 2019; Emma Kasprzak, 2019; Vic Motune, 2019). The original report, upon which these stories are based, states that "Research is urgently needed to understand why Black women are five times more likely and Asian women twice as likely to die compared to white women." (Marian Knight et al., 2014, p. i).

As this chapter is being written we are experiencing a global pandemic and it is apparent that COVID-19 is disproportionately affecting "BAME populations in lower socio-economic groups, multi-family and multi-generational households" (Razaq et al., 2020), and that "Black males were 4.2 times more likely to die from a COVID-19 death than White males."(Public Health England, 2020, p. 40). Alongside this there is controversy about the UK Government's unwillingness to admit and act upon this evidence and link it to structural racism, highlighted on the Channel 4 news, a national network television channel in the UK (Darshna Soni, 2020). It is clearly imperative that those studying health learn lessons from this situation and put measures in place to improve it, and exploring the structural inequalities in the research available is a key way of doing this.

It is a concern that has also been taken up by two of my colleagues in Criminology. Kelly Stockdale and Rowan Sweeney tackled the issue of marginalisation by producing a matrix which allowed students to reflect upon whose voices were prominent in their course (Stockdale & Sweeney, 2019). Students were asked to recall key theorists and researchers of which they were aware, and then these were plotted on the matrix in relation to gender and race. Overwhelmingly, students recalled white cis men, and then reflective discussion took place as a result. Students gave reflections such as:

"I'll definitely be looking more into female and more non-binary people[…]people from different ethnicities, 'cause I think that is what could make an assignment a bit more enjoyable[…]you don't actually understand until it's shown to you." (Stockdale & Sweeney, 2019, p. 95)

"It'd be nice to be able to have different people's opinions and different people's backgrounds in your essays. They might have been through[…]different things. Especially maybe talking about the topic of police or something[…]a male and female, or a male and non-binary gender would obviously have different experiences, but we mostly know just white male." (Stockdale & Sweeney, 2019, p. 95)

Given the established structural inequalities in the criminal justice system (Bryan Warde, 2013), it is imperative that this is addressed. Chris Cuneen and Simone Rowe (2014) give the example of the over-representation of indigenous peoples in the Australian criminal justice system as one which is reflective of its colonised nature and the importance of understanding that this is an ongoing political, social and economic situation which needs addressing through a change in research and practice approaches. Gabriella Beckles-Raymond (2020) asserts that the linking of British identity with whiteness leads to institutional racism and inherent anti-Blackness, and that:

"Institutional strategies require us to change the institutional and structural systems of rewards and punishments that make ways of being in the world that are constructed as white acceptable, preferable and superior and ways of being in the world that are constructed as black unacceptable, devalued and inferior. If our institutions purport to serve the public good then they cannot be predicated on whiteness/Britishness as goodness." (Beckles-Raymond, 2020, p.185)

Stockdale and Sweeney (2019, p. 85) expand up on this by asserting that it should be the purpose of Criminology research and study to seek "to understand and incite positive change to the inequalities and injustices experienced by vulnerable and marginalised social groups". They state further that the adherence to a core body of theory has resulted in "marginalisation of certain voices[…]and distorted the production of knowledge in relation to key criminological topics and issues" (2019, p.

85). It is vital that the reading set in universities is part of this needed change.

Lessons learned and ways forward

The examples I have given here, linked to my values and experiences, are specifically based upon my practice. They are presented in the context of an English university and my role in that university, and provide a snapshot of some of the ways in which I try to ensure marginalised voices are amplified, within the restrictions of working within a professional services role, alongside academic colleagues. It is not a representation of all of the work that is going on in this regard in my workplace; I have colleagues from across the institution working to similar ends and I must acknowledge how pursuing these particular approaches are made easier for me because I know it is part of a wider set of policies and initiatives. Similarly, I am aware that I am far from alone in employing such approaches in my practice as a librarian. Nevertheless, I hope that the sources I have used, and examples of how these have been employed, will provide others with ideas for their own practice, or evidence to help justify including such approaches to management in their workplaces.

With this in mind, however, I still believe that there are initiatives that librarians in any context could take forward, altered for their own specific circumstances. A key outcome of my doctoral research was the discovery that there were academics and professional staff across my university who had values and practice linked to critical information literacy (Dean 2020). Any efforts to uncover these, be it through formal research, or informal discussion, or the establishment of an online platform for the sharing of concerns and ideas, will be valuable in making connections with those who have some influence on curriculum content and delivery. The Criminology research I mention in this chapter would never have come about if I had not been able to present, with my colleagues, on critical information literacy in a university learning and teaching meeting. I would not have been invited to that meeting if the member of senior management in charge of it had not been sent information about my blog for sharing information literacy practice. Any connections made have the potential to grow and influence.

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6. Dismantling the Language of the Oppressor: A Scalable Critical Pedagogy Activity. Lori A. DuBois, Christine Ménard, Emery Shriver

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Inspired by *Algorithms of Oppression* (Noble, 2018), the *Critical Library Pedagogy Handbook* (Pagowsky & McElroy, 2016), and the *Framework for Information Literacy for Higher Education* (Association of College and Research Libraries [ACRL], 2015), the critical pedagogy activity we designed interrogates systems of oppression in library research tools and challenges students to reflect on the emotional aspects of their research experience. In this chapter, we discuss how we developed and adapted the activity, reflect on why it has been successful at our institution, and connect it to critical pedagogy theories. This activity is a nice entry point for librarians who are new to critical pedagogy, and due to its scalable nature, it can easily fit within the time constraints of the ubiquitous one-shot library instruction session.

Origin Story

The activity was first developed for *Ways of Knowing*, a sociology and anthropology methods course open to majors and non-majors from all class years. The central question of the course, "how do we know what we know?" offers a variety of interesting opportunities for exploration and discussion, thus making this course a long-standing favorite for library instruction. With multiple professors teaching the course on a rotating basis, library instruction sessions have greatly varied over the years. These sessions have ranged from presentations on the social structure of information, to ethnographic sessions studying library structures, to traditional searching sessions. In the spring of 2018, upon the arrival of a new tenure-track professor and first-time instructor for the course, the Anthropology and Sociology Librarian saw an opportunity to develop a session that would align the librarian's interest in critical pedagogy and the course's goal of critical societal reflection. Building on the course's core question, the librarian suggested a session centered on the critical examination of library search tools. Using Safiya Umoja Noble's TEDx Talk (2014) *How Biased Are Our Algorithms?* as a conversation starter, the librarian encouraged the professor to consider the fact that search tools, even library catalogs and databases, are inherently biased and, in turn, perpetuate biases. Intrigued by the prospect of studying search tools as objects of sociological inquiry, the professor agreed to dedicate a 75-minute class to the library instruction session. Learning outcomes for the session included understanding search engines as cultural artifacts that influence searchers' behavior and applying evaluation criteria to counter search tools' biases.

The instruction session was scheduled in the course classroom, a room with a projector and limited flexibility for group work. In preparation for class, students were asked to watch Noble's talk and to bring a laptop to class. The session was divided into three interrelated sections:

1. Catalog searching. A 10-minute search demo and discussion of the library's discovery tool aimed at drawing attention to the use of ranking analytics and the problematic nature of proprietary algorithms.

2. Database searching. A 20-minute active learning exercise in which students working in pairs were asked to examine search result rankings in Sociological Abstracts, Anthropological Literature, and Google, and then compare the subjects assigned to Paul Silverstein's (2005) article "Immigrant racialization and the new savage slot" in the two library databases.

3. Where does Google fit in all this? A 10-minute discussion of Google's ranking strategy and the frenetic modification of their algorithm.

The session ended with a discussion of Noble's talk and Hans Rollman's (2018) review of Noble's book.

The class discussion was lively and engaged. Interrogating search engines was appealing to sociology and anthropology students who are training to reflect critically on social structures. The librarian and professor were pleased to see students starting to grasp the imperative of being proactive and strategic searchers (e.g., by using discipline-specific terminology), but the most impactful outcome of this session was students' realization that all search tools and controlled vocabulary systems are created by people and as a result generally reflect Western ways of knowing and biases. This realization came as a surprise to several students, shaking their beliefs that equated technology with increased neutrality. Combined, these three units provided an effective learning arc that enabled us to gradually demonstrate the existence of biases in classification schemes and search engines.

Adaptations and Evolutions

When the Anthropology and Sociology Librarian shared their experience with the instruction team, we immediately saw ways that we could adapt the database searching portion (see lesson plan below) to a broad range of courses and disciplines. Instead of using the original article, we often select an article relevant to the specific course we are teaching. For example, for each section of *Introduction to Africana Studies*, we selected articles which enabled different comparisons and discussions. In one section, we used Michael George Hanchard's (2004) article "Black Transnationalism, Africana Studies, and the 21st Century," a course reading students had already discussed in class. In this iteration, students were asked to reflect on that reading, consider how they would categorize the content of the article, and compare their terms to the subjects found in library databases. In another section, we used James A. Manigault-Bryant and LeRhonda S. Manigault-Bryant's (2016) article "Conjuring Pasts and Ethnographic Presents in Zora Neale Hurston's Modernity," which was co-written by the professor of that course. In this version, the faculty member participated in the class discussion by sharing her experience with choosing keywords for the article and her thoughts on how the work is represented in the library databases. In our Africana studies, Latinx studies, and women's, gender, and sexuality studies courses, where the majority of students in the course are from minoritized groups, the class discussion focuses on acknowledging that the terminology used in the databases can be problematic or offensive, and could have an emotional impact on the researcher.

In addition to having relevance across disciplines, the database descriptors activity is scalable for varying class session lengths and adaptable for different classroom settings. It can stand alone as a 20-minute visit to a course classroom with no technology. In this case, we provide the first page of the article to highlight the author's keywords and use printouts of the records from multiple databases instead of searching the databases directly. In this version, the discussion focuses on how the terminology used affects searching.

For full 75-minute class sessions in the library's computer classroom, we have expanded the lesson to address the "Information Creation as

Process" and "Information Has Value" frames of the ACRL *Framework for Information Literacy for Higher Education*. In addition to comparing the controlled vocabulary used in the database, we ask students to research and discuss who produces and sells the database, who creates and maintains the controlled vocabulary system, and how materials are selected for inclusion in the database. Through examining the database creation process, students can see the power database companies wield in determining what voices are heard and valued, and how these companies' decisions affect researchers.

Beyond our usual hands-on library instruction sessions, the database descriptors activity has also enabled us to reframe our pedagogy. We have been able to take on a new role as guest lecturers focusing on connecting library practices to course readings on critical theory and discipline-specific theoretical frameworks, rather than simply building traditional library research skills. In *Trauma and Memory*, an Arabic studies course, we designed two exercises that focused on how libraries, publishers, and translators contribute to and frame the construction of a discipline (Arabic literature) through classification systems and taxonomies. Engaging the question of whether one should speak of "Arabic literature" or "Arabic *literatures*," students working in groups searched the library catalog and located the call number for an assigned literary text from the course. Upon comparing the call numbers, we explored why four works of Arabic literature were in different sections of the library (Romance languages, English literature, Arabic language, and Asian history). This led to a lively discussion about the process of assigning call numbers—its arbitrary nature, potential for bias, and the construction of meaning that classification can enable. In the second activity, all groups searched for the same book but in different library catalogs (WorldCat, Williams Libraries, British Library, and Al Akhawayan University Library). Students were surprised by the variety in terminology and the number of subjects assigned. This realization led to a dialogue about the socio-political practices of classification, specifically how the legacy and language of colonial power structures perpetuate oppression. We also discussed how this classification influences the contemporary cultural production of marginalized groups and the academic disciplines that study that work.

In a course called *Power, Feminist Style*, we co-taught with the professor the class on Foucault's concept of productive power and the cyclical relationship between power and knowledge: power produces knowledge, and knowledge reinforces power. We facilitated a discussion about how systems of power affect ways of knowing, and the creation of, distribution of, and access to knowledge. In addition to comparing different representations of the same source in multiple databases, we shared examples of offensive and biased Library of Congress Subject Headings (LCSH), such as "illegal aliens," "women rock musicians," and "male prostitutes" (see Berman, 1971/1993 and essays in Roberto, 2008 for further examples). Unpacking the challenges of library classification terminology led to an animated class discussion about how language can reinforce and perpetuate systems of oppression. The class talked about how the dominant person or group holds the power to describe produced knowledge. The act of classification creates access points to knowledge, but the taxonomy can also reproduce power dynamics and contribute to external prejudice and internalized oppression. For many students in the course, this epiphany shattered preconceived notions of library neutrality, while simultaneously empowering them to recognize their own role in the expression of power through knowledge creation and distribution.

Reflections

Although the concept of critical library pedagogy is not new, recent changes in our profession and on our campus prompted us to consider integrating this approach into our teaching. Our transformation began with the release of the *Framework for Information Literacy for Higher Education*. The *Framework*'s emphasis on building a flexible foundation rather than a prescriptive skill set, along with an increased focus on student responsibility and faculty collaboration, has offered new ways of thinking about information literacy instruction. For many of us on the library's instruction team, examining our praxis through a different lens has been a welcome opportunity, and we have been eager to explore how we could incorporate the new framework into our teaching.

At the same time, our campus has been experiencing a massive faculty turnover. Over the next decade, the College has projected that we will replace 40% of the faculty due to retirements. In the last few years alone, we have welcomed more than 35 new tenure-track assistant professors. Additionally, due to Williams' generous leave policy and fellowship programs, as many as 40 temporary visitors have joined the faculty each year, exposing us to new approaches and ideas. The presence of many new faculty has offered us the opportunity to initiate conversations about how we teach, and we have found that many of these faculty have been open to, and even excited by, the ideas and methods of critical pedagogy.

Along with the transformations in the faculty, the campus climate has also been changing as the College, like many of its peer-institutions, has struggled to acknowledge and come to terms with its colonialist past. Campus-wide discussions surrounding building names, public art honoring missionary work, and land acknowledgments have created an environment which has encouraged reflective practice.

Crucially, a recently-hired, social justice-oriented librarian, who organized a critical library pedagogy reading group, has helped us turn our reflections into action. The concepts and theorists we encountered in the reading group made us realize that much of our student-centered instructional design could already be considered critical pedagogy; learning critical theory simply gave us the vocabulary and framework to describe what we were doing. For example, in *Teaching to Transgress*, bell hooks quotes Adrienne Rich: "This is the oppressor's language yet I need it to talk to you" (1994, p. 167). For hooks, this quotation evoked the experiences of enslaved Africans, who learned standard English to facilitate communication and enable resistance. To enslaved people, English was both an "alien tongue" and the language of oppression, yet it allowed them to begin to reclaim their power (p. 169-170). We see library classification in the same way that hooks saw standard English. It evolved within an oppressive system of structural racism and continues to uphold and perpetuate structural racism today. For students to be effective researchers, however, they must learn this alien tongue to communicate with library catalogs and other search tools. Or, to echo Adrienne Rich, LCSH is the oppressor's language, yet students need it to talk to the catalog.

We also see connections between our database descriptors activity and Foucault's writings on discourse, power, and knowledge. Michael Olsson (2010) interpreted Foucault's definition of discourse as "more than just a way of talking—rather it is seen as a complex network of relationships between individuals, texts, ideas, and institutions, with each 'node' impacting, to varying degrees, on other nodes, and on the dynamics of the discourse as a whole" (p. 65). Discourse communities are formed from both a shared recognition of "truth" and an agreed-upon way in which that truth can be discussed. These accepted truths comprise knowledge, which is linked to power, because they are linked to the same social processes (p. 66-67). Applying this concept to library and information science, the words library search tools use to describe sources (subject headings and descriptors) become communal knowledge and help form a discourse community (those in the know), which inevitably excludes others (those not in the know). Moreover, communal knowledge is used to construct meaning. These descriptors are "true" because they are accepted by the discourse community.

Discourse communities can affect the experience of the researcher in a few ways. First, researchers are subject to the power/knowledge constructed by the discourse community, and they must conform in order to feel included and to be productive. A researcher must learn the language of a discipline to both find sources in the discipline and to appear to be a legitimate scholar in that discipline. Furthermore, the language used to describe minoritized groups can lead to internalized oppression or further marginalization. Seeing your identity inaccurately described by those in power, or failing to see your identity represented at all, can have a detrimental emotional effect on those who are already underrepresented in academia.

These same concepts can be applied to our own exploration of critical pedagogy. In acknowledging various ways of knowing, we are able to recognize the value of our own personal and professional experience, and to assign authority and validity to our own definition of critical library pedagogy. For us, the activity we are writing about is critical pedagogy because it involves turning the lens on the practice itself, openly questioning the structure of the tools that shape us as librarians, reflecting on and improving our practice, and foregrounding the emotional experience of the researchers we serve.

Conclusion

Through this critical pedagogy activity, we hope to empower students as searchers and as potential change agents in advocating for transformations in indexing and the publishing industry. While these goals are lofty, some students have taken up the advocacy challenge. In one class session, a student noticed that the JSTOR "Mission and History" page described one of their programs as providing "free or very low-cost access to more than 1,500 institutions in Africa and other developing nations." The student sent an email to JSTOR chastising them for referring to Africa as a country and requesting that they fix this error. Within the day, the student received a response acknowledging the error and reporting that the sentence had been changed. Not all companies will be as responsive as JSTOR was in this example, but through this activity we have helped to open students' eyes to the possibility of critiquing research tools and taking action to dismantle systems of oppression.

While our first goal was to empower students, the development of the activity has also had unintended, yet welcomed, consequences in regard to empowering ourselves. What started as a single activity for one class session became a catalyst for a deep transformation of our instruction program as a whole. With every iteration of the lesson plan, librarians have actively reflected on their teaching practice and expanded their fluency in critical pedagogy. Along the way, instruction librarians have more frequently sought out the expertise of catalog librarians to interpret classification practices, improving our understanding of cataloging standards. These conversations have also resulted in more inclusive library practices in areas beyond instruction, such as the language we use in our library catalog. Undeniably though, the biggest gain lies in the manner in which librarians have grown more comfortable discussing pedagogy with faculty. Rather than focusing on skill-building, we have been able to frame our instruction in terms of critical theory and disciplinary content, an approach that is appealing to professors and has led to expanded library instruction offerings.

Looking to the future, we will continue to expand the applications of this critical pedagogy activity. We are especially eager to explore how it could be integrated into instruction sessions in the sciences and special collections. However, we realize that we need to be strategic in how we deploy the activity throughout the curriculum in order to avoid students being exposed to the same exercise in multiple library sessions. Building on the librarians' shared interest in countering language-based systems of oppression, we also hope to expand our work beyond library instruction, looking, for example, at user-generated tagging of library resources, another way of empowering students (and librarians) to transform biased taxonomies. Above all, we hope that the momentum generated by the development of this teaching activity will motivate us to be the change agents that we are encouraging our students to become.

Lesson Plan

20-Minute Database Descriptors Critical Pedagogy Activity

Learning Outcomes

- Explain the use of subject headings and descriptors in order to construct an efficient search strategy
- Discuss how controlled vocabulary and mainstream publishing affect search results and voices/points of view that can be discovered

Materials

- An article relevant to the course (link to the article or copy of the first page)
- Computers with Internet access to search for the article in library databases, or printouts of the records for the article from one or more library databases
- Slide with discussion prompt or guided exploration worksheet (see Appendix A1 and A2)
- Word clouds showing the terminology used, with each database highlighted in a different color (optional; see Appendix A3)

Preparation

- Choose a relevant article that shows differences in subject terminology across databases. To identify an article that is represented in more than one database, you could conduct federated searches in your databases, consult *Ulrich's International Periodicals Directory* for where the journal is indexed, or search WorldCat.org.
- Create the word clouds containing database descriptors (optional)

Session Instructions

- Students working in pairs or small groups

  Compare: the author-supplied keywords for the article to those assigned by the database.

Discuss: What differences in descriptive terminology do you notice? What reasons might be behind these differences?

- Students share with the larger group what they found in their assigned database and thoughts they had about the differences. Librarian projects word cloud for each database as students discuss (optional).

  If not provided by the students, librarian shares some of the reasons for the differences:

  - Subject terms are discipline-specific
  - Some tools use controlled vocabulary (e.g., ERIC); discuss how these tools are created
  - Human indexers vs. machines

- Wrap-up discussion:

What is a database? What makes them different from Google?

How does what you learned today impact how you will do research in the future?

Conclude with Elements of Search visualization (Polkinghorne, 2016, p. 82)

Assessment

We use one-minute student reflections as a way of assessing student learning. We have administered the reflections using various formats, including on paper, using Google forms, and through Poll Everywhere (see Appendix A4). When using Poll Everywhere, we simply ask "what is one thing you learned today?" Student responses usually indicate they have learned that library research tools are not neutral. One student wrote, "It certainly makes me more aware of how library research tools can be biased, but it does not deter me from doing research in general. The necessary resources are still out there; you just have to be more willing to spend the time to find them." Students also acknowledge needing to change their approach to searching: "I will consciously look for sources that give different points of view and be aware that the information given to me may be curated."

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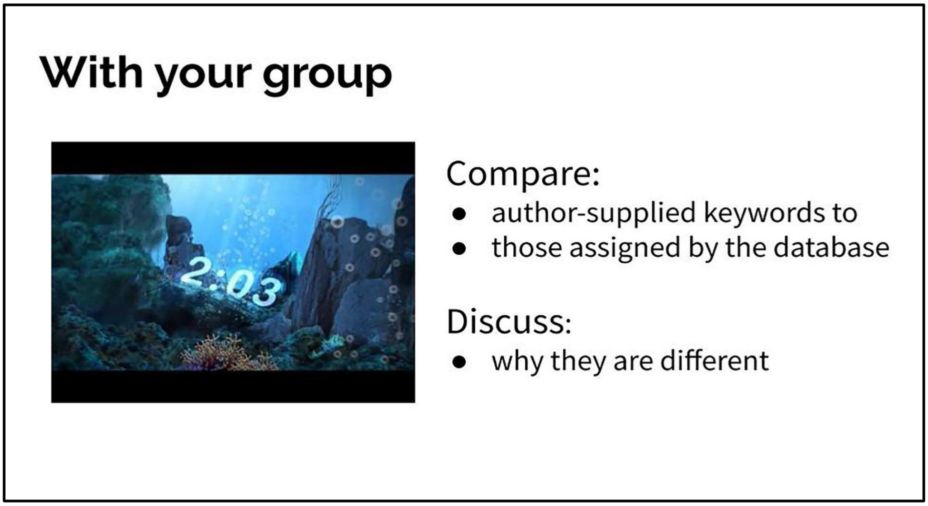
Appendix

A1: Example Discussion Prompt Slide (20-minute class session)



A2: Example Guided Exploration Worksheet (75-minute class session)

Explore this database: JSTOR

Use this article:

Hanchard, Michael George. "Black Transnationalism, Africana Studies, and the 21st Century." *Journal of Black Studies* 35, no. 2: 139-153.

Think back to the reading and class discussion of the article. What keywords would you use to describe it?

Search for the article in your assigned database. What TOPICS are assigned to the article? How do they compare to your keywords? How do they compare to the author's keywords?

Research the Database:

How does the database describe itself?

Who produces, creates, and/or sells the database?

How do journals get included in the database?

How are TOPICS assigned?

A3: Example Word Cloud

Word cloud for Hanchard (2004) showing author-supplied keywords and subjects from JSTOR (highlighted in purple), International Index to Black Periodicals, and Sociological Abstracts.

A4: Example Student Reflection

Reflecting back on the activity and discussion about descriptive language in library research tools…

How does what you've learned affect the way you feel about using library research tools, or doing research in general?

Based on what you've learned, will you do anything differently the next time you do research? Choose one.

YES NO

If yes, what will you do differently?

If no, why not?

7. “Unlearning” Search in Order to Learn it: A Critical Approach to Search Algorithms in the Library Classroom.

Elizabeth Brookbank

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Do you remember the first time you heard or read about the concept that the searching one does on the Internet—using Google or any other search engine—or using any other type of database or search tool is not neutral? The questions or points of confusion it brought up? Even, potentially, the realization and awareness it generated in you of your own privilege and bias?

Librarians and other information professionals who subscribe to the philosophy and practice of critical librarianship—that is, librarianship based on critical theory and principles of social justice—have come to take the bias of search algorithms (and thus, the search engines and databases these algorithms power) as a given (Pagowsky & McElroy, 2016; Noble, 2018). This concept and its ramifications can initially be difficult for people to understand and fully take in, however, and not necessarily because the person hearing about it does not want to learn or is somehow opposed to the ideas of critical information literacy and social justice. Rather, it can be difficult because it is a concept that is in direct opposition to an idea that is formative to the way most of our students, our faculty, and we ourselves as librarians, understand the digital world. That is: the idea that a search box—especially the Google search box that has become so ubiquitous in our lives—is a blank space; that it is an objective receiver of information that simply brings back whatever we put into it; that the results it presents are objective and neutral and based purely and objectively on math.

These types of foundational beliefs generally form before we are even aware of them, and certainly before most of us have the tools to analyze them critically. Our human tendency toward confirmation bias when presented with new information (i.e. being more likely to believe something that confirms what you already think to be true, and less likely to accept information that goes against what you already believe to be true), as well as other “habits of learning,” make such beliefs extremely difficult to “unlearn” (Mezirow, 1990). “Unlearning” is a term that in recent years has been applied to businesses and organizations, but has its roots in psychology and transformative learning theory as applied to the individual (Matsuo, 2019). In this context, it does not mean forgetting "beliefs, values, knowledge, and routines," but rather recognizing them to be obsolete and replacing them with something new—hopefully beginning to form new habits in the process and thus engaging in transformative learning (Matsuo, 2019; Mezirow, 1990).

It takes time and repetition to successfully re-evaluate, dislodge, and finally replace such formative beliefs. This is obviously a complicated proposition for the library classroom where we generally have neither time nor a chance at repetition, with most of our classes being limited to a single, short session. Teaching search algorithm bias in the library classroom, though difficult, is not impossible, however. In fact, I believe it is incumbent upon us as twenty-first century librarians to help our students and patrons understand the world of information they are bombarded with every day in a critical way. It is important to recognize that it is not easy though, and that with every session you might only chip away at that formative belief in your students that is 18+ years in the making. And that is okay, because every little bit helps—every time someone helps a person chip away at that formative belief, they are bringing them closer to a new, more nuanced, and more critical understanding of the concept.

With all that in mind, this chapter discusses strategies for how to teach students that search algorithms are not neutral and what this fact means for their research—both academic and otherwise—and the use of the Internet in their everyday lives. I use as an example a class where I am lucky enough to have nearly two hours with students and can therefore use all the strategies together, which allows me to build on the concepts and therefore give them a better chance at sticking. I know from personal experience that librarians do not always have the luxury of a long session, but the strategies and ideas discussed in this chapter can still be used to sow the seeds of critical learning, even in more truncated sessions. While the principles and theories of critical librarianship inform these strategies, there is very little discussion of theory. For more information on the theory of critical librarianship, please consult the sources in the Reference section of this and other chapters. The mission of this chapter is a practical one: to empower working librarians to bring social justice and critical information literacy into the classroom using real-life examples, discussion prompts, classroom activities, and assignments.

Introducing the concepts

The way you introduce the concept of search algorithm bias—that is, the idea that search algorithms, and by extension search engines, reinforce the oppressions and inequalities that exist in our society—into your library instruction sessions will depend on various factors, including the subject and level of the class, your relationship with the instructor of record, and your goals for the session. In all library sessions in which I talk about source evaluation, I include a conversation about search algorithm bias. I usually begin this conversation talking about authority as a measure for source evaluation. This discussion generally includes topics such as: what authority means in this (academic research) context, how authority is determined and/or created, whose voices are given authority and why, whose voices are left out of this process, and the context of privileging certain information sources over others in certain spaces (i.e. the Internet, academia, etc.). The depth of this conversation varies greatly depending on the level of the class, the amount of time I have, and the learning outcomes for the session.

The class in which I am able to delve the most deeply into this cluster of topics is a class called Communication and Social Change. It is an upper-level (most likely Year 3 in the UK) Communication Studies class, for which the instructor and I have worked together closely over the past few years. This partnership with the instructor of record for the class is crucial to the success of the library session. Every situation is different, but if it is at all possible, I encourage you to cultivate relationships with instructors who can support you in this type of teaching. It helps tremendously to have buy-in from the instructor when you want to delve into these types of challenging and non-traditional (for library instruction) issues. The instructor might have to help you manage the discussion with their students, with whom they have a more established relationship than you do, and if they are going to do that then they themselves must understand the concepts and be on board with what you are teaching.

The learning goals for the session with the Communication and Social Change class are to discuss, and help students begin to understand:

- The power and impact of information,
- How bias manifests in search results, and
- How to control/counteract this bias while searching.

Before students come to the library, we prepare them for the session by introducing them to the work of scholar Dr. Safiya Noble. Dr. Noble is an Information Scientist whose research focuses on the bias of search algorithms and the social impact that bias has, especially on people of color. Students have an assigned reading by Dr. Noble to do before the library session. Initially, this was her article called *Google Search: Hyper-visibility as a Means of Rendering Black Women and Girls Invisible* (Noble, 2013). Moving forward, however, we plan to use a selection from Noble's recently published book *Algorithms of Oppression: How search engines reinforce racism* (Noble, 2018). When assigning this reading, the instructor sets the expectation that the students will have read the homework before they come to the library for class. This is crucial to making the library session an authentic part of the students' learning in the class, which in turn increases their motivation to engage with the content of the session.

The assigned reading from Noble introduces the concept of search algorithm bias to students, which is likely a new idea for most, thus beginning the challenge of unlearning their formative ideas about search. To further prepare them for this mental work, I open the library session with a conversation about confirmation bias, "the tendency to search for, interpret, favor, and recall information in a way that confirms one's preexisting beliefs or hypotheses" (Plous, 1993). I make sure not to ascribe shame to having confirmation bias, pointing out that it is a perfectly natural, expected human tendency. I do make clear that it is something to be resisted, however, because in order to learn new things (which is, after all, what they're all there to do!) we must have an open mind to new information and ideas, even if (especially if, I would argue) it conflicts with our preconceived notions. I am also careful to impress upon students that this does not mean they must agree with a certain viewpoint by the end of the session—neither the author's, nor mine, nor their instructor's, nor any other students' in the class—but that I am expecting them to approach the topic with an open mind, resisting confirmation bias.

After discussing confirmation bias and answering any questions, we watch a short video of Dr. Noble giving a TEDx Talk describing her research[7]. My goal in showing this video is to provide more context for Dr. Noble's work and to put a human face on the concepts they read about before

[7] https://youtu.be/UXuJ8yQf6dI

class. In this video, she talks the audience through how her research began, from her search for "black girls" that resulted in a first page that was nothing but porn, and explains her ideas and why they are important—both to her personally as a mother and aunt, and to our society at large. I find this video to be helpful in creating empathy and understanding in students of the origins and intentions behind these ideas, which might be challenging for them.

Discussing algorithmic bias

After watching Dr. Noble's TEDx Talk we discuss the concepts introduced first in the homework reading and then in the video: that search algorithms are not neutral and that rather they reinforce oppression and inequalities already present in our society, including sexism and racism. We also discuss what we can and/or should do about it, both in terms of the search engine company's role, and our own role is as individual citizens of a country in which these companies conduct business, and as individual consumers of their product.

This discussion is often the most challenging part of the library session—both for the students as learners and for me as the facilitator. These topics tend to bring up strong reactions and opinions, despite the preparatory work done beforehand. A key strategy that I have employed to deal with the challenges inherent in facilitating this type of discussion is preparing beforehand for common questions, counterpoints, and arguments. This certainly does not mean that I do not listen to the students in the moment, or that I have pat responses. Having thought beforehand about these common responses, however, does help me remain levelheaded and authoritative as a teacher. Remember, though you are a librarian and a teacher, you are also a human being. That inescapable fact can sometimes mean that these important, and sometimes deeply personal issues of inequality and injustice can be as challenging and difficult for you as they are for your students. This being the case, do whatever preparatory work makes you feel more comfortable and confident in leading the discussion. This could mean preparing ahead of time for certain questions, like I do, or it could mean role-playing with colleagues beforehand, talking a walk, or meditating in your office—whatever helps you both take care of yourself and be the best teacher you can be.

Showing instead of telling

One common reaction that I prepare for, is for students to not believe that the bias Dr. Noble describes actually happens with search results, or to believe it only happens for a certain, small number of keywords and is not a broad problem, and therefore not important. When this reaction arises in the discussion, I respond by showing instead of telling. I do some sample searches that demonstrate the phenomenon in order to show how common it really is. There are many, many examples of keywords you could search for (both in a regular Google search and/or in an image-only search) that will bring back results that are biased in various ways. A few examples that have worked well for me in this situation include some that Dr. Noble discusses, and some that I have happened upon with classes through brainstorming:

- "beautiful" (discuss: nature of results—more women than anything else)
- "beautiful women" (discuss: race, size, even hair color and length)
- "manager" or "business manager" vs. "female manager" or "woman manager" (discuss: race, gender)
- "boss" or "bosses" vs. "female boss" or "woman boss" (discuss: positive vs. negative connotations/tone)

Once you show one or two examples and students see evidence of bias within live searching, they will often start coming up with ideas for other words to search. They instinctively understand which keywords and phrases might produce/expose this bias. This helps establish that they do, indeed, know and understand that bias is a real thing that is a broad problem in society, and seeing these biases replicated on-screen in real-time helps counteract the argument that it is not a similarly large problem online.

Answering common arguments with open questions

For other arguments that commonly arise during this discussion, and do not lend themselves as well to demonstration as the first example, I try to respond with open questions instead of simply explaining the answer from my perspective or repeating Dr. Noble's words. Responding to a question or challenge with another question in this context does something crucial: it takes me slightly out of the position of authority and "giver-of-answers," and instead puts the power to answer back into the students' hands. When I do this, other students usually take up the slack I am letting out and do the explaining themselves. This flipping of power—from teacher to students—is a key part of critical pedagogy, and in my experience, it leads to better outcomes during this discussion. The questioning or argumentative student is often more responsive to the explanations and experiences of their peers, and their peers are in turn empowered by holding that position of authority in the classroom.

Below are examples of common arguments paired with questions that you, as the librarian-teacher, could ask to keep the conversation going and put the power to answer back in your students' hands:

- Argument: The algorithm is just math; it is simply based on the popularity of the results. There is only so much that Google and other search engines can control.

  Questions: who creates the algorithm? Is it possible the people who write the algorithm have biases?

  Possible prompts: News story about Google "anti-diversity memo": https://www.bbc.co.uk/news/business-40845288

  It is true that the dominant perspective is being presented—Noble says that 75% of people click on porn when they search for "black girls." But then what about the perspective of the other 25%, should what they want or expect to see simply be ignored?

  Are there examples people can think of Google and other search engines demonstrating the ability and willingness to control and change search results?

  Possible prompts: Right to be forgotten applies specifically to the EU: https://www.bbc.co.uk/news/technology-49808208; Yahoo agrees to ban auctions of Nazi memorabilia in France: https://www.theguardian.com/technology/2001/jan/04/internet news.media; Current results when searching "black girls" vs. when Noble first did it in 2009.

- Argument: This is a capitalist society and Google is just a company trying to make money.

Questions: Can you think of companies or industries that we regulate or put controls on? Industries that we regard, as a society, to be harmful to humans when left unregulated?

Possible prompts: Power companies (wild fires), gas/coal/chemical companies (environmental regulations), nuclear companies (safety regulations), banks and credit companies (lending and other financial regulations)

- Argument: Who cares? Why should we care? Why is this important?

  Questions: Do you agree with Dr. Noble that representation on Google is important in terms of reflecting and therefore deepening social values and helping people form opinions? If so, do you agree it is harmful? How is it harmful? What are the possible implications?

  Possible prompts: Study by the ACLU that showed Amazon facial recognition software to be less accurate on darker-skinned people: https://abcnews.go.com/Technology/wireStory/researchers-amazon-face-detection-technology-shows-bias-60630589 ; Health care prediction algorithm biased against Black patients: https://news.uchicago.edu/story/health-care-prediction-algorithm-biased-against-black-patients-study-finds

Interrupting microaggressions

Last, but certainly not least, an important component of managing this discussion during your library session is being willing and able to interrupt microaggressions when and if they arise (Joseph, 2019). Microaggressions as a term originated in the 1970s with the work of Dr. Chester Pierce to describe the "everyday subtle and often automatic 'put downs' and insults directed toward Black Americans" (Sue, 2010). In addition to these academic roots, it is a phenomenon that has certainly long been well known to members of all marginalized groups in our society. It is important in this context because, as discussed, the idea of algorithmic bias can be challenging for students with a high level of social privilege who might not be aware of that privilege. It is common for students in this position to feel defensive and to argue against the ideas from this defensive posture. The argument/questions examples above can help you deal with these challenges as an instructor who is trying to keep the discussion moving and on-topic. However, this discussion may be difficult in a different way for students in your class who are members of marginalized or oppressed groups.

It is your job, as the figure of authority in the classroom, to ensure that all students feel safe in that environment. Obvious slurs or other inappropriate language or comments are in some ways easier to deal with—you know exactly what it is when you hear it and hopefully feel justified in dealing with it swiftly and decidedly. Microaggressions are more difficult to respond to because they are often nuanced, may or may not be intentional, and may be interpreted differently by different people. This is another place where it is helpful to have the prior buy-in and cooperation of the instructor of record for the course, who will know the students better as individuals and might be better able to assess their intentions. When marginalized students see you and/or the faculty member address microaggressions for what they are—as the sources of authority in the classroom—it will help them to feel safer participating in the class discussion. This should be done intentionally and strategically in order to balance the needs of all students in the classroom. Because it also does not help the offending student understand, learn, and grow if your response leaves them feeling defensive or attacked.

There are various methods in academic, professional, and popular literature for dealing with microaggressions. There are also various strategies depending on what your "social location" is in situation, for example, whether you are a perpetrator, witness, or target (Thurber & DiAngelo, 2018). I will not attempt to cover the available methods comprehensively, nor make a pronouncement on which are the best. Ultimately, as with everything when it comes to your teaching praxis, you should use what feels comfortable and works for you.

My preferred method for handling microaggressions comes from a conference workshop I attended given by Dr. Ralina Joseph, because it approaches the concept from the perspective of an educator. Dr. Joseph provides three different methods for addressing and interrupting microaggressions: Questioning, Declaring, and Punting. In her work, Dr. Joseph emphasizes that knowing your own intention in interrupting the microaggression will help you decide which strategy to employ. In the classroom, our intention is to teach and help students grow. With this intention in mind, I tend to employ the Questioning strategy most often.

Questions can be either neutral, reframing, or strategic. For example, the offending student can be asked to elaborate on what they said or asked why they think what they said is the case. While it is impossible to predict all of the microaggressions that might arise during the course of a class discussion like this one, there are some that arise fairly often. One example is when students from certain groups or identities are called upon to speak for their entire race, gender, or other identity. In this example, you could use the Questioning method by asking the student to "Say more about what you think hearing [student's name] experience will tell us," or "Do you think that [student name]'s experience will be the same as everyone who shares this identity? I'm curious to know how you arrived at that conclusion." Asking questions could help raise the speaker's own awareness about what it is they are implying with their comment, and it also has the possibility of allowing them to explain themselves more fully if it was indeed a misunderstanding. It also keeps the interaction firmly in the realm of a discussion in which the goal is to learn and it ideally allows the whole group to learn from the experience.

If the Questioning approach does not have the desired effect or threatens to derail the entire discussion, you may consider moving on to the Punting method, which redirects the conversation to be addressed at a different time, perhaps after class. If you decide to punt, however, it is important to actually circle back and revisit the conversation so that the microaggression is not left unaddressed, leaving the marginalized student to feel dismissed. I rarely use the last method, Declaring, in the classroom as its aim is to "call out" the offending person and is the strategy most likely to lead to that student feeling defensive and shutting down. There is certainly a time and place for this strategy, however, especially if the comment is egregious.

Intervening when you witness microaggressions takes practice and thoughtful reflection. I have barely scratched the surface of Dr. Joseph's work here, and encourage all librarians who practice critical pedagogy in their library instruction to take her workshops, read her work, and consider practicing her methods in the classroom (see References for links).

Learning activities during the library session

After the allotted time for discussion, I guide the students through a searching activity. I do often have to cut off the discussion prematurely, because it could take up the entire 90-minute class session if I let it. I usually limit discussion to about 45 minutes, however, and then we move on to an activity in which students practice controlling their Internet search results using intentional keywords, the Google Advanced Search form, and alternative search engines such as DuckDuckGo. This activity begins to show students how they can get around the biases in search engine results, now that they are aware such biases exist. I find it is important for students to complete this activity within class time, as it helps answer the question, "what do we do about it?" and makes them feel empowered, rather than simply leaving them demoralized, frustrated, and angry at the injustice of search algorithm bias—feelings the discussion often engenders.

This is not to say, however, that students move smoothly or linearly from discussion to activity and onward. Remember that this is a work in progress. You are likely introducing students to important concepts that they might need time and repetition to understand. This is another reason why it is important to have that relationship and shared understanding with the instructor of record for the course, so that they can follow-up with students and answer questions after your library session is over.

For the searching activity, I provide students with a topic to search—usually a current event that has been in the news and/or pop culture and that in some way involves race, gender, and/or social justice. Some examples of topics I have used for this class in the past include: the controversy surrounding NFL quarterback Colin Kaepernick and his choice to kneel during the national anthem, which has been discussed in U.S. news and pop culture almost constantly since 2016; and the video of a Catholic school student wearing a Trump campaign "Make American Great Again" hat confronting an indigenous activist, which went viral in early 2019. Though these specific topics will likely not be relevant for you—either because you live in a country other than the U.S., or because too much time has elapsed—it is my hope they will help you in generating more relevant and current ideas. Once I introduce the topic, I ask for the first words that come to mind on that issue, which tend to represent the way the dominant perspective (usually mainstream media) discusses the topic. For the first example above, the NFL kneeling controversy topic, these keywords were "NFL national anthem protest." We do an Internet search together as a class for the keywords that immediately surface and discuss briefly what perspective seems to be represented in the results. I then challenge the students to find a different perspective on the topic. Sometimes, the alternative perspectives are obvious, and students begin searching right away. Sometimes, they need to talk a bit about what other perspectives or stakeholders there might be for an issue, and how to use different keywords to find these other perspectives. I make a point of saying that the perspective they are searching for does not have to be one that they agree with, reminding them of our conversation about confirmation bias, but rather that it needs to be different from what resulted from our first search.

I let them work for 5-10 minutes, and then we talk about what keywords or methods they used to search for a different perspective, and what their results were. Students are consistently surprised, and sometimes outraged, by how different their results are just from using keywords that are intentionally chosen to find a different perspective. Continuing with our example topic of the NFL kneeling controversy, one of the students in the class in which I used this topic happened upon the phrase and hashtag "#TakeAKnee." It turned out that this is the chosen phrasing of Colin Kaepernick's supporters and African American activists, who point out that the quarterback is not protesting the national anthem, but rather police brutality against people of color, and that the idea of "taking a knee" was first suggested to him by a military veteran. When searching for the phrase "#TakeAKnee," students were shocked to see how differently media outlets and writers who used this phrasing discussed the topic. As we discuss what students find, I write the keywords they use up on the board so that by the end we have a substantial list of keywords that could be used to find alternative and non-dominant perspectives on the topic at hand. During this activity, I also introduce them to the Google Advanced Search form and demonstrate how it can be used in combination with keywords to exert even more control over their searches. This is also the time to introduce students to an alternative search engine, such as DuckDuckGo, in order to escape some of the problems inherent in a Google search that may not exist elsewhere—such as advertising disguised as results.

If there is time in the class, I repeat the same activity using a library-provided database. After searching for our same topic in the database, we discuss what biases these types of databases might have and how this could affect what students can find within them. We talk about who is in the academy, whose voices are privileged there, and who tends to be left out of that space. We also discuss the amount of time it takes to publish academic texts and how that might impact the types of perspectives that are found in a database that mainly indexes academic texts. We discuss how this search algorithm bias is similar to and different from Google or other Internet search engines. Finally, we discuss how we might get around these biases, or at least expand the results we see in these databases, using the advanced tools the databases provide, citation-chaining authors from non-dominant groups, using open access scholarship, etc. These conversations around academia, peer review, and open access scholarship take more time and a higher-level understanding of their context for students to unpack. Thus, I generally only get into this secondary activity in classes in which I have a second session with the students.

It is important to point out that in these discussions about bias and challenging/critiquing the dominant idea of authority, I still teach students about source evaluation. Just because we are looking for an alternative and non-dominant perspective, does not mean that anything goes when it comes to credibility. A common critique of critical pedagogy, and more specifically of the "Authority as Constructed and Contextual" ACRL Information Literacy frame, is that proponents are advocating for no authority at all, or that there be no "truth" or standard of credibility (in other words: absolute relativism). I am not a proponent of absolute relativism—and neither, I would argue, are proponents of critical pedagogy and the ACRL framework, for that matter—and this is not what I teach students in this class. Rather, I agree with Andrea Baer that in teaching students that authority is constructed and contextual we are both "appreciating difference and [also] affirming generally shared principles for understanding our material and social worlds" (Baer, 2018).

I teach that there are other authorities, and other ways to construct authority, than the ones which dominate our social discourse—namely, the mainstream media and academia. I do tell students, however, that it is important to be skeptical (I call it "strategic" or "informed" skepticism) when approaching any source of information, and to let that skepticism guide their critical evaluation. When a source from a non-dominant or marginalized perspective does not fit the standard mold for an authority, (e.g. it is not published in an academic journal or in a mainstream source, its author does not have a PhD, etc.) I tell them to consider other ways one might evaluate its authority. We talk about "other indicators of credibility that are agreed upon across communities," such as backing up claims with evidence, finding multiple sources to corroborate an in-person account, and reading laterally to find other sources that can help establish the credibility, track record, or reputation of the original source (Baer, 2018). Just because we are trying to find non-dominant perspectives does not mean we do not need to worry about credibility. It does mean that we should be asking critical questions about *how* we assess that credibility.

This is a concept that students know intuitively. They know that it is fine for them to use Wikipedia in their everyday lives, but that most of their university instructors do not want them to use it for class assignments (wrongly, in my opinion, but that is an issue for another chapter—see the chapter on Wikipedia in this very volume). They understand that there are different types of authorities and that the context in which they are using information matters and can change how, and how much, they evaluate and assess that information for authority and credibility. It can sometimes be challenging, however, for them to let go of the ideas of authority and credibility (which reinforce the dominant culture) that they have likely learned since they were children—such as the idea that peer-reviewed sources are always best in every situation, that a source written in the first-person point of view is always suspect, etc. Remember that this is a work in progress, so do not be demoralized if students have a difficult time with these concepts—remember that you are simply helping them take one more step toward unlearning and evolving their understanding of these issues.

Assignment after the library session

At the end of the library session (or afterward if time is an issue), the class instructor gives students an assignment that relates to and expands upon what was covered during the session. The instructor and I worked together to create the assignment and have revised and refined it for each class, but the basic idea is that students research a topic of their choosing and are required to submit various types of resources from alternative and/or non-dominant perspectives. They must turn in a set number of 1) books from the library, 2) academic articles from the library-provided databases, 3) websites, and 4) social media posts. I then turn these resources into a physical and virtual library display.

There are two pieces of text students turn in with their chosen sources for this assignment. One is public-facing and explains what perspective the source is from and why it is important for people to know about that perspective. The second is internal, in that only their instructor and I will see it, and it explains how they evaluated the source and why they decided it was credible. During the most recent iteration of the class, we added an additional component to the assignment asking students to reflect on the experience of finding the sources, any difficulties they had, and any lessons they learned. This reflection piece is an important component of the critical pedagogy used in the class, and has yielded some very interesting and encouraging thoughts from students.

The resulting library display, which I create using the sources the students find for the assignment, is both physical and virtual. The books are displayed on a table in the library lobby with a sign and short explanation of the class and assignment, along with the public-facing text provided for each resource by the students. The virtual display is a Libguide that lists the remaining sources—academic articles, websites, and social media posts—the students found and also includes the public-facing text they provided. An example of this Libguide can be seen here: https://research.wou.edu/WhoseVoices. Students have expressed satisfaction and appreciation at seeing their work publicly displayed in this way. This is also an important component of the critical pedagogy for the library portion of the class, in that it brings students into the process of *creating* knowledge, not only consuming it. It positions them as an authority that challenges biases and presents diverse voices, thus illustrating in the real world the concepts that they learned about in the classroom.

Conclusion

This chapter has discussed some specific, practical strategies for teaching students that search algorithms are not neutral and what this fact means for their research—both academic and otherwise. These are not (by far!) the only strategies for doing so. These ideas are mainly discussion and activity-based because it has been my experience that students are better able to internalize these concepts by seeing and doing, rather than simply by hearing or reading about them. I believe this is due to the formative nature of some of the ideas that we are attempting to undo—specifically the idea that search engines are neutral, objective blanks that simply bring back the most popular results. The strategies, discussion prompts, and activity ideas I have included are the ones that I have found useful for getting at these thorny concepts in my own teaching practice. I have shared them with the intent of empowering working librarians to bring social justice and critical information literacy into the classroom. If one of the techniques does not work for you, I hope it will at least have given you some ideas and principles upon which to build practices that do work for you.

The central example used in this chapter is of one class in which I am able to use all of these activities (including pre- and post-work), discussion techniques, and strategies together, but I am well aware that librarians often do not have this much time with students, nor this much integration into the class. The ideas and activities can also be used piecemeal, however, in sessions that are shorter. For example, you could introduce the idea of bias in search algorithms and demonstrate using the examples provided in 5-10 minutes during any session in which you are discussing the evaluation of sources. The concepts can even be dropped into sessions and conversations without adding any additional activities simply by intentionally choosing example search topics that demonstrate search engine bias or illustrate how different the results can be from various perspectives. This often prompts a good discussion of these topics, even in classes that are not about social justice per se, in which you can use the questioning techniques discussed, as well as the advice about interrupting microaggressions. As critical librarians and educators, we approach each class, no matter the length or content, as an opportunity to teach critical information literacy and prompt our students to think about issues of power and social justice. With that in mind, the techniques and ideas in this chapters can be adapted for almost any setting or session length.

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8. Feminist Pedagogy and Information Literacy Instruction: The Hero(ine)'s Journey. Jessica Kohout-Tailor

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A hero/heroine can be an individual or a group working together, and are those "who are able to battle past their personal, cultural, and limitations to a higher form of humanity" (Brown & Moffett, 1999, p. ix). In this chapter, I use the metaphor of the hero's journey (Campbell, 1949) to outline how I implement feminist pedagogy in information literacy instruction and how it has helped me navigate my transition to academic libraries. Feminist pedagogy has also given me a new purpose and has served as a compass in my educator journey.

The hero's journey is a common narrative, often found in storytelling, film, and art, which involves a hero going on a journey and coming back transformed. Although I use this narrative to tell the story of my own journey, I also view critical librarians as a group of hero(ine)s who are on journeys to transform librarianship. I lean on *The Hero's Journey: How Educators Can Transform Schools and Improve Learning* by Brown and Moffett (1999), as their framework for educator and school renewal aligns with elements found within feminist pedagogy, such as collaboration, consensus-building, and prioritizing and care for students. According to the authors, the book is intended for any educator "who wishes to gain insight, understanding, and a clear sense of purpose regarding the most appropriate direction for educational reform" (p. ix). At its core, feminist pedagogy is about educational reform, where the classroom serves as a site of transformation for systematic change and social justice. Otherwise, as bell hooks (1994) notes, the politics of domination become reproduced in educational settings.

Although using a narrative in a practical pedagogy guide may seem out of place, feminist pedagogy values experiential knowledge, and I use the narrative of the hero's journey to lay bare my path of change through reflection with the hopes that readers find in it a path for their own transformations. As educators, we must go on a reflective journey to improve our practices and ultimately to reform education. Feminist pedagogy provides a lens to guide our reflection and challenges us to examine our beliefs and attitudes about learners, teachers, the learning process, and how we view the classroom and education systems.

Breakdown and the Call

When I started my new position at a large, public institution in the southeastern United States, I was thrilled to have the opportunity to work with undergraduate students. As a former elementary and middle school librarian, I found joy in empowering students with the skills and knowledge they needed to be successful. In a school library, success could look like being able to find a book to read or connect with, being able to navigate a library space or resources, the ability to problem solve and use information and technology, or just feeling comfortable asking questions. During my K-12 experience, I was fortunate to collaborate with classroom teachers and I had opportunities to be embedded within their classrooms. Working collaboratively with teachers was a part of the daily practice as a school librarian, as it allowed me to best meet the needs of students. It allowed me to get to know students and to build strong relationships with them as their librarian. Collaboration helped me grow as an educator because I learned from veteran teachers, administrators, families, and the community.

My current position as the Undergraduate Experience Librarian allows me to reach out to undergraduate students within their first-year composition course in a 50- or 75-minute one-shot session format. I also participate in a workshop series provided by an academic success entity on campus and have about eight workshops per academic year. In addition to these sessions, I work to create outreach opportunities to engage with students, the goal of which is to connect them to library resources and services through events and programs. My main mode of teaching within these opportunities, however, is a one-shot format with content that is introductory and not subject-specific. Although I had experiences with one-shots in K-12, I was able to get to know students because I would see them in their classes or work with them on research projects over weeks, months, or even years. I was also more familiar with their needs and was able to scaffold learning outcomes over a specific period of time.

Early on in my first semester in my new position, I was struggling with the transition from one arena of librarianship to another. I was not able to connect to as many students and get to know them like I was used to, and I was no longer helping students as much as I did in my previous school libraries. Being limited to a one-shot where I may never interact with the students again felt like I was on the periphery of student learning and support. In addition, I had always felt a part of a larger team in my K-12 work, where the environment was collaborative in order to support students and one another. Although I was placed on various groups or committees in my new position, I did not get the sense I was on a collaborative team or that we were always student-centered. I wondered if I was making a difference and was struggling in general with the culture of the library and of higher education. I found it challenging to connect professionally and learn my new environment. Workflows felt siloed and the lack of collaboration between colleagues felt isolating. I was trying to learn many new acronyms, systems of information, and institutional knowledge, and I felt overwhelmed.

As in the beginning of a heroine's journey, I remained in a state of innocence as an educator. Or, as Brown and Moffett (1999) discuss, I was longing for the familiarity of the school library environment where I once worked and I began thinking in "if only" statements, such as "if only I had more time with first-year students," or "if only it were more collaborative in the library." I also found myself focusing on the limitations of my new position rather than the possibilities. I had the mindset of believing that powers outside of myself could provide solutions to the challenges I faced.

Reflection is imperative in the heroic educator's journey, as it helps us to be critical of our own practices and the educational systems of which we are a part. Heroic educators take bold actions in order to enact change in our libraries and institutions, and part of that change is reflecting on who we are, what we are doing, and why. This breaking down of innocence, or of clinging to the familiar, is necessary for the heroic educator to begin the transformation process.

Reflective Questions to Ask:

1. In thinking about my own heroic educator journey, what are my "if only" beliefs about teaching or learning?
2. To what extent do I avoid "if only" thinking in my practice? (Brown & Moffett, 1999).

Chaos and Complexity

In the heroine's journey, the next stage is one in which the heroine leaves their state of innocence to face times of complexity and/or chaos. In this process, the heroine must look at the "dark side" of themselves, and as educators we must unearth our limitations and reflect on how we are working and whether our work aligns with the values we hold (Brown & Moffett, 1999). These complexities also challenge the educator to identify how professional isolation can be overcome and to examine how one handles the change process. In my new position, I was struggling to feel authentic in my work and I needed to examine why I felt disconnected, and to think of ways to push through the isolation. I thought if higher education or the institution I now worked in felt siloed, that being deliberately collaborative with others could be a solution to the chaos I felt. Although my institution did not feel highly collaborative to me, I began to think that part of my educator quest was to disrupt this dominant trend found in higher education, which values more specialized knowledge and is characteristically more competitive. By collaborating with those outside of my unit and external to the library, I could be a part of efforts to decentralize the power inherent in the work of higher education, in order to better support students.

As educators, we face internal and external challenges and limitations—or chaos and complexity. However, in order to transform ourselves and our institutions, this stage is necessary for us because "chaos and complexity are the wake-up calls that challenge us to quest for new, creative, and more collaborative approaches to realizing our personal and shared visions for education" (Brown & Moffett, 1999, p. 60).

Reflective Questions to Ask:

1. As an educator, to what extent do I feel any professional isolation or inauthenticity and what would have to be different in my professional environment for those to be eliminated (Brown & Moffett, 1999)?
2. How might I change any resistance I may experience with the change process (Brown & Moffett, 1999)?
3. What collaborative efforts could be used to break down the silos often found in higher education?

The Quest

Brown and Moffett (1999) describe the quest of an educator as including how we can as a collective group make our institutions more heroic to meet the needs of our students. The quest to do so includes how quality curriculum (what is taught) and the best practices for instruction and assessment manifest in our institutions. It also includes identifying our personal vision of what is important to us about our students, institutions, and education (Brown & Moffett, 1999). The authors encourage educators to reflect on what our role in education is and to identify what we are searching for as educators, as this vision is imperative to our quest.

Reflective Questions to Ask:

1. What is my role in the education process?
2. What role do I think libraries should play in the lives of their students?

Companions and Mentors

In my efforts to redefine my personal vision and my role in education, I delved into the literature to see what I could find to connect to, and in doing so, I came across feminist pedagogy. I discovered Maria Accardi's (2010) *Feminist Pedagogy for Library Instruction* and then bell hooks' (1994) *Teaching to Transgress: Education as the Practice of Freedom*. In her book, hooks discusses her experiences as a teacher and how she practices pedagogies (including feminist pedagogy) based on freedom. Accardi (2010) describes how she uses feminist pedagogy as a librarian and in her teaching experiences. Within scholarship, there are many articulations of what feminist pedagogy looks like and what it means. Accardi (2010) writes that feminist pedagogy is about subverting both the patriarchal content that is taught, and also about *how* content is taught. Feminist pedagogy is a form of critical pedagogy, and it is an approach to education that uses a feminist framework (Accardi, 2010). It is concerned with social justice and sees education as a place for social change (Accardi, 2010). For their handbooks*,* Nicole Pagowsky and Kelly McElroy (2016) define "critical pedagogy as engaging in the theory and practice (or praxis) of inclusive and reflective teaching in order to broaden students' understanding of power structures within the education system and society" (p. xvii), where the goal is to create change in order to improve the world by making it a more just place. As I was reading the work of Accardi and hooks, I began to reconnect with the joy of teaching that I had forgotten. bell hooks writes that teachers who care about and honor the whole student, or the "souls of students," find opportunities within teaching that respect the students' agency, knowledge, and their autonomy (as cited in Accardi, 2010, p. 25). The whole student, not just their intellectual growth—this is what I ultimately cared about and why I went into school librarianship. As I read more about feminist pedagogy and critical pedagogy, I found new motivation to express care for students in my new position, as well as reframe how I viewed libraries, teaching, and learning.

Reflective Questions to Ask:

1. Who are some possible mentors or companions to help me in my journey?
2. How can I grow in my knowledge in an area?

Trials, Tests, and Staying the Course

I had newfound inspiration, but I needed to continue to reflect more deeply on my role as a teacher, and critically think through my own positionality. Moreover, I needed to critically assess my position within the systems of oppression that our educational system propagates. Although I was familiar with student-centered learning activities from my K-12 experience, I acknowledge my privilege as a white, cisgender, heterosexual female teacher, and needed to think through what I could do in my day-to-day practice to disrupt the systems of oppression I use, teach, participate in, or continue to pass along to students. My journey to rethink who I am included examining and critically thinking through my lesson plans and my daily practice as a librarian. As a teacher, I asked myself what was I explicitly teaching or supporting? What was the hidden curriculum that I was perpetuating and/or teaching? If I expand the classroom to a broader context, what was my practice as a librarian with both students and my colleagues?

Feminist pedagogy "seeks to bring about social change by raising consciousness about oppression that values personal experience" (Accardi, 2010, p. 25). Accardi (2010) writes about the various feminist teaching strategies that can be used within any classroom and her own experience using these strategies. Accardi also discusses that trends within the feminist pedagogy literature include seeing the classroom as a collaborative, democratic, and transformative place, raising consciousness about sexism and oppression, and the valuing of personal knowledge through lived experience as valid ways of knowing. For critical pedagogy, Keer (2016) notes that it is not a set of teaching strategies, rather, it is a rethinking of the roles of both students and teachers in the creation of knowledge. Both of these pedagogies include being aware of oppression and being intentional with teaching and learning strategies.

In my own journey, I continue to try small disruptions with teaching and learning. In the following section, I explain these attempts in more detail using both examples of the strategies and descriptions of the new mindset I am cultivating. Many of these ideas are from the literature on information literacy instruction. With one-shots, I am pushed to cover content and find it limits learning. Therefore, all of the ideas I discuss do not find their way into all sessions I teach. I continue to practice and reflect as I work both inside and outside of the traditional classroom. I sometimes feel frustrated with the limitations of the one-shot, as I am unable to delve deeper. As a school librarian, I might have been more involved with the assignment design, co-teaching, and assessment of student learning. I would partner with the classroom teacher(s) and collaborate with them during their planning period to provide support to teachers and to embed information literacy into their curriculum. I struggle to make this happen in my current position.

Disruption of Oppression in Information Systems

One theme that has transformed my learning as a teacher is the awareness of power imbalances, both within library content and with instruction. Two areas of content in which I have worked to incorporate this awareness are search terms and subject headings. In a one-shot session, I have found it difficult to have extended conversations, but my goal is to help students begin to question the literature or lack thereof, as well as the systems that house and retrieve this literature. In my K-12 experience, I could have facilitated more dialogue and discussion over multiple sessions with students. I would have had more time and impact with developing learning outcomes so that I could scaffold knowledge and skills. The more I experience one-shots, the more I see a need to continue to have conversations with students. Although the one-shot format is out of my hands, I use the one-shot to encourage students to come see me for help, as this is where we can expound upon these conversations. In K-12, building relationships with students was central to student success and this does not change in higher education, as the opportunity to interact with students one-on-one can provide powerful learning moments for both teacher and student.

Search Terms and Subject Headings

Inspired by Accardi (2010) and Shanley and Chance (2016), when I show examples in a session, I may use or suggest search terms or topics that serve to expose students to issues of sexism and/or other forms of oppression.

> **In-Class Example:** If I am demonstrating how to use a database or Google Scholar, I let students know I am interested in educational issues, as that is what I studied, so I may use or suggest search terms such as "African American women AND higher education administration," or "LGBT students AND public schools AND safety." When I use this strategy, I ask students what they think about the topic and the results found. They may be exposed to areas of oppression that they were unaware of, simply by looking at the results list, including dates of publication and types of publications. If there are few results, I may ask students why they think there are so few, or conversely, why there might be a greater amount for this topic. We may quickly discuss possible reasons for more or fewer conversations taking place around the topic, such as researchers trying to fill a gap in their field, or that there may be a potential need for research to take place within the field regarding the topic. Instead of using random search terms with this demonstration, being intentional with the topic I explore in this activity exposes students to topics related to oppression and social justice, and possibly increases their awareness of larger social issues.

These are generally quick conversations in a one-shot session, though sometimes I am able to go more in-depth. I have been able to have deeper conversations with students I consult with individually, such as discussing their research topics where intersections of race, gender, class or other power imbalances occur. Another aspect I may discuss in a one-shot session is subject terms and/or a subject term thesaurus, encouraging students to think about power and information creation and dissemination, as the terms used to describe the content are dictated by experts and are exclusionary by their nature. Controlled vocabulary, while meant to keep language consistent, is not user-centered as is evident by all the available tools in a database that help the user navigate how best to understand how experts categorize and describe information.

In-Class Example: When I review how students can use or think about subject headings or a subject term thesaurus in a database, I make sure to tell them that I find these words are often not intuitive and that part of searching is like trying to read the minds of those who created these terms. This can be frustrating because we may not know or be familiar with the terms/language used, and these terms can be limited in scope. I ask students what biases may be evident in these terms. How might these terms help or hinder in their search processes for relevant results? How might a subject term thesaurus as a tool limit us as information seekers? I ask these questions to encourage students to question and be critical of the information sources they are often recommended to use. These questions also serve to help students recognize that systems of information can be exclusionary even if, or indeed because, they have traditional scholarly authority.

Student responses and the discussions vary from class to class and some go more smoothly than others. Because time and content are very limited in a one-shot session, the goal with these activities is simply for me to model the types of questions that students can ask in order to be critical of their information sources and systems.

Voices Left Out of Scholarly Conversations

Shanely and Chance (2016) discuss some ideas that employ intersectional feminist pedagogy including "design[ing] exercises that challenge students to ask what voices have been left out of scholarly conversations" (p. 156). The following example is one that I use when working with primary and secondary sources in a first-year composition one-shot session.

In-Class Example: I use the following in a lesson about evaluating resources regarding our institution's history. After I model some questions to ask when evaluating a source, I give some guiding questions for students to use as they practice this skill on a given resource (e.g., books on our institution's history, student year books, student newspaper, etc.). Each group of students are given a resource and students are given time to work through examining their resource. The guiding questions include:

1. Did you find any relevant information on your topic? Why or why not? What was your strategy for finding information?
2. Who created the documents and who is the intended audience?
3. What bias or potential bias do the creators have? Whose voices are being left out?
4. What evidence do these documents give you? What evidence is absent?
5. What additional sources would you need to seek out?

Students share their answers with the class, and we are able to discuss the limitations of what is available in our institution's scholarly conversations, and why students' research papers are helping to fill in those gaps in the conversation. By intentionally designing an activity in which students have to critically think about the voices left out of the scholarly conversation, they can begin to critically evaluate the historical narrative of their institution. This activity provides an opportunity for students to identify dominant and marginalized groups in society included or left out of the historical and/or scholarly conversation.

Disparities in Information Access

Pagowsky and McElroy (2016) suggest expanding what we are already teaching to include critical aspects, such as going beyond demonstrating how to use a database by engaging students in conversations of the costs, ownership, and production of scholarly information. In my one-shot session for first-year composition students, I show a video made in-house called "Going Beyond Google" that gives an overview on how library resources can help researchers search the deep web. The video mentions that users might encounter paywalls when using a search engine. Below is an in-class example of a brief discussion I facilitate after the video, however the video is not necessary to discuss the topic.

In-Class Example: I ask students if they have ever faced a paywall while conducting research. I then ask why they think there is a paywall. Sometimes students will say that researchers need to be paid and then I am able to clarify that academic researchers are typically not paid for their work by a publisher. Students are typically surprised by this, and are even more surprised when I tell them that publishers can have up to a 40% profit margin. I then ask them why they think such a huge profit margin exists. I usually have a student who mentions that it is about money, and I build off their answer to discuss the fact that they are able to charge such high prices because we as "academic researchers" create demand for it. I ask students how this might limit access to information and how do they feel about this. My goal in this very quick discussion is to have students begin questioning the value of information and thinking about the privilege that goes along with access to information. Often I will describe the open access movement for students to be aware of during these discussions, but it depends on how much time I have in the session. During a 75-minute session, we can delve deeper into this topic, but during a 50-minute session, I typically have to skip over this discussion entirely. Lack of time with students continues to be one of the biggest barriers for me to engage in these critical discussions with students. When I am able to have this discussion, the goal is to help empower them to start questioning where information comes from and other structures that create and perpetuate information production and dissemination (Accardi, 2010).

Disruption of Oppression in the Classroom

Valuing Student Experiences and Voices

bell hooks (1994) discusses the importance of voice in the classroom and she writes that the issue of voice is about asking "Who speaks? Who listens? And why?" (p. 40). Accardi (2010) writes that feminist pedagogy is concerned with "privileging students' voices over the teacher's voice, which is no longer viewed as the ultimate authority" (p. 38). When reflecting on my own lesson plans, and even how I approached teaching requests, this was something that I realized I was not prioritizing. I pushed myself to think about how to create lessons and sessions that allow for the voices of students to be expressed and how I could lift up the experiential knowledge that they bring with them to the classroom. So much of the literature out there is on what students do not have or cannot do, rather than what they already bring to the classroom. By examining my own thoughts, I realized I had formed a deficit view of student information literacy skills. I realized I needed to disrupt my own thoughts and reframe them to focus on what students do bring to the classroom and ways in which they can share this knowledge.

I reflected on making the class sessions that I facilitate anti-hierarchical. I examined my lesson plans and the time allotted for students to share their own experiences, use their voices, and where I could guide them to help to construct new knowledge together. One helpful strategy was to re-examine my previous lesson plans, which are fairly detailed and structured. Although I know that my plans may change with each set of learners, it has helped me to think about using intentional learning activities, and to look at how much direct instruction I am doing and how much I am talking versus how much time I am allowing the students an opportunity to talk. I also focused on how we could create knowledge together.

When I think about how to create a community of learning within such a short time, it can seem daunting and nearly impossible. Yet, I believe it can start in the one-shot and further develop over time, such as through individual consultations and by me emailing students to check back in with them. During consultations, this may look like me expressing my genuine interest in their topic and/or reassuring students of the value of their own experience and the knowledge they bring with them, or as Reale (2012) says, "to trust their own thoughts in exploring a topic" (p. 85). I often see students doubting their thoughts and their work, so when I consult with them, I can provide reassurance or explore issues along with them as a guide through the use of questions and discussions . Feminist pedagogy seeks to decentralize power in the classroom, and this includes when I consult with students. I strive to have a dialogue with students where we can both learn from one another, instead of students seeing me as the authority.

Lesson Plan Example: Below is an example of a lesson that my colleagues help me teach, but the structure is how I typically organize my lesson plans. By keeping track of time and the corresponding learning activity, it helps me examine student talk time vs. teacher talk time.

Conducting Academic Research

Total Time: 50 minutes

Setting the Stage - Review Learning Outcomes (1 minute)	• You will be able to identify information needs and strategies for some appropriate search tools • You will be able to examine indicators of authority to determine the credibility of sources • You will be able to construct searches using keywords and parameters • You will be able to design and refine needs and search strategies as necessary, based on search results
Introduction and Context (7 minutes)	• Use Think-Pair-Share or Back-to-Back protocol How do you feel about research? • Circulate around the room listening to student conversations • Reassure students that everyone experiences a range of emotions, and often this begins with uncertainty before choosing a topic, and when seeking relevant information, feelings can include confusion, frustration, and doubt (Kuhlthau, 2016) • What is "academic research" Validate student answers Add that it is discipline-based, problem-solving, part of a larger conversation that they get to participate in, and requires researchers to read to hear all parts of the conversation taking place Students can have a seat if standing up at this point • Show Going Beyond Google video and discuss (1:25) (https://www.youtube.com/watch?v=THH3VuZQ4as)

	• Discuss how students may have succeeded with using Google search for projects in the past, but they may experience some walls when conducting academic research • Discuss paywalls • Note that you want them to have the tools in their toolbelt to be able to push through those walls and where to access scholarly information
Grapple (27 minutes)	• Divide students into three groups • Have groups look at a particular electronic resource: Library Catalog, Academic Search Complete, and Google Scholar (show slide with guiding questions) • Explain to students that they will become the experts on their resource and will share search tips and tricks with their classmates • Explain that you would like all students to contribute to teaching if they are comfortable • Encourage students to use their research proposal topic if they have one, and if they don't have one, encourage them to search for something they are interested in • Walk around the room to assess exploration and guide as needed • Have students come to the front to present and remind about audience norms • As students present, fill in information or correct misinformation • Groups are striving to answer the following questions:

	What is the resource and how do you access it? What sources can you find with it? (be specific) How do you use the resource/how do you search? What tools can you use in your resource to help you evaluate the source's authority and currency? Why should your classmates use your resource?
Practice and Application (10 minutes)	• Have students practice using a source they did not explore to find a potential scholarly source that will help them with assignments. If they are not at the point of having a topic, have them practice using: Gender equity in sports Black women in higher education administration Transgender students in public education • Circulate around the room, helping students talk through topics, searches, and research tools
Debrief and Assessment (5 minutes)	• Ask students: Were you convinced by your classmates to use a particular source? • What source is the best? • Remind students that there is not one "right" or "best" resource, as they need to use all of them to ensure they are "listening" to all sides of the conversation happening on their topic.

In one-shot sessions, one strategy that I use to increase student agency is to provide opportunities for students to present and share their knowledge or their experiences with a resource, as Accardi (2010) suggests. The lesson plan shown above outlines how I ask students to become teachers.

I introduce the session by letting them know they will be teaching their classmates, and I explicitly acknowledge to students that they bring with them lots of knowledge and experience that the whole class would benefit from. I let students know I want them to be honest with their responses and teaching because if they think that something is frustrating, others will likely experience that, too. This student teaching can look like student groups presenting how to use a database or other research tool with their feedback on what works well and what does not. I also ask students to share their tips and tricks as they present. This activity allows for students to bring their background knowledge to their group, sharing the information they may already know about the resource. If they are new to the resource, it allows them to learn from their peers within a group space. I also continually learn from students when they share what they found helpful.

Even though I want them to be honest about how clunky information sources can seem and to share with their group what works best to push through these barriers, sometimes students instead try to teach to me or to their instructor. This may be related to their understanding or beliefs about the power structures in the traditional classroom. They may be used to a classroom hierarchy where the teacher has the ultimate authority and they participate in activities because of this structure. Feminist pedagogy seeks to be critical of these traditional patriarchal power structures in the classroom by making the classroom democratic and collaborative. In grappling with how to help change this belief within a one-shot, I articulate that I am asking for their participation as teachers because they have insights that are worth sharing with the class and that I do not have all the knowledge. I also find it helpful to emphasize that they are sharing their own tips and tricks for their classmates and answering the question, "why should your classmates care about the resource," or "how can this resource make your classmates' lives easier as researchers?" Feminist pedagogy includes activities where all student voices can be heard and support collaborative problem solving. Providing the space and time for students to discuss their experiences and teach their classmates allows for a shared learning experience for all of us.

Valuing Personal Experience

At the beginning of a one-shot session, I may use an icebreaker activity to help introduce "the why" of the lesson. In one of the prompts for this activity I ask students "how do you feel about research?"

This was inspired by Graf's (2016) prompt that she provides students: "Doing research is like ___" (p. 12). I tell students this is an open-ended question and encourage them to be honest as they share. As students share their answers, we discuss why they may experience stress, frustration, and both negative and positive emotions towards research. This quick prompt allows for students to voice their own feelings from experience and for us to reach a commonality as researchers. I quickly discuss the research of Carol Kuhlthau (2016) and her years of research on the Information Search Process. Over decades of research Kuhlthau (2016) found that we as information seekers tend to have a common experience when given an information-seeking task. I briefly share with students that when they feel frustrated, it is not something they alone experience, rather, it is a common experience we share together. I also include myself in these examples, as I want them to see that I face the same struggles and successes that they do, even though they may see me as the expert in the room.

In-Class Example: The following prompts allow for students to share their own thoughts/feelings/experiences with their classmates. I may use a protocol called "back-to-back" that I learned about in my K-12 experience and/or think-pair-share, both of which "keeps the classroom interesting and lively by encouraging students to speak, work in groups, and move around the classroom" (Accardi, 2010, p. 52). For "back-to-back," students find a partner and stand back to back as they are able or comfortable. This activity works staying seated, so I also let them know they can find a partner and stay seated if that is more comfortable. Once they partner up, I then present the question on the screen and provide students time to think about their answer individually. Then, I tell them to face their partners and each take a turn sharing their answers to the questions. I may use the following questions:

- How do you feel about research?
- What does "research" mean to you?
- What is "academic research"?

Feminist pedagogy includes ethics of care, where we need to be aware of the affective side of learning (Accardi, 2010). My goal with this activity is to express that I care about students' thoughts and feelings. By discussing how we feel about research, we can better understand how we approach the process and disrupt the usual discussion, which focuses only on how to think about, access, and use information during the research process.

With these prompts, I explain it is imperative for students to "share the air" and use active listening so that their classmates' voices are heard. During protocols like back-to-back or think-pair-share, I quickly review what active listening is and ask students to actively listen to their classmates as they engage in conversation. I may model what these protocols look like or sound like, and/or model them with a student. I have observed in some of my classes that some individuals are often silent, and others may dominate the discussion. When I see this happening, I provide additional norms for group work in order to help everyone have a voice in the group. I tell students their experiences matter and deserve to be shared and that active listening is a tool to help with this. I may use the norm "share the air" in group work when I feel like some students are dominating the conversations or ask the student who has a lot of background knowledge to share with their group mates instead of retaining the knowledge. When I have a group present, I encourage each one of them to provide an insight, but only if they are comfortable. My goal in using activities like this is for students to share their own experiences, provide a space for students to speak and be heard, and validate our common emotions as researchers.

Self-Direction and Empowerment.

Linda Keesing-Styles discusses an approach to assessment wherein values and practices of assessment include "results [that] are used in a way to reflect on student learning and teaching" (as cited by Gardner & Halpern, 2016, p. 44). I have used self-assessment based on the learning outcomes that were presented to students as goals at the beginning of a session. Toward the end of the session we go over the goals, but I may re-state them as questions to check for learning or as a formative assessment. It is during this time we can clarify concepts or questions before students assess their own learning and progress toward meeting the goals of the session. For one-shots, this can be challenging because I make the assessments anonymous, and it is difficult to follow up. However, I can reach out to the instructor to provide additional clarification. These formative assessments shape my teaching, as any trends I see with the session inform the content or strategies I use in subsequent classes.

In-Class Example: The context for the following assessment is that copyright is an area often requested for the first-year composition course, as students are required to complete a multi-modal argument. Our Learning Technologies Librarian and I worked together to create a lesson centered on empowering students to become ethical users and creators of works. Instead of focusing on what students cannot do or use, we reframed the topic on what students as creators *can* do, use, and how they can participate in the creative community with their own work. The statements on the following self-assessment tool were the learning outcomes for the session, which were identified for students at the beginning of the lesson and which I referred to throughout.

- I am able to describe Copyright Law and plagiarism and how you can avoid breaking this law and plagiarizing.

  Strongly Disagree Neutral Strongly Agree

  1 2 3 4 5

- I am able to explain who decides how creative works can be used and how they communicate their decisions.

  Strongly Disagree Neutral Strongly Agree

  1 2 3 4 5

- I am able to identify resources with Creative Commons licenses.

  Strongly Disagree Neutral Strongly Agree

  1 2 3 4 5

- I am able to identify where to go to get multimedia help and tools for ENGL 1030 Assignment 5.

  Strongly Disagree Neutral Strongly Agree

  1 2 3 4 5

- This session will help me succeed on my ENGL 1030 assignments.

  Strongly Disagree Neutral Strongly Agree

  1 2 3 4 5

My goal in using self-assessment is to make assessment anti-hierarchical, in which students are empowered to measure their own learning, a shift from the traditional classroom where the teacher assesses students.

Accardi (2010) writes that feminist library instruction can look like the librarian collaboratively working with students towards goals and learning outcomes during library sessions. Below are some examples of strategies I have tried in an effort to accomplish this within the constraints of the one-shot.

In-Class Example: I have used Google Forms to send out a survey to students to better understand their needs before the one-shot session. Based on the results on the survey, I categorized students' expressed needs on a Google Document, and then created a note-taking editable document shared with all learners for use during and after the one-shot. The directions I gave to students were that when their question/concern was met as I was teaching, they could erase it from the document. The goal was to have students' voices be heard when it came to what their needs were, and to be able to ensure I met those needs within the one-shot session.

Here is what part of the shared Google Document looked like:

Library Resources Collective Notes

Collective notes directions: Your requests are listed below.

- Please feel free to take notes that would help the group within the Notes column on the right.
- When your expressed need has been met, please erase it.
- Please do not erase a classmate's expressed need, just your own.

Category	*Expressed Need*	*Notes*
Books, scholarly articles, and databases	Get access to papers that cost money online- I would also like to know how to use the library system online as well so I can reserve books. I would like to know how to find and check out a book and how exactly you create and print a research poster.	Libraries website Catalog (uses controlled vocabulary) Databases (uses controlled vocabulary) • Select subject database(s) • Use keywords and synonyms • Use Boolean operators (AND, OR, NOT) • Use Advanced Searching • Use "Cite" button to create citation Google Scholar (uses natural language) • Check: go to Google Scholar, go to Settings, and then Library Links to make sure all boxes are checked, press Save, this will ensure that Google Scholar and Library Resources talk to one another • Use Advanced Search feature • Press quotation marks (") to cite

With the workshops I facilitate for the academic success entity on campus, I already have learning outcomes formed for advertising purposes. However, in those workshops I use two strategies to facilitate students creating the learning outcomes.

In-Class Example: At the beginning of the workshop, I may ask one of the following questions of participants:

- What do you specifically want to get out of this workshop?
- What do you want to walk away with?
- What are your own goals for attending the workshop?

I have sometimes written their responses on a dry-erase board as a learning outcome, other times I simply make a note of it myself. I revisit their responses toward the end of the session and review to see if we have met them. If their outcome has not been met, I can clarify any questions or provide additional information. The goal of providing these strategies is to create a meaningful learning opportunity in which the voices of students are heard, and the instruction is tailored to their learning goals. In this way, I seek to disrupt the traditional classroom power dynamic wherein the teacher creates all of the learning outcomes.

Creating Safer Learning Environments

Some strategies teachers may use to create a safer and more inclusive learning environment include creating a space with expectations and norms, getting to know their students, and providing expectations for feedback. With one-shot sessions, this is difficult for librarians to do, as this culture is created by both students and the instructor over a period of time through relationship-building. As librarians, we are often a guest in the classroom. However, we can still implement simple strategies into the learning process to help to make the learning environment more comfortable for students to share their experiences and ideas.

In-Class Example: Getting students to participate in class can be challenging, as they do not know me. I often use “warm calls” instead of “cold calls,” to provide an opportunity for students to share their thinking or to choose not to share. This is something I learned in my K-12 experience and it is a strategy that respects the space and preferences of the learner. Cold calls are where the teacher picks out a student to elicit participation. A warm call is when students are discussing an answer in small groups or pairs, and the teacher goes to a student and asks if they would be willing to share their answer/responses with the class. The student has the choice to say yes or no and to not be put on the spot in front of their classmates. When I use this strategy, I listen to students responding and provide some encouraging feedback, and then I ask if they might be willing to share their thoughts with the class. Feminist pedagogy is pedagogy that respects students’ agency and in which students are seen as dynamic individuals that bring valuable knowledge and experiences into the classroom. By providing students the opportunity to share or not share their ideas, I seek to respect their agency in the learning process.

In-Class Example: When I am a guest in the classroom, especially if I am introduced as a guest lecturer, I begin by introducing myself and explain why I am there. I then provide a quick overview of what the session is going to look like for all of us, or the agenda of the session. I also ask if there are any questions or concerns, and then I explain that they can feel free to interject and ask questions throughout the session. Expressing how the session will go and encouraging them to ask questions at any time allows for learners to know what to expect in the session and to be more prepared for what the following hour will look like. By providing this information to learners at the beginning of the session, I am trying to decentralize the power I bring into the classroom and help to create a community of learning. I clarify that I will not be lecturing and that by providing information of what to expect with our time together, my goal is to empower students with information and reduce any anxieties they might have.

Broader View of Pedagogy

As part of my journey, I started thinking bigger. With my lesson plans, I was reflecting on the intended curriculum, as well as the hidden curriculum in the classroom. However, teaching is also found throughout my daily interactions with learners outside of the traditional classroom. Jacobs (2008) argues that librarians should broaden their definition of pedagogy beyond teaching information literacy sessions. Amy Lee defines this broader view of pedagogy as:

> tak[ing] place in multiple and sometimes simultaneous spheres of action in the "classroom" (whether that's a public meeting, a committee, a place of worship, a workplace) and outside of it. That pedagogy is teaching, working with students, committee members, colleagues, citizens, and parishioners in specific contexts. And that pedagogy is also thinking about what, how, who, and why we are teaching in those specific sites. (as cited in Jacobs, 2008, p. 256)

For me, this broader view of pedagogy includes reference consultations, committee meetings, professional development work, professional activity, and other informal interactions with both colleagues and students. Feminist pedagogy helps me think more deeply about my role within my work, and how I can empower those I work with within these learning opportunities.

Reflective Questions to Ask:

1. What is the hidden curriculum in my information literacy classroom?
2. Outside of the traditional classroom, what, how, who, and why am I teaching?

Staying the Course

I often wonder if I am really making a difference and if any of my efforts empower students, given the minimal interaction I have with them. My one-shot sessions do serve for me to meet students and encourage them to contact me if they need help, but am I really making a difference for them or helping them to become agents of change? My traditional modes of assessment do not, and possibly cannot, measure this. Although I have received positive feedback from instructors and colleagues, it does not tell me anything about the bigger picture.

I take comfort in Accardi's (2010) belief that consciousness-raising about sexism and other forms of oppression is important in moving forward with making changes in the world. Additionally, I believe that creating spaces and pathways for students to voice their knowledge and experience can enrich the classroom and shared learning experiences. I also appreciate Accardi's (2010) encouragement to continue to have hope. I know that I am disrupting how thinking about student learning and teaching is done at my library, a process that will take time and sustained effort. I do not have all the answers, nor are all the strategies I use my original ideas. However, part of achieving educational reform requires heroic changes in our libraries and institutions. It also requires us to keep trying and to be somewhat okay with not having answers. It is about questioning myself and my librarianship, because reflection is how I can start to be more critical of my own practices, in order to contribute to reshaping librarianship and education writ large.

Insight and Transformation

I am pushed and challenged by the journey to learn more about feminist pedagogy and critical pedagogy. As a practitioner, I am always in a state of revision and process, knowing I will never "arrive," and that reflection is part of our practice as educators. Not all my sessions go as I plan and/or I may only be able to include some strategies during a given class session. Being able to use feminist pedagogy as a lens to view my work helps me to stay student-centered and find motivation within the constraints of a one-shot session in an educational system often shaped by systematic oppression. It has also given me direction and inspiration to change what instruction looks like in our library. It has pushed me to be a better and more conscientious teacher, librarian, and educator, helping me to better serve students.

A New Call

In the heroine's journey, the last phase the heroine experiences is to receive a new call in their journey. In my own journey, this includes reflecting on, and being critical of, myself and my pedagogy. Reflection is crucial to understanding our new call and next steps as educators.

Reflection Questions to Ask:

1. Am I increasing student learning?
2. With my focus on pedagogy, am I making students the object of my pedagogy instead of agents (Lee, 2000)?
3. How can I help to empower students to be agents of change?

Within my own educator journey, the phases I have outlined in this chapter have not been linear or clear. Rather, it has been an iterative process of reflection, knowing that as educators, we continue to refine in order to better serve our students.

Conclusion

Feminist pedagogy helps me to reexamine my teaching and ways of practicing librarianship. Exploring feminist pedagogy challenges me to reflect on power dynamics in the classroom, on my own pedagogy, and on the ways in which I can foster student engagement with the topics of power and oppression. It pushes me to reflect on the curriculum, or what is taught, and the hidden curriculum, or what is not intended to be taught but is still conveyed to students. Yet, I continue to grapple with my purpose and intent. Feminist pedagogy gives me direction and purpose; and in a library world where librarians give both professionally and emotionally (Hicks, 2009), where emotional labor is tied to burnout (Douglas & Gadsby, 2017), and where instruction librarians' burnout is even higher (Affleck, 1996; Sheesley, 2001), we all need to find hope and strength for the journey ahead.

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9. Using Wikipedia to Explore Issues of Systemic Bias and Symbolic Annihilation in Information Sources. Caroline Ball

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Representation matters

Wikipedia brands itself as the 'world's encyclopaedia' and most people accept it as such. As most educators recognise, it is usually the first place students turn for information. Yet, few people stop to think about how comprehensive it really is, how representative, how much information it fails to provide or what the real world consequences of that information gap can be.

"You cannot be what you cannot see."

This quote is seen frequently, across a wide variety of news articles—on topics from bisexuality (Donaldson, 2019) to Indian cooking (Brehaut, 2019), baseball (Rhoden, 2018) to women in tech industries (Richardson, 2019). It does not need explanation; we immediately understand the point: representation matters. We all need role models, inspiration, and inclusion: representation. We need to be able to see examples of what we can be, what we can aspire to, the goals and opportunities open to us.

Just as you cannot be what you cannot see, you cannot learn what you cannot find. Or perhaps you *can* learn something, but not what you were looking for. You can learn that you are unimportant, that you do not matter, that your experience, your language, your culture, your existence is unimportant. The existence of an article on Wikipedia gives that subject weight. So what happens when there is no Wikipedia article on a person or place?

The quote at the beginning of this section is rarely accurately attributed to its original source: Marian Wright Edelman, an American activist for children's rights. You can look her up on Wikipedia. Her article is brief, a mere 1,438 words, including references. By contrast, the article on professional footballer Cristiano Ronaldo is 33,108 words, including references. This in itself tells us something about relative importance in a world of crowd-sourced information!

As a direct result of its crowd-sourced nature, Wikipedia is subject to the systemic bias that exists in our societies, and in turn contributes to symbolic annihilation. However, Wikipedia's failings in this regard can be turned into a benefit by using it as a tool to raise awareness of these issues in the classroom and involve students in actively working to improve coverage.

What is systemic bias?

Systemic bias refers to the everyday practices and processes embedded within systems or institutions that can create or support disadvantageous outcomes for certain groups and/or individuals from those groups. Quite frequently, these processes will have been designed by the dominant group/s in a given society or culture, assuming that their experience is the norm or default, without any awareness (or consideration) that other individuals do not experience the world in the same way. These practices and processes can then, to anyone outside of those dominant groups, become barriers to access, participation, or, at the most extreme level, to existence itself.

Caroline Criado-Perez's recent book 'Invisible Women' (Criado-Perez, 2019) is an excellent source of examples of systemic bias as it relates to gender-related data, via the 'gender data gap'. She discusses how failing to gender-differentiate data (by using a universal default that is often 'average male' in size and shape, or by not involving women in data collection or research) can unintentionally create difficult, harmful, or even fatal outcomes for women. For example, women as a gender irrespective of race or ethnicity are more likely to die from heart attacks, because their symptoms are not 'typical' - or more accurately, are not the same as symptoms experienced by men. Most women cannot use their smartphones single-handed because phone size was designed to fit the average male hand span. Women are more likely to be seriously injured or die in car accidents, because the safety tests use crash test dummies based on the average male body size and shape, which is significantly taller and heavier than the average woman. As a further failing, much data is not differentiated by race or ethnicity either, which can serve to even further reinforce systemic bias.

These are extreme examples of systemic bias in action, but in many ways systemic bias in information sources can be just as damaging in ways that may not be as immediate and visible. In the case of Wikipedia, because of its crowd-sourced nature, individual biases, conscious or otherwise, can become systemic biases. These biases then play a huge role in shaping the creation of Wikipedia articles overall, leading to major inconsistencies in coverage and quality, as we will see later in this chapter.

What is symbolic annihilation?

Symbolic annihilation is a concept first articulated almost fifty years ago by George Gerbner and Larry Gross (Gerbner & Gross, 1976), describing the complete absence or minimal representation in the media of certain groups of people (frequently based on race, gender, sexual orientation, and/or socio-economic status). This lack of visible representation serves to maintain social inequality by excluding those groups that are deemed socially insignificant from the social and cultural narrative.

The concept was originally interpreted specifically in terms of absence, but in the intervening years the concept has been further refined to now accommodate three elements, all of which can be equally damaging to individuals and groups: omission, trivialisation and condemnation (Tuchman, 1978). Some forms of representation can be worse than absence if they consist solely of offensive or inaccurate stereotypes, or negative or comical portrayals.

How might this 'symbolic annihilation' affect an individual's understanding of their place in society, history and culture? Might this absence potentially lead to feelings of alienation and lack of worth? What happens "when someone with the authority of a teacher describes our society and you're not in it?" (Rich, 1993, p. 16).

Various studies on the issue and impact of symbolic annihilation have been undertaken in the years since Gross and Gerbner first identified the concept—surveying Native Americans to assess the impact of their "actual and symbolic annihilation" (Merskin, 1998, p. 335); analysing plantation museums for their depiction of the lives of enslaved African-Americans (Eichstedt & Small, 2002); assessing animated cartoons' portrayals of marginalised groups such as LGBTQ+, women, the elderly and racial minorities (Klein & Shiffman, 2009); even evaluating representations of LGBTQ+ individuals in *Star Trek* (Venzo, 2016), to name just a few.

Common themes emerge from many of these research studies, articulated by an unnamed Apache male in Merskin's study of Native Americans:

"Most people believe the generalizations. This certainly creates an identity crisis for many.... [They] often find themselves not knowing who to identify with. How realistic these portrayals are goes beyond historical accuracies and reach into individual beliefs about the self" (Merskin, 1998, p. 339).

In 1976 Gerbner and Gross were solely applying the concept to visual media such as television, and many of these subsequent studies have also focused on visual media portrayals. However, there is a strong case to be made for extending the concept from visual media portrayals into textual and informational contexts. Recent studies focusing on the role of community archives in combating symbolic annihilation and enhancing representation have focused on the 'epistemological impact' of such endeavours in changing "the nature of *what* can be known about a community's history and *how* it can be known" (Caswell, Migoni, Geraci, & Cifor, 2017, p. 17). As one of the world's largest information sources, there is surely relevance for Wikipedia here.

How do these issues manifest in Wikipedia?

It is common to see news and media articles declaring 'Wikipedia has "banned" this or that, but this type of claim represents a fundamental misconception of how Wikipedia works—that is, the misconception that Wikipedia as an organisation that acts with a single will and voice. Wikipedia is made up of millions of individual editors, who all bring their own attitudes, opinions, biases, prejudices, and beliefs to the task of creating and editing articles.

Wikipedia describes the average editors of the English-language Wikipedia as young, white, college-educated males, technically-inclined, living in majority-Christian, Northern Hemisphere countries ("Systemic bias", n.d.)—a group that has been described in the media as "a bunch of male geeks who are wealthy enough to afford a $2,000 laptop and a broadband connection" (Montellaro, 2015). Recent surveys have estimated that only 8.5%–16% of Wikipedia editors are female—even fewer are people of colour of any gender (Smith, 2015). Indeed, it is striking how closely Gerbner and Gross' original description of the characters that dominated the screen in 1970s television in their original description of the concept of symbolic annihilation fits the majority of today's Wikipedia editors: "three quarters […] are male, American, middle- and upper-class, and in the prime of life" (Gerbner & Gross, 1976, p. 183).

Wikipedia was not 'designed' to operate the way that it does; in reality, as a crowd-sourced encyclopaedia, it was not designed at all. Its processes and procedures have evolved exclusively due to the input of those who contribute to it. However, if those individuals do not represent the broad spread of humanity (and as already seen, they clearly do not), Wikipedia can begin to reflect those individuals' conscious or unconscious biases, which then become fixed in place as systemic bias.

One of the major challenges involved with broadening the base of Wikipedia editors is that it is not only contingent on inclination or ability, but also on access—both to the Internet itself and to sources of information—and this access varies according to geographical location (not to mention socio-economic status). A study undertaken in 2011 (Graham, Hale, & Stephens, 2011) compared the percentage of 'geotagged' English-language Wikipedia articles to world populations broken down by geographical region. It found an overwhelming bias towards Europe and North America, with those two regions accounting for 84% of English-language Wikipedia articles (Graham et al. 2011). It is no coincidence that these regions also have the highest Internet penetration rates in the world, with North American averaging 77% and Europe between 79% (Euro area) and 81% (European Union) (The World Bank Group, n.d.).

With such a non-representative selection of the world population responsible for the vast majority of creation of and edits to articles in the English-language Wikipedia, it is no surprise that the content itself is also not representative. Articles about notable women are under-represented (Leonard, 2018). Coverage relating to Africa, Latin America, and the Middle East in the English-language Wikipedia is rated by Wikipedia itself as poor to mediocre ("WikiProject: Countering systemic bias", n.d.), and those articles that do exist are often written from a European or North American perspective. Articles on 'universal' topics often fail to include examples from these regions as well—do people in African countries not eat lunch, for example (Lunch, n.d.)?

We can see even from these brief examples the elements of symbolic annihilation at play: *omission* (articles on important individuals, regions, cultures, and topics can be missing altogether), *trivialisation* (articles can vary greatly in length, coverage, and quality) and *condemnation* (articles can frequently represent a Western cultural viewpoint, often to the detriment of other cultures).

This narrow, homogenous editor pool situated within specific geographic regions raises further issues beyond motivation and access, all of which serve to further embed systemic bias within Wikipedia's processes and guidelines for editors. Such issues include the nature, focus, scope, and format of the material available to editors on which to base the articles they write and edit.

Access to sources of information becomes an issue—and not just any sources of information, but those sources that Wikipedia deems more 'reliable', usually meaning traditionally published material such as newspapers, books, and academic journals. Original research is not permitted on Wikipedia, an understandable policy that aims to restrict fringe theories and unverifiable claims, but it also means that content for articles is restricted to what is deemed 'publishable', a concept subject to a whole range of external forces, few of which are devoted to ensuring equity and visibility for marginalized groups.

Another factor is the Anglo-American domination of the educational and academic publishing industry. The United States and the United Kingdom come second and third in terms of the number of books published per year, behind China (Ingenta, 2014). In terms of book sales, the United States accounts for 26% of world book sales, with the European Union making up another 33%. When focusing exclusively on digital sales, the Anglo-American domination is even more striking—12.5% in the UK, 15% in Canada and 20% in the United States (Centeno, Lara, & Vallejo, 2014). Despite the fact that English comes a distant third in the number of native speakers, behind Spanish and Mandarin Chinese (Ethnologue, n.d.), non-English journals are frequently excluded from the high-status journal indexes, increasing pressure on non-native English speakers to publish in English in order for their research to be widely-known and recognized (Curry & Lillis, 2018).

Wikipedia guidelines also do not consider oral knowledge a reliable source, which can greatly reduce the inclusion of much material relating to Indigenous cultures, which have traditionally valued oral transmission of cultural knowledge over written transmission. Concerns generally focus on the difficulty in checking oral citations for accuracy and the lack of academic authority involved, although both of these issues, and others, have been criticised as displays of 'cultural imperialism', valuing one (dominant) culture's means of knowledge transmission over another's (Gallert & van der Velden, 2015).

The selection of topics that subjects editors choose to write about is another area fraught with issues of perspective and bias. Wikipedia does have guidelines relating to the issue of 'notability' (i.e. whether a topic is considered important enough to justify a stand-alone Wikipedia article).

However, who determines whether something is notable enough to be 'Wiki-worthy'? The Wikipedia editor community does, but as we have already seen, this community is not global nor representative in a myriad of ways. What is deemed worthy by a young, white, male, educated American or Northern European may bear no relation to those issues deemed important by a middle-aged woman from Grenada, a teenage girl from Estonia, or a grandfather from Chile.

The issue of notability is one frequently used against female subjects on Wikipedia. Detailed articles about women are often rejected for not being considered 'notable' enough, yet there are a great number of very short articles about men. Many critics argue that female subjects on Wikipedia are being held to a higher notability standard than male subjects, bringing to mind the famous quote from Charlotte Whitton (she has a Wikipedia page, look her up!): "Whatever women do they must do twice as well as men to be thought half as good" (cited in Powell, 2018).

The problem of systemic bias goes beyond Wikipedia. It is inherent in the very systems we use to inform ourselves—including Wikipedia, of course, but also the sources Wikipedia relies upon, the Internet systems we use to access those sources, the languages that material is published in, and the educational, cultural, and political trends that influence and control what is published and what research is undertaken.

If a subject—whether it be a person, a concept, an artefact, or a place—is not valued, it is not researched nor written about. If no one is writing about it, or is writing in a language other than English, Spanish, or Chinese, it gets little visibility. If something is not published widely enough, the information it contains cannot be disseminated, digested, synthesised, and reproduced for a Wikipedia article. If it cannot be found or discovered, it cannot be referenced in a Wikipedia article. If information about a subject in a Wikipedia article does not cite verifiable material, it is marked for deletion.

It is a vicious cycle that brings us back to Cristiano Ronaldo and Marian Wright Edelman. One is a professional footballer, the other is an activist for children's rights. In theory, we may know which role we would like to think our societies value the most, and yet, their respective Wikipedia articles do not reflect that relative value.

Teaching with Wikipedia

My own experience with Wikipedia as a teaching and learning tool began with an editathon for International Women's Day, aimed at improving Wikipedia's coverage of female biographies. I had dabbled with editing Wikipedia myself, teaching myself the basics, but this was the first time I had used it in an educational context. Students attending the webinar responded with enthusiasm, and as I was supporting them in writing and editing articles and doing research to find missing citations, it dawned on me how useful a tool this could be in my own line of work.

As an academic librarian working in a university, my primary focus is on enhancing students' information and digital literacy skills, and Wikipedia seemed an ideal tool for this. Many of the elements of digital literacy I teach and support are required when editing and writing Wikipedia articles: writing and copy-editing, research and referencing, source evaluation, critical thinking. I began to incorporate Wikipedia into my library workshops: using it as an example when teaching referencing, demonstrating the 'citation needed' tags in articles; showing students the reference lists at the end of articles; explaining how it functioned, how articles were organised into quality categories, when to use it and when to skip it.

This eventually led to the opportunity to create an entire digital capabilities module structured around the use of Wikipedia. The module included two assignments—an individual assignment and a group assignment—requiring students to create portfolios of articles edited and created from scratch. Through the course of the module, students had classes on referencing, copyright and plagiarism, research, source evaluation, media literacy and peer review, all linking back to Wikipedia.

Such an extended, in-depth examination of Wikipedia afforded the opportunity to critically examine its weaknesses as well as its strengths. As the module progressed and the students' understanding of Wikipedia became deeper and more nuanced, its flaws became more visible to both students and teacher. Students started to notice gaps in the coverage, commenting on their surprise and disappointment when articles were not as comprehensive as they'd hoped or failed to cover issues they considered important. They also expressed frustration at their inability to find reliable, accurate information to improve articles on less high-profile or mainstream topics.

I felt that it was important to address these issues head-on with the students, by making them more aware of the context in which Wikipedia operates. Some of the activities described below were therefore designed specifically for inclusion in the digital capabilities module, while others were later designed for inclusion within more general library workshops or to be standalone activities. For example, the quality sampling activity was used within a library workshop focusing on source evaluation—we discussed how articles within Wikipedia rely on reliable, high-quality sources in order to achieve higher quality ratings, what happens if these sources are not available, and why that might be. An editathon, on the other hand, works as a stand-alone activity in itself.

The activities detailed below are all activities I have used with students in both small and large groups. They can be used by librarians or teachers, on their own or as part of a wider sessions. The lengths of time required are a rough estimate, as timings can depend on a variety of factors, including class size, and the layout and facilities of the room available.

Activities

Representation Hunt

<u>Learning outcomes:</u>

- Understand concepts of systemic bias and symbolic annihilation in information sources
- Explore issues of diversity and representation in print-based media
- Consider how information sources can ignore or misrepresent individuals and/or groups

<u>Materials:</u>

Representation statements

Print-based media (magazines, catalogues, newspapers, books)

Paperclips

<u>Time:</u>

30-45 minutes

Description:

A ‘representation hunt’ can be a useful print-based activity to introduce students to the concepts of systemic bias and symbolic annihilation in information sources, before moving on to apply those same concepts to the digital world of Wikipedia.

This is a relatively simple, but highly effective exercise, although it does require an element of preparation beforehand in gathering materials. A large sample of disposable print-based media is required—these can be catalogues, magazines, newspapers, books—on any topic at all. A wide variety is ideal, but whatever is available can be used. The amount required will inevitably vary on the size of the class involved.

A number of ‘representation statements’ need to be prepared, with some form of identifying statement relating to gender, ethnicity, job, disability, hobby, or interest. Examples can include: ‘I am a girl in a wheelchair’, ‘I am a trans woman’, ‘I have parents of the same gender’, ‘I am a female firefighter’, ‘I am an overweight man’, ‘I am a boy who likes pink’, ‘I am a slim woman’, ‘I am Native American’, etc. These can be printed on sheets and cut into individual slips to hand out to students.

Students are each given a number of statements to look for. The number can depend on the amount of materials available and the number of students: 4-6 is good to start with, either per student or in pairs or small groups, depending on class size. The students are given 5-10 minutes to work through the print materials available to them looking for references to individuals who match the representation statements, whether visual (images) or textual (references within text). When they find a match, they should tear out the page and clip or staple the representation statement to it.

Students can get frustrated during this activity if they fail to find any matches for their representation statements. However, this in itself can provide useful material for subsequent discussions about how it must feel to be personally on the receiving end of that lack of representation. Students can be divided into small groups (if they are not already, and again, group size depending on overall class size) to discuss which individuals seem more represented than others and what messages are being sent to those not represented at all as a result.

The next stage of the activity is to look at the context in which the representation occurs, taking one or two examples identified in the previous activity and discussing them in small groups (these groups can be the same or different in composition to the previous discussion activity). This is a useful stage to introduce students to the three elements of symbolic annihilation identified earlier in this chapter: *omission*, *trivialisation,* and *condemnation*. For example, are the individuals matching the representation statements the primary focus of the text or image, or secondary/background to another individual? Is the context positive or negative? Do the individuals matching the representation statements have agency or are they dependent on the direction or assistance of another? Does the representation rely on offensive or inaccurate stereotypes?

The aim of the session is to demonstrate practically just how lacking in diversity most mainstream information sources can be, and how difficult (if not impossible) it can be for some individuals to find themselves represented accurately and positively in the media. This can be a useful springboard to get students thinking about these issues in terms of print-based media, before applying the same issues of representation and accuracy (and lack thereof) to Wikipedia.

Wikihopping

Learning outcomes:

- Explore gaps in coverage across Wikipedia articles
- Assess variations in content across Wikipedia articles

Materials:

Computers

Pen and paper

Time:

15 minutes

Description:

Wikipedia has a 'Random article' link in its menu bar, which generates a random article from the 5,957,364 articles (as of writing) in the English-language Wikipedia. Students are given an allotted length of time to browse (keep this relatively short, no more than 5-10 minutes) and asked to keep a log of the articles randomly generated by this tool (see below for examples).

Criteria identified for monitoring can vary depending on what elements, omissions, or evidence of bias are under scrutiny in the class. Examples could include assessing gender bias by monitoring the balance of male versus female subjects, and the comparative length and quality of articles—or the even more striking lack of visibility for non-binary and transgender subjects.

Alternatively, students could look for evidence of racial or geographical bias by assessing whether certain countries or regions are more represented than others, or whether 'universal articles' contain omissions or sparse information relating to those regions or cultures.

Article title	**Word count**	**Article rating**	**Male v Female**	**Location**	**Notes**
Quarter (Canadian coin)	1210	C	n/a	Canada	
Ernest Kombo	165	Stub	Male	Republic of Congo	
Lindy's Sports	83	Stub	n/a	USA	Male publisher/ founder
Anjalin	58	Stub	n/a	Iran	
Meteorite Island	198	Start	n/a	Greenland	
Tāwhirimātea	748	Start	n/a	New Zealand	
Hamid Ghodse	1319	Start	Male	Iran	

Max Corput	659	Start	Male		
Rufoclanis rosea	166	Stub	n/a	Africa	
The Decoy (1935 film)	170	Stub	n/a	France	
Fujicolor Pro	816	Start	n/a	Japan	
Long Island Creek	112	Stub	n/a	USA	
Arrow Lakes	1215	Start	n/a	Canada	
Sugar Creek Slavic Festival	1242	Start	n/a	USA	

Fig 1. Table showing an example log from a 'Wikihopping exercise', detailing the random articles generated, their length, quality, gender and geographical location.

This can be a useful and quick means of introducing students to the wide variations in coverage within Wikipedia, the elastic definition of 'notability' (witness how short some of the male biographies are), and the lack of coverage in some areas. For instance, in a random sampling of fifteen articles, only one article related to the entire continent of Africa, and there were more articles on bodies of water in North America than there were on women!

An alternative approach focusing exclusively on gender disparities would be to see how many clicks of the random article generator it takes to arrive at a biography about a non-binary or transgender subject. As the table below demonstrates, frequently such an exercise results in no such articles at all.

# of clicks	Subject	Country	Gender	Word count
1	Jacques Thuillier	France	Male	419
5	Margrit Thommen	Switzerland	Female	54
7	Navin Bhakta	India	Male	93
8	Honorio Pueyrredón	Argentina	Male	229
9	Borja Criado	Spain	Male	512
10	Mustapha Skandrani	Algeria	Male	526
11	Richard Venture	American	Male	298
15	Robert Jarvik	American	Male	925
17	Peter Badham	English	Male	283
20	Raad Mutar Saleh	Iraq	Male	104
26	Farid Zhangirov	Russia	Male	28
30	Donald Kenney	American	Male	211
32	Kristina Paner	Philippines	Female	4069
33	Carlo Raimondi	Italy	Male	293
36	Nicola Correia-Damude	Canada	Female	537
42	Royce Hunt	Australia	Male	442
43	Iván Varga	Argentina	Male	276
44	Javier Araújo	Colombia	Male	88
50	Slobodan Misic-Brenda	Canada	Male	302

Fig 2. Table showing the results of 50 clicks of the random article generation, monitoring gender and geographical location.

From the random sampling of 50 articles seen in Fig. 2, we generated 19 biographical articles—only 3 of which were about women. Football players had a greater representation in our sampling than the entire female gender. Africa and the Middle East were represented by 1 article apiece, whilst Europe was represented 5 times and North America 5 times.

This approach is quite simple and easy to undertake with a group of any size. A random sampling of articles can clearly demonstrate both how underrepresented certain groups and regions are within Wikipedia and how brief some of the articles on already underrepresented groups can be. This ties back into the issue of notability raised earlier in this chapter and how it can frequently be used against female subjects and subjects from certain regions of the world.

Quality sampling

Learning outcomes:

- Recognise variations in coverage across globally comparable topics
- Learn to identify potential signs of systemic bias

Materials:

Lists of topics for comparison

Computers

Pen and paper

Time:

30-45 minutes

Description:

In this activity, students are provided with lists of comparable topics from different cultures and countries around the world—for example, capital cities, rivers, heads of state. There is no set requirement for the content of these lists, although a topic that is truly global in scope and representation works best.

Students then look up the Wikipedia articles for these topics and compare the length and quality of the articles. It may be appropriate to ask the students to anticipate ahead of time, using their growing knowledge of systemic bias in information sources, which subjects might have the most detailed articles, and which the least, and then compare their guesses against their own data table.

Country	**Capital city**	**Word count**	**Quality**
Ankara	Turkey	11,447	C-class
Berlin	Germany	15,666	B-class
Bogota	Colombia	14,728	C-class
Buenos Aires	Argentina	21,362	B-class
Cairo	Egypt	10,461	B-class
Delhi	India	15,755	GA-class
Dhaka	Bangladesh	9,609	FA-class
Havana	Cuba	12,425	B-class
Karachi	Pakistan	15,164	B-class
Kinshasa	DR Congo	6,316	C-class
Lagos	Nigeria	9,021	B-class
Lima	Peru	11,167	B-class
London	England	21,966	GA-class
Luanda	Angola	4,207	Start-class
Madrid	Spain	17,250	B-class
Mexico City	Mexico	19,987	B-class
Moscow	Russia	20,365	B-class
Nairobi	Kenya	10,477	C-class
New York City	United States	33,616	B-class
Santiago	Chile	12,973	C-class
Sao Paolo	Brazil	19,099	B-class

Shanghai	China	17,371	GA-class
Tegucigalpa	Honduras	12,316	B-class
Tokyo	Japan	9,642	B-class
Toronto	Canada	16,277	B-class

Fig 3. Table showing list of capital cities and the relative length and quality of their articles.

In the example shown in Fig. 3, we can see there are great discrepancies in length—compare Luanda's 4,207 words to New York City's 33,616 words. There is also a wide variety in terms of the quality of these articles, an element that is often connected to length and detail. It is no coincidence that Luanda as the shortest article is also the lowest-rated, whilst articles on the capitals of nations such as China, India and the UK achieve one of the highest ratings, that of GA (Good Article).

An alternative approach is to look at the top-rated articles within the English-language Wikipedia (those awarded FA or Featured Article status, i.e. those articles that make it to the front page of Wikipedia) and assess how representative they are. This task is not as onerous as it may sound; the current number, as of writing, is a mere 5,672 articles, less than 1% of all Wikipedia articles. Wikipedia lists these Featured Articles by category, so students could be assigned a particular category to assess.

For example, the category for biographies in the field of art, architecture and archaeology contains 47 articles—of these, only 13 are about female subjects. In the biographical categories for 'Business, economics and finance', 'Chemistry and mineralogy', 'Engineering and technology', 'Medical', 'Philosophy and psychology', 'Physics and astronomy', there is not a single article about a female, non-binary or transgender subject.

These categories can also betray the Western cultural bent of Wikipedia editors. In the category of 'Religion, mysticism and mythology biographies', out of 66 articles, 62 are male, 63 are Christian, and only 3 hail from outside Europe and America (one of whom is Jesus!) There is not a single Featured Article relating to Islam, Hinduism, Buddhism, Sikhism, or Judaism. Given that collectively these religions have more adherents than Christianity, this is clearly indicative of the bias within Wikipedia towards Western cultural topics.

This approach can reinforce previously explored issues of systemic bias by making students aware that even where there is coverage, or where topics are addressed, there can be vast variations in the levels of detail and the quality of the material. This can reflect both the level of interest in the subject on the part of the, as previously discussed, unrepresentative editors, and the relative availability or scarcity of English-language sources on a subject.

Sentiment analysis

Learning outcomes:

- Recognise how editing choices can signal author's opinion or attitude
- Apply sentiment analysis techniques to Wikipedia articles

Materials:

'List of controversial issues' page (or equivalent)

Word processing software

List of positive and negative words

Time:

30-45 minutes

Description:

Sentiment analysis is the process of analysing natural language to determine the emotional character of the content, via examination of the words used and the context in which they are used. Effectively it permits analysis of an author's attitude towards something or someone, whether that be positive or negative, overt or subtle.

In the era of social media, sentiment analysis has become a hot topic, with many tools developed to analyse posts on platforms like Twitter and Facebook. The analysis is largely done via computer software, using algorithms that compare words in a given sample of text to a list of words designated as positive (e.g. honest, accomplished, peaceful, impressive) and a list of words designated as negative (e.g. corrupt, violent, angry, bad). These tools also look at the context of the identified terms for the presence of negation that can change the polarity of a word (e.g. 'not' good) and often add greater weighting for variations in positivity and negativity ('excellent' given greater weighting than 'good', 'evil' greater than 'bad').

There are free sentiment analysis tools available online; however, without a detailed understanding of the algorithms involved and which words have been assigned positive or negative weighting, these tools can be unreliable. Several of these tools were tested by the author with the same piece of text (the introduction from the Wikipedia page for the British National Party) and they gave wildly varying results—from strongly negative to strongly positive. This type of example in itself is an indication of how systemic bias can manifest in software and could be used as an example of how programmed technology will inevitably reflect the world view and biases of its programmer(s).

However, a rudimentary version of sentiment analysis can be performed manually on short passages of text, such as Wikipedia articles. This activity can be a useful way to demonstrate to students that any piece of text can be subject to elements of bias, however subtle, via the way information is presented and the language used, even when the author may be striving for neutrality or objectivity. One of the key elements of systemic bias is that it is frequently unconscious and can be exhibited even by authors with the best of intentions.

This activity works best as a demonstration when using topics more likely to betray an easily recognisable level of bias or lack of neutrality, such as biographies, politics, organisations, etc. Wikipedia maintains a 'List of controversial issues' page, which can be a good place to start to identify articles for students to analyse. Students can either make their own choices or the instructor can choose for them; the latter approach may be best, given the tendency of individuals to veer towards topics they are knowledgeable about or can identify with.

Sentiment analysis of Wikipedia articles can take several different approaches, and these can be used individually or in combination. A table or checklist can be provided to students to guide them in their analysis (see Fig. 4 for an example), or they can be asked to use their own judgement when evaluating an article.

An initial approach can be to analyse the article as a whole from the perspective of content and structure. For example, what information is included in the 'lead section' part of the article above the contents box?

This is the first (and sometimes only) part of any article that many users read, so it is intended to serve as an introduction to the article and a summary of the most important information. If this summary slants more heavily towards negative or critical material, this can leave users with a negative impression of the overall topic.

Which facts or information is included in, or excluded from, an article can be indicative of the overall tone as well. For instance, in a biographical article, if there is lengthy or frequent reference to positive material such as awards, achievements, positions, ranks, or charitable works, but little mention of criticism, controversies, or scandals, this is potential evidence of the biases of the editors behind the content.

The structure of a page can also play a significant part in contributing towards a negative or positive impression. If an entire section of the article focuses on positive or negative elements and is immediately visible in a page's contents box, whilst contrasting information is not highlighted but rather 'buried' in a body of text, this too can mislead or sway readers in their impression of the topic.

	YES	NO	COMMENTS
Does the lead section take a neutral tone? ('No' if clearly positive/negative material included)			
Does the structure betray any bias, i.e. entire sections devoted to positive/negative elements?			
Are some sections longer than others, despite being equally important?			
Does it represent competing viewpoints equally?			
What are the sources used? Are they impartial and reliable?			
Does it contain statements that lack verification?			

Does it contain subjective 'value statements' (i.e. 'the best', 'the most important'?			

Fig 4. Checklist for students to assist in assessing a Wikipedia article for bias

Let us use the Wikipedia article for the 'National Rifle Association' (NRA) as an example. The lead section for this article refers to frequent and sustained criticism of the NRA from a variety of groups and specifically mentions several high-profile school shootings. The structure of the page includes an extensive 'Criticism' section subdivided by topic. By contrast, the 'Programs' section of the page, which makes reference to more positive initiatives by the NRA to promote firearm safety is much shorter and is not subdivided by topic. The 'Public opinion and image' section (the existence of which alone suggests there is an issue of bias to be discussed) is largely weighted towards criticism.

The Talk page for an article—an administrative page where editors discuss changes/updates made to the article—is another good place to guide evaluation of an article. It will contain Wikipedia's own internal rating of the article and will also display any warnings regarding issues surrounding the article. For example, on the NRA Wikipedia article, the controversial warning reads "The subject of this article is controversial and content may be in dispute. When updating the article, be bold, but not reckless. Feel free to try to improve the article, but don't take it personally if your changes are revered; instead, come here to the talk page to discuss them. Content must be written from a neutral point of view. Include citations when adding content and consider tagging or removing unsourced information" (Talk: National Rifle Association, n.d.).

Another method of assessing the perspective of an article is by using a visual coding approach, which helps students see how much negative or positive language or information is included in the article. This approach can also serve as a useful way to introduce students to the basics of coding qualitative data, a skill that may be required by some in future should they pursue dissertations or research projects.

A list of positive and negative words is useful to have to hand. A number of variations of these are available freely online, although for the purposes of this activity the author used Liu and Hu's Opinion Lexicon (Bing & Minqing, 2004). This is very long (around 6,800 words), so it is not recommended that students use these for constant consultation when analysing their chosen articles. Rather, they are useful to provide as an exemplar of the kind of language they are looking to identify.

To do this visual coding, students begin by copying sections of the article into a document. They read through the text carefully and then, using a highlight tool, highlight phrases and statements as either positive (green), neutral (leave un-highlighted), or negative (red). Positive and negative text can refer both to the individual words used and the overall point or context of the text. Assessing the content of a Wikipedia article in this way—by delving into the actual text, facts, and language used—can demonstrate to students that even when an article exists, even when it may appear to be detailed and lengthy, it can still have significant issues of systemic bias and symbolic annihilation, depending on the information editors have chosen to include or exclude and emphasise.

Editathon

Learning outcomes:

- Increase knowledge of Wikipedia
- Increase information and digital literacy and critical thinking
- Develop research and writing skills
- Work to address issues of systemic bias

Materials:

Computers

Wikipedia editors

Time:

30-45 minutes

Description:

More than any other approach with Wikipedia, actively getting students involved in editing is the best way to introduce and teach them about how Wikipedia functions. An 'editathon' is an event at which Wikipedia editors come together to edit and improve specific topics, which are usually chosen in advance. They can be open to all levels of editors, from experienced Wikipedians to complete beginners, and usually involve basic editing training. Editathons can last from a few hours to all-day events—the *Museo Soumaya* in Mexico City currently holds the Guinness World Record for the longest editathon—72 hours ('Longest edit-a-thon | Guinness World Records', n.d.).

Some editathons are organised as part of an established project dedicated to addressing a particular issue: Women in Red, for example, which aims to increase the number of female subjects in Wikipedia's biographies (which has improved from 15% to 18% since the project began). Art+Feminism works to improve coverage of articles relating to gender, feminism, and the arts. The African 10,000 Challenge is aiming to reach 10,000 article improvements for Africa.

Themed editathons are one of the best ways to introduce students to the concepts of systemic bias in Wikipedia by working to actively address those imbalances. They can either aim to create new articles to improve coverage in particular areas or focus on editing or improving existing articles. Either approach is an excellent way to bring the issues discussed in this chapter to life for students, by getting them actively working to do their part to address the problem. Wikipedia provides an excellent guide on the details and practicalities of how to run an editathon ('Wikipedia', 2019).

It is advisable to select a particular theme for your editathon, although it doesn't have to link in to one of the established WikiProjects. A themed approach ensures a clear goal and provides boundaries within which the students can work. With completely open editathons, the challenge is that students can be overwhelmed by the number of articles in need of improving or creating, and can find it difficult to select a topic or subject to work on. Wikipedia keeps a list of 'missing articles' broken down by category that can be used as a starting point from which students select topics. It is recommended, particularly with new student editors, to select a category relevant to their module, programme, or assignment.

A seasoned Wikipedia editor is essential for an editathon to provide training and guidance for new editors. If you do not have the expertise within your own institution, you can get in touch with your local Wikimedia chapter for support. Wikimedia is always looking for educational partners to work with and can put you in touch with Wikipedia volunteers in your region who may be able to help. A ratio of one Wikipedian per 10 students is ideal, although this is not always possible. A research expert (like a librarian) is also recommended, to support students in researching their chosen topics.

Whilst editathons can last for as long or as little as need be, it is advisable to be realistic in your approach, particularly when trying one for the first time. You need to allow enough time for new editors to become familiar with the basics of editing Wikipedia and then to put those new skills into practice. An hour would not be long enough. Somewhere between 2-3 hours would be ideal for a first editathon with new editors.

If you have a group of participants with mixed experience, setting up designated areas within your space, each with a Wikipedia editor on hand, is recommended. That way one group can get started with setting up accounts and training, whilst another group with more experience can be editing with limited input required from trainers. Alternatively, you may want to try setting up areas or groups focusing on different tasks—copy-editing vs. new article creation. Whatever the approach, setting up your space so that editors work in groups is recommended—this provides an opportunity for communal help and creates more of an enjoyable, social atmosphere.

Editathons, whilst serving as an excellent tool to actively address and combat issues of systemic bias and symbolic annihilation, also deliver a range of other benefits to students. Writing and editing Wikipedia articles helps students develop their reading and writing abilities. Adding references to provide evidence for statements in articles utilises students' research skills in finding material and enhances their awareness of the importance of citing and referencing in academic work. Adding images and other digital media ensures that students are aware of copyright and related licensing schemes such as Creative Commons. Because of the community-based nature of Wikipedia editing, students' work will be peer reviewed by other editors and they will receive critical feedback on their edits, either directly or via Talk pages, or subsequent edits made to their work.

Wikimedia, the charity behind Wikipedia, does not describe Wikipedia itself as a primary information source, but as a tertiary information source—a source for sources. By understanding the process of article creation and the issues relating to the information sources which contribute to the creation of Wikipedia articles, students will have a better understanding of both Wikipedia itself and also Wikipedia as a representative example of all information sources, all of which are subject to the same issues of systemic bias and the subsequent consequences of symbolic annihilation.

Conclusion

It is difficult to underestimate the impact that Wikipedia continues to have on modern education and information-seeking behaviour. It is the first place many people turn to for information, both deliberately and, frequently, unknowingly. Google uses information from Wikipedia as the primary reference source for its knowledge panels (the information boxes that appear on Google when you search for people and places). Smart home assistants like Siri and Alexa draw on Wikipedia for facts and information.

The most accessed articles at any given moment can provide a good idea of what events are happening in the world at that time—for example, in the week following his death Kobe Bryant's article on Wikipedia was the most viewed article on the English language Wikipedia. Studies have even shown that Wikipedia can be used to predict outbreaks of disease, as scientists can track spikes of users in certain locations accessing information on disease-related Wikipedia pages (Generous et al., 2014).

With Wikipedia looming so large as a source of information throughout our students' lives even before they come to university, I feel it is vitally important to focus on how it functions and why. No information should be consumed uncritically, still less a source of information that has such an outsize impact on the world at large. No user can truly understand Wikipedia's strengths and weaknesses without looking 'under the hood', to see how a crowd-sourced encyclopaedia is only as neutral and impartial as the people contributing to it.

As educators, we need to train students to think critically about the information they consume, whether that information is curated for them by teachers and librarians, or available freely online on a website like Wikipedia. Students need to learn to look beyond the surface level of what an information source is (or appears to be) and what facts or opinions it contains, to the deeper history of how and why it came to be created in the first place. Wikipedia, with its transparent procedures and open-to-all approach, is an ideal tool to use to explore these issues with students.

My own experience as an educator showed me that students rarely stopped to critique or question Wikipedia as a reference source. They were accustomed to being told not to use it in assignments or essays; when questioned on this they might say that it was because it was not a reliable source, but they could rarely expand on why that might be.

It was only when they became editors themselves and started to realise that the people creating the content they so uncritically consumed were just like them—or, as this chapter points out, quite frequently not at all like them—that they began to develop a more sophisticated understanding of Wikipedia as part of the ever-changing information cycle *process*, rather than merely as a source of information.

Information is not neutral. Libraries are not neutral. Wikipedia is not neutral. There is no such thing as a mere repository of information. At every stage in the information cycle choices are made: about what to research and write about; who and what to include and exclude; who to publish; what books to buy and stock; what is deemed worthy of study. These choices will reflect the biases, power imbalances, opinions and cultures of those involved—whether individual or institutional—conscious or not.

When my students started making those choices themselves, when they were asked to decide on a topic or person to write about in Wikipedia, they became part of that process. When we started focusing on why those people, why those topics, and discussing how our own lives and backgrounds and experiences inform the choices we make, hopefully they became part of the solution as well.

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10. Developing a Culturally Sustaining Pedagogy: Some Critical Incidents. Jess Haigh

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Introduction

This chapter explores my experiences of trying to use a more culturally sustaining pedagogy, as defined by Paris (2012), as a pedagogy that seeks to "perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling"(Paris, 2012, p.93). Framing my experiences in the classroom through the reflective use of critical incidents, I aim to give examples of my practice in the hope that it will inspire others to reflect on their own pedagogy. I believe that Culturally Sustaining Pedagogy is a beneficial critical pedagogic practice to use within information literacy in order to encourage students to firstly recognise their current literacy, and then to develop a critical skill set.

"Widening participation" agenda

Higher Education (HE) in the UK is structured to cater to primarily white, middle class students that live independently near to the location of the University. Historically, thousands of people with the same biases have created the culture that now exists in the UK; what Eddo-Ledge refers to as "the collective effects of bias" (Eddo-Lodge, 2017). Although holding racist views is rightly associated with a social stigma for individuals, structural racism is less immediately visible and therefore is largely still present in the institution's culture of whiteness—where white is the "norm" and any students who are people of colour are considered deviant (Bhopal, 2018; diAngelo, 2018, p. 25). Libraries are no exception to this. A literature review of attitudes towards underrepresented students in US libraries found language was often used by librarians that demonstrated an "us and them" narrative, where academic spaces "belonged" to the white, middle class librarians, who considered their users as "intruders" (Ilett, 2019, p. 181). Given that librarianship in the UK is "culturally homogenous" and could be perceived as a middle class profession, according to findings investigating a workforce mapping exercise in 2016 (Arkle, 2016), it is reasonable to assume that similar attitudes about academic libraries exist in the UK, even if these attitudes are unrecognised or masked by white fragility.

There are sometimes characteristics presented by students outside the white British middle- or upper-class hegemony that are described as these students failing according to the norms and values of the white academic culture. Research that focuses on students with these non-hegemonic characteristics uses terms such as "first-generation" or "non-traditional" as a way of bypassing having to speak openly about race or ethnicity (Ilett, 2019, p. 179). This may be to avoid challenging the whiteness of HE. Talking about having an "inclusive culture" therefore, instead of challenging whiteness head-on, focuses on addressing other student characteristics, which could include being "commuter students", speaking English as a second (or third or fourth) language, or having responsibilities outside of university studies. Rather than challenging the established practices, "interrogating that culture for the ways that it is complicit in the social and cultural reproduction of exclusion" (Burke, 2015, p. 22) these issues are seen as problems to be fixed to allow these students to feel they belong within the dominant culture (Tate & Page, 2018, p. 147). A more critical information literacy practice questions whether the curriculum itself and/or the culture of the library is the problem, and has as a goal that all students are able to succeed, not just those that Elmborg describes as "socially preselected for academic success" (Elmborg, 2006, p. 194)

Me as a white woman

As a white middle class woman who has been working in HE for almost five years, and who went to University twice myself, I am the fish that does not know they are in water (Ladson-Billings, 2017, p. 145). As Eddo-Lodge explains, I have never really had to think about what it means to be white because I am on the top of a structural system that has benefited me at the expense of others (Eddo-Lodge, 2017). I have privilege in the field of education and librarianship not only through my race, but also my class and other privileges I hold such as my able body, and my mental health. This chapter will focus on race and class as identifying characteristics, but cultures can be formed through any characteristic, with identities themselves often being fluid (Stahl & Habib, 2017, p. 269), and it would be valuable to see reflections on using culturally sustaining pedagogies within, for example, the Deaf community, the LGBTQI+ communities, or other cultures formed and forming.

"Librarianship may be notoriously white and female, but our communities are not" (Cooke, 2018, p. 122). Reflecting on the pedagogy used in my classroom is necessary if I want to support all my students in becoming lifelong learners with information literacy skills. Further, as a white person it is beholden upon me to reject the notion that my bias is unconscious (Tate & Page, 2018, p. 146) and instead confront and reject my learned racism in order to better support the contemporary struggles for equality (Cole, 2017, p. 737). As Oluo explains, it is my duty, as a white person who has benefited from the construct of white supremacy, to deconstruct it (Oluo, 2019).

Like Cole, (2017), Keer (2016), and many others, I seek to make my teaching relevant to my students' lives, both inside and outside their academic work, in order to give them the tools to not only live in the world, but to be able to challenge and resist the oppressions they encounter. I also wish my students, like Cole's, to see themselves represented within their academic discipline (Cole, 2017, p. 740).

Me as a librarian

There can be a tendency for library workers to see their own work as one that spearheads organisational change and that, by changing the way we do things, our wider institutions will "magically transform" into "a wholly decolonised place of learning" (Clark, 2019). Within this discussion, therefore, I will be speaking of my own work in the classroom, and not attempting to represent the wider institutional strategy or culture in which I sit. This chapter aims to give examples of where I have tried to use a culturally sustaining pedagogy, in the context of working with students studying for mainly vocational degrees based on caring for and educating children, and youth and community work. These are personal reflections from my teaching and should not be taken to represent the workings of my institution in deconstructing racism and white privilege.

Academic skills/competence as contextual

Academic success involves firstly understanding the practices of academic reading and writing, which are applicable only within the Higher Education/Research world context (Burke, 2015, p. 21). Within this context, having these skills is presented as the norm, and any support in building these skills is presented as an extra service, in the form of an academic skills tutor or other parallel support mechanisms, thus reducing teaching what is a complex set of cultural ways of thinking to "remedial support for skills acquisition" (Burke, 2015, p. 22). Elmborg argues that librarianship should also be part of this support network, and that information literacy involves comprehending the whole system of thought and scholarly information practices that make up academia (Elmborg, 2006, p. 196).

Academic literacy is a much narrower range of skills, which do not apply anywhere else in someone's life in the modern era, than what could be seen as a "sociocritical literacy" (Gutiérrez, 2008, p. 149). The task of librarians to instruct students in the concepts of selecting appropriately "academic" sources and then referencing them using an extremely complex style guide is to introduce an entirely new set of capabilities and ways of thinking. The idea that all this can be done in a one- to two-hour session should seem risible, and yet this is the often bemoaned standard in UK Higher Education.

Freda et al. argue that all students should be supported in developing competencies which encourage self-reflection and resilience, as a way of providing an "inclusive" education (Freda, Nunzia, Stiano, & Valerio, 2016). I would argue that a critical library pedagogy should focus instead on giving students the tools to practice resistance, not resilience. As practitioners, we should look for ways to influence change so that the competencies that students already have are better understood and appreciated in the classroom. Ignoring students' existing sociocultural literacies, or dismissing them as not relevant in academia, is a missed opportunity to use what is already known (Preece, 2009, p. 43).

My students' identities

Students in my classes have multiple identities, including race, class, and culture. Cooke reminds us as teachers to understand the "variability of cultures" with our classrooms and learning spaces (Cooke, 2018, p. 124). A person's identity is "fashioned" by their narrative, and should not be seen in terms of a series of binaries such as "modern/traditional" (Hussain, Johnson, & Alam, 2017, p. 422).

Elmborg links the practices of communities with their own literacies; people interpret information within communities, rather than in isolation. These cultures, and therefore literacies, are in constant flux, with the literacy to understand individual cultural situations being one that could include many parts of one's being (Elmborg, 2006, p. 195). Elmborg was writing in 2006, and since then the amount of varying literacies a person must maintain has increased to include social digital competencies that could include performing digital labour on behalf of corporations (Paakkari, Rautio, & Valasmo, 2019, p. 161).

Stahl and Habib discuss the theory that globalization has led to contemporary youth cultures no longer being underpinned by factors such as social class, and that within neoliberalism one can be constantly adaptive to one's circumstance (though Bhopal argues that neoliberalism fails to acknowledge racism, as through reinforcing the importance of social networks it disregards whiteness and white privilege (Bhopal, 2018, p. 163)). Stahl and Habib's study of young working class people's ideas surrounding identity explored how what the young people felt they "belonged" to was an amalgamation of various factors, including a sense of valuing their immediate environment, and was constantly being negotiated (Stahl & Habib, 2017, p. 282). With this in mind, in supporting students one must understand that if they do not place a value on the university as a space, then they may not identify as belonging to it.

The "norm" in HE in the UK, which does not reflect the majority of the students I teach, is for white, middle-class young people who are living away from home in private accommodation, who will complete the whole course in three or four years (Bhopal, 2018). This reflects the "traditional" student model found in other western countries, including the U.S. (Ilett, 2019, p. 180). Many of the students I teach on courses relating to Childhood and the Early Years are BAME women from majority South Asian or Asian British backgrounds, and over half of the students at my institution live at their family home address throughout their time at university.

Evaluating information through a framework

The media in the West, including social media and media sharing platforms, is part of the dominant white, middle-to-upper class, predominantly cis gendered heteronomative patriarchal culture (Cole, 2017, p. 740). Critical interrogation of the information landscape that most students now encounter every day is not part of the National Curriculum in the UK outside of teaching students to consider their privacy, reporting concerns, and recognising "inappropriate" content (Gov.UK, 2013). A 2017 report by the Digital, Culture, Media and Sport Committee on "Fake News" recommended that an educational framework should be created that would "equip children with the necessary tools to live in our digital world" (House of Commons Digitical, Culture, Media and Sport

Committee, 2018, p. 64). I would argue that this is too little, and way too late.

Students in HE who have gone through the British educational system may be coming to university with very little understanding about who owns the information platforms they use, how the algorithms behind those platforms are created, or what information is gathered from users and why. A 2011 report from Demos found that one in four 12-15 year olds did not check any information they access on the Internet at all, and a third believed that if a search engine listed information then it must be truthful (Bartlett & Miller, 2011, p. 5). These young people are 20-23 in 2020. I have often used these statistics as examples in classrooms of students training to work in schools and colleges, and when asked if they believe anything has changed, most believe it has not. In classes I have taught, students will, for example, frequently uncritically use platforms such as YouTube without evaluating what videos come up as suggested to watch next, or why. Students I have spoken to also see Google as the only viable way of searching for information, and do not examine who writes for which website, or who owns the news platforms they frequent.

I believe that my duty as a librarian and information professional granted time within a classroom is to at least make students aware of the ways oppressions are perpetuated within the information society (Elmborg, 2006, p. 193), and to help them become lifelong learners who can effectively recognise and challenge subjugation of oppressed groups by information systems and medias (Cooke, 2018, p. 127).

Culturally sustaining pedagogy

Why?

Our role as librarians teaching information literacy should be to support our students not only in acquiring specific skills that are only ever used within an academic context, such as referencing, but also skills needed in everyday life. Students should be able to make informed decisions and balanced judgements (ILG, 2018). Information literacy transforms lives by giving people and their communities the intellectual tools to be able to discover, share, and evaluate information appropriate to their own contexts. This allows people to understand and effectively criticise the oppressions they and others encounter.

Kinloch explores how students may have had experiences where aspects of their cultures, such as the ways they express themselves linguistically, were dismissed or erased in classrooms and schools more generally (Kinloch, 2017, p. 25). Ilett's literature review of librarian attitudes towards students whose parents did not go to university found that students' apparent unfamiliarity with the library was sometimes seen as antagonistic, and students were thusly labelled as disruptive. This led to students internalizing feelings of not being welcome, or not belonging, to the library (Ilett, 2019, p. 181). As a librarian who wants my students to continue their information literacy journeys after formal education, making sure they—and subsequently their peers who learn from them—feel that the library is a space and a resource that they do belong to, is paramount.

I do not want the next generation of teachers to feel they should erase their own cultural practices whilst studying, or using library resources, and therefore try to employ a culturally sustaining pedagogy in order to do this.

What it is

Culturally Sustaining Pedagogy, as defined by Paris (2012), stems from Culturally Responsive Pedagogy (CRP). CRP requires an educator to "begin with the learners" (Cooke, 2018, p. 120), and to understand that not all teaching environments are homogenous (i.e. made up of one culture or one lived experience). Instead, CRP sees cultural heritage as something that will affect students and their learning, and deploys a variety of teaching strategies accordingly. CRP also incorporates embracing other cultures into curriculums and provides a range of information and resources that support multiculturalism (Hramiak & Huang, 2015, p. 3).

Culturally Sustaining Pedagogy goes further, in that it supports cultural pluralism and cultural equality. Rather than viewing literacies external to the institution as deficiencies it instead purposefully seeks to maintain the community practices of students. It is not responsive to culture, but rather supports students in "sustaining the cultural and linguistic competence of their communities whilst simultaneously offering access to dominant cultural competence" (Paris, 2012, p. 95)

Rather than critiquing the white gaze that sees anything other than these values as deficient, too much of the work in HE libraries is based on the notion of, "how can we (white, middle class, academic) get them (non-white, non-middle class students without cultural traditions of Western academia) to be more like us". A culturally sustaining pedagogy would allow students space within their learning to celebrate and perpetuate their literate and cultural pluralism. A culturally sustaining pedagogy acknowledges and challenges the norm of whiteness dominating what constitutes being academically able, and what counts as educational achievement (Paris & Alim, 2017, p. 11).

Through centring the experiences of students who are people of colour, BAME, or from cultures aside from the dominant one, such as working class or the first in the family to attend HE, a culturally sustaining pedagogy would aim to have these identities seen as relevant within the classroom (Cole, 2017, p. 740). Within information literacy sessions, librarians can demonstrate that the knowledge and understanding gained from students' own communities and cultures can be a good basis to expand learning (Ilett, 2019, p. 181). As Preece states,"The linguistic and cultural diversity of BME students' needs to be approached as a resource rather than a problem" (Preece, 2009, p. 49).

Critical Incidents in using a more Culturally Sustaining Pedagogy

Reflection can enable self-awareness of previous assumptions and initiate change within ways of thinking and doing (Yu, 2018, p. 765). Librarians in the UK, like teacher-trainees, are encouraged by professional bodies to be reflective practitioners through the emphasis on reflection in Continuing Professional Development activities such as Chartership, and in academic spheres, attaining Fellowship of the Higher Education Academy. I have found reflection an important part of developing my teaching practice, and of all the models I have come across, I find using critical incidents the best way of framing this reflection and recognising the effects of my experiences in the classroom on how I teach in the future.

I see a critical incident as an incident that occurs in the classroom that makes me reflect on my actions as a teacher. Griffin found that reflecting on critical incidents increased trainee teachers' disposition towards "growth and enquiry" (Griffin, 2003, p. 207), and this is also what I have found through my own practice.

Here are three examples of teaching techniques that I have used, and the critical incidents that inspired them.

Using example topics suggested by students

When I teach information literacy, I tend to try to use examples that will be relevant to students' lives. I do not use "perfect" examples in demonstrating searches, as I want to teach students not in which order to click pages on a website, but rather to understand the larger concept of searching for information as "strategic exploration" (ACRL, 2015).

When using sources for examples to use in group exercises, I am intentional about using sources that are written by a representative mix of people, including BAME authors, and organisations that represent under-represented groups. This is often harder than I would like, owing to the fact that the dominant narrative within Western education and early years being one written by white people. This being the case, I take this opportunity to ask questions of my students such as, 'what voices are missing from these sources,' and 'what do writers mean by "us", "we" and "they"' (Oh, 2018).

I also initiate conversations that could be seen as difficult, including on the subject of race. When talking about keywords and having students think about vocabulary and how the use of words can change depending on context and user, I may include the example "how do you describe your ethnicity or race, and how would other people describe you? How would the government?" Simply posing this question has led to obvious moments in which students have been able to understand a concept through relating it to their own experiences.

CRITICAL INCIDENT - This example arose from one class in which, during a discussion about synonyms and their use in searches, a student offered her own experience as a self-described mixed-race person being described by older relatives in terms that are now seen as slurs. I felt a jolt of fear, as I was afraid of the discussion including a sensitive topic (part of my own white fragility, as described by diAngelo, is the discomfort and fear surrounding confronting my own prejudice (diAngelo, 2018, p. 20)). However, I saw how much more engaged students were with the subject when the example was something they had experienced in everyday life, rather than the usual examples I use, such as synonyms of "children", "education" etc. I use storytelling a lot in my teaching, as this demonstrates for students that I value my own personal experience, and that I am willing to explore my own privileges and hopefully change the assumptions that have shaped my practice thus far. Cooke calls this "radical honesty" and I would agree with her assessment that part of caring for students requires authenticity in the classroom (Cooke, 2018, p. 126).

Authenticity in the classroom includes allowing my students to be authentic themselves. Although it is challenging, I am growing to understand that what could be seen as "disrespectful" behaviour to my white academic eyes, could be what Kinloch describes as "a nuanced form of resistance" (Kinloch, 2017, p. 38), and a sign that I need to change my practices. This change of practice could include not calling on students to answer questions in debates who clearly do not want to participate; it may be that they are trying to maintain the hierarchy within the classroom of me as the lecturer and them as having no legitimate authority to speak. hooks argues that this hierarchy is so ingrained within some students that they will even comply with the "liberatory practice" of a teacher out of this same perception that the teacher is the dictator in the classroom (hooks, 1994, p. 147). Feminist pedagogy asks us to challenge the student's assumptions of teacher-student relationships (Carillo, 2007, p. 39), but it may be that, in making my class activities constantly interactive without being mindful that I need to create a safe space for students to transgress first, any activities completed are done so because students are being complicit with me as a teacher using my power, rather than having truly interactive and constructive learning experience. It takes time to build up trust in a classroom (Keer, 2016, p. 70), and the nature of one-shot information literacy teaching means that, unless the teacher is truly authentic in their address and allows for student authenticity without censure, a truly critical pedagogy is impossible.

Understanding the reasons behind your students' research topics

Students may choose independent research topics that are related to themselves personally, or are of a particular interest stemming from a personal experience. They may also research topics that they believe their tutors will approve of or that have lots of easy-to-find literature. A Culturally Sustaining Pedagogy would encourage students to find topics that affect them directly (Ladson-Billings, 2017, p. 153), and part of my role as a librarian is to find out what these include, and to help students in discovering voices that contribute to discussions surrounding them. This means making time for close reference interview work with students and often using sources far outside of the library's collections.

CRITICAL INCIDENT - An undergraduate student came to me for a one-to-one appointment for help looking at the topic of colourism within community education settings, something that had affected this student deeply but for which she was sure she would not find any research. She was willing to change her topic to something else, but I *encouraged her to stick to the topic that resonated with her own experiences, and did a series of wider searches, including on social media. I was eventually able to connect with a PhD candidate who I found on Twitter, who was also looking at colourism in education. The student was able to contact the PhD candidate, who was delighted to be asked for help by an undergraduate and willingly shared some references with her. This experience demonstrated why research as exploration should not be limited to the immediate sources a student's tutors have highlighted, or even to library resources and search engines. Because of this, a student was able to conduct a research project steeped in her own cultural experiences.*

Part of my practice is to encourage students to critique the norms of their subject in terms of how these norms may marginalise communities. For example, if a student is looking at healthy eating initiatives in the early years I might encourage them to include sources discussing food poverty and differences in cultural attitudes to food. Paris talks about how a Culturally Sustaining Pedagogy gives students the space to critique their own practices and discover ways they themselves reproduce harmful discourses (Paris & Alim, 2017, p. 11). By encouraging students to critically examine their own responses to the theories and practices they are learning in a vocational context, I am encouraging them to further evaluate their own practices through research and other information literacy competencies.

Evaluating information

In my teaching, I encourage students to challenge notions of authority through examining what voices and experiences are most visible within academia compared to outside of it. This can be a hard sell, as many of the students intrinsically (or rather, through years and years of training) place "authoritative" voices above others, or recognise different types of authority depending on the community they find themselves in at the time (Sanders & Sanders, 2017, p. 579). Within an HE context, authoritative voices are majority white, middle- or upper- class, and also working in academia. It has also been noted that students in one-shot sessions actively resist talking about their own socio-political contexts (Keer, 2016, p. 70).

I have experienced students commenting that there are few current practitioner voices on their reading lists or in policy papers relating to early years, but then not being willing to challenge this as something that should be changed, simply resigning themselves to "the way things are". Rendón examines this phenomenon, explaining:

> "The dominant belief system is powerful, entranced, validated and constantly rewarded by the social structure that created it. When we begin to see that some of the agreements in the belief system are flawed we find it difficult to challenge them" (Rendón, 2009, p. 25).

Ascribing authority results in oppression in some form or another (Badke, 2015, p. 193), and Kinloch speaks of how students' previous educational experiences may have led them to believe they themselves and people like them are not acceptable in an educational context (Kinloch, 2017, p. 25). And so the question is, how can I propose the notion that the idea of "experts" coming only from the sections of society with power is problematic without belittling the students' established beliefs that their own lived experiences should be dismissed in writing about their vocations in favour of those very "experts" from within academia?

I have done this through demonstrating that what students believe makes someone an "expert" can depend on the context of what they are doing. For example, students may trust a YouTube makeup artist based on recommendations by friends, viewing figures, and community comments, as well as the results from trying out tips on their own. Students then apply how they judge experts in fields that are related to their own knowledge outside of academia to how they evaluate academic authors. For example, do you look up what others say about the author, or their ideas? Do you analyse whether the author's ideas or theories play out in your own practice?

CRITICAL INCIDENT - I ask students to critically evaluate what voices they listen to in different contexts and why. As students will all have different understandings of what is meant by expertise and authority, it can be hard to generalise within examples. I therefore use different mediums as examples of how authority can be socially constructed. An example for this is the difference between print news and online news. Newspapers are often cited as "good" sources to use by students as they are easy to access and contain content they can often read and understand.

I had a group of students who were predominantly readers of online news, with little experience of other forms of news media. As I wanted to widen the discussion to other forms of media, and knew from my own experience that older members of my own family tend to read paper-based news, I questioned students about their inter-generational experiences. One student offered that their grandparents only read physical papers. Other students agreed that they also have older relatives who did not access the same content as them. I then demonstrated the difference in output between print and online news, and *the students began to challenge why this was, why they and their grandparents were often reading completely different stories, and what a difference this made to their outlook on what was happening in the wider world. This led to a longer discussion about filter bubbles and how the authority we place in different voices depends on our cultural contexts. By centring on the students' experiences within their own cultures and families, what Kinloch refers to as "narratives of belonging" (Kinloch, 2017, p. 38), I was able to lead students to think about the wider implications of different people receiving very different information from different formats of what was supposed to be the same source, such as Google, YouTube, or even a newspaper.*

Conclusion

This chapter has examined the context of HE in the UK, and the need for a more critical pedagogy in working with students in the information literacy classroom, in order to challenge the white, middle class academic hegemonies that assume all students have the same background and sociocultural literacies.

The chapter has then included some examples of critical incidents from my teaching practice that show how I use a Culturally Sustaining Pedagogy within information literacy as part of my praxis, the goal of which is to encourage resistance to oppressions, rather than resilience, to continue to grow within them. My hope is that these examples will be read as reflections that could be useful to spark conversations and further readings in Culturally Sustaining Pedagogy, as further scholarship that explores Culturally Sustaining Information Literacy would be valuable to the #critlib community.

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11. Liberate Our Library: Exploring Critical Librarianship Through a Critical Race Theory Lens. Marilyn Clarke

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> "The place in which I'll fit will not exist until I make it."
>
> *James Baldwin*

I must foreground this chapter by stating that I am a Black mixed-race woman. I have been schooled in white systems and must acknowledge that I also in some ways perpetuate the influence and power of white systems through my studies and my work because of the structures I have been born and raised in. In the library, I work in and use white systems and spaces. Libraries are white spaces organised by white classification systems, and their contents described by white subject headings. I operate in whiteness yet my body is Black. I survive in these confines. I struggle, agitate, and make 'good trouble, necessary trouble' (Lewis, 2018) in these spaces because I am compelled to do so. The emotional labour of writing this chapter in the context of the struggles by Black, Asian, Minority Ethnic (BAME) students and BAME library workers to, in Audre Lorde's words, 'dismantle the master's house' (2018) must not be disregarded. The struggle is real. I read Baldwin's words, quoted at the beginning of this chapter, as a provocation to guide my liberation and decolonisation work—to drive me, to inspire me, and to keep me safe.

In this chapter, I present the work that Goldsmiths Library (Goldsmiths, University of London) has done over the past 18 months (at the time of writing), and is continuing to do, as part of its decolonisation work. Goldsmiths Library has led a number of initiatives under the liberation banner, 'Liberate our Library,' with the prime objective being the dismantling of structurally racist practices embedded in the Eurocentric university. This work is in answer to questions of discrimination and inequality within librarianship and within the context of the higher education (HE) sector in the UK and its participation—conscious or otherwise—in maintaining institutional racism.

We cannot deny that libraries are as complicit in the perpetuation of silencing marginalised voices as the institutions in which they sit. For example, by simply supplying what is on reading lists without any attempt to engage instructors in conversation about these issues, or towards balancing out the criticality of the collections, libraries are complicit in silencing the communities that face significant disadvantage. In what follows, I critically examine library practices which perpetuate inequalities and marginalise certain communities, using critical race theory as a lens through which to expose and explore the impact on people through practice.

Locating this chapter in the anti-racist student movements from South Africa to the UK, I plot how the voices of students have influenced and galvanised the decolonisation campaign and work at Goldsmiths, through the practice of critical librarianship and acts of resistance.

By calling out social injustice and taking an honest look at what we do as library workers, I demonstrate how libraries can work towards decolonising collections and reading lists, while equipping students with key skills in using library resources to aid their own research with criticality in mind.

As a collective, library workers are good at sharing best practices. My hope is that by reading about what Goldsmiths is doing, other libraries will seek to do similar work to expose injustice and explore the use of reparative measures in honour and respect of the communities they serve.

Surfacing structural racism in the Eurocentric university

It is against the backdrop of recent worldwide student liberation campaigns calling for decolonisation across all areas of the academe, and the role of the library as a partner agent of social change, that I base this chapter. I will use critical race theory, with its main aim of dismantling social injustice as shown by Rollock (2011) and Dixson (Ed. 2017), to examine how university libraries, knowingly or otherwise, are complicit in perpetuating normative whiteness and racial inequality in the practice of knowledge production, acquisition, and dissemination (Cupples, Grosfuguel, 2019).

Critical race theory is a scholarly theory, which is internationally used to challenge racial inequality in education, using race as a social construct. The theory has its origins in legal scholarship and dates from the 1970s and 1980s, and it is now used in a multidisciplinary way. It is said to have been formally adopted in the field of Educational Studies by Gloria Ladson Billings and William I Tate IV in their 1995 article 'Toward a Critical Race Theory of Education' (Ladson-Billings, Tate IV, 1995, p. 48). The authors foreground their seminal article on tackling inequality in the American school system by adopting critical race legal theory, thus:

"...we attempt to theorize race and use it as an analytic tool for understanding school inequity. We begin with a set of propositions about race and property and their intersections. We situate our discussion in an explication of critical race theory and attempt to move beyond the boundaries of the educational research literature to include arguments and new perspectives from law and the social sciences".

As repositories of knowledge libraries must understand the tarnished foundations upon which they are built and deconstruct practices that have long discriminated against those who society marginalises. I will take an intersectional approach (Hill Collins, Bilge, 2016) in recognition of a person's many identities, as structural inequality impacts gender, race, class, religious belief, and disability; for no one factor alone shapes the human experience.

I will explore how the production of knowledge is based on Eurocentric epistemologies that primarily represent the Western, White, male, Christian world, while disregarding marginalised and Indigenous voices. The very structures of our universities are posited on the history of colonialism (Cupples, Grosfuguel, 2019). Therefore, the organisation of knowledge (e.g. classification, subject headings) mirrors this approach. Libraries have integrated this approach and thereby continue to silence and discriminate against marginalised and minority voices.

I will draw on the 'Liberate our Library' work that my current institution—Goldsmiths Library—has begun in order to address inequalities and discrimination within the library and beyond in the academe. This work draws on student campaigns around teaching and outcomes, as well as the questioning of our own practices as library workers. I will outline how this work aligns itself with the current *Goldsmiths Learning, Teaching and Assessment Strategy*'s aim to 'liberate our degrees' (Goldsmiths, University of London, 2019).

Kenyan writer and academic, Ngũgĩ wa Thiong'o (1998) asks, "Are they ready to decolonise their minds?" In this spirit, I will discuss how these systems must be questioned and challenged if we are to be true to the values of our profession. For example, the way books are arranged on the shelves using a number of outmoded classification systems and subject headings whose roots stem from the historical racialisation of non-white peoples. We are currently conspiring with systems and practices which are non-inclusive and deeply offensive to certain communities of library users. Acknowledging this is of course not new. Many library workers have been speaking and writing about these injustices, but how many libraries are making positive changes and educating their users about these injustices? How many are critically questioning the impact of their praxis?

Pervasive coloniality and Eurocentrism in the western academe

In the past few years, students have been busy calling out injustices across university campuses around the world. Many of these injustices are rooted in racist practices conducted in structurally racist institutions because of the lasting legacy of colonialism and slavery—practices which, of course, partially or sometimes wholly funded many educational institutions. What are the roots of structural racism in the academe? Why are students asking questions such as: Why is my curriculum White? Why isn't my professor Black? And, why must Rhodes Fall? (Bhambra, Gebrial, Nişancıoğlu, 2018) Where do libraries position themselves?

Before the UK's National Union of Students (NUS) started running its #LiberateMyDegree and 'Why is My Curriculum White?' campaigns in 2015, the 'Rhodes Must Fall' campaign began at the University of Cape Town, South Africa, with students calling for the removal of a statue of British colonialist, Cecil Rhodes on their campus—a legacy of the British Empire (Arday, J., Mirza, 2018). The movement, known internationally as #RhodesMustFall, successfully forced the university to dismantle the statue.

The very structures of university buildings, including libraries, can themselves be foundationally rooted in colonial history and slavery. Goldsmiths has a near 50% BAME student cohort; ignoring the impact of colonialism and how it has facilitated institutional racism is not an option, and is why the library would never play the 'libraries are neutral' card. These movements have inspired the decolonisation work. They have also re-opened old wounds for those library workers who identify as BAME.

It is important to cite the start of these student movements towards the work to decolonise the university from its very foundation stones, to what is taught in the classroom and by whom. In a Times Higher Education opinion piece (22 July 2019), Saloshna Vandeyar, a professor in the Department of Humanities Education at the University of Pretoria, quoted a student of the #RhodesMustFall campaign:

"Getting a degree here is a form of mental slavery and colonisation. We can no longer breathe! We want to breathe! We must exorcise the colonial ghost from the curriculum. We want relevant knowledge, we want to study African history; we want to reclaim our black history".

This cry for justice was similarly echoed by students in UK universities where, for example at Oxford University, the Rhodes Must Fall In Oxford (RMFO) campaign called for the decolonisation of the institution, in three areas: the curriculum, the representation, and the iconography. Like #RhodesMustFall in South Africa, it called for the removal of a Cecil Rhodes statue outside Oriel College, as representative of traditional academia and its sole focus on the White, Eurocentric, West as the foundation of all knowledge.

As recently as 2019, there was a 4-month long student occupation at Goldsmiths, primarily led by Muslim BAME students under the name of GARA—Goldsmiths Anti-Racist Action—who successfully called the Senior Management Team to account over many issues. Some of the commitments that have been made by the management team include: appointing BAME ambassadors across all academic departments, rolling out mandatory anti-racism training across all staff (starting with the senior team), removing statues from Deptford Town Hall that had historical links to the slave trade, and openly educating both the staff and students as well as the local community about this important piece of history (Statement of commitments made by Goldsmiths Senior Management team to Goldsmiths Anti-Racist Action, Goldsmiths, University of London, 2019).

Liberate our Library, or Moving towards the liberated library and engaging with critical librarianship at Goldsmiths Library

In his case study of the Dewey Decimal Classification (DDC), Jonathan Furner, Professor of Information Studies at UCLA, advocates for the use of critical race theory to tackle practices steeped in non-inclusivity and outright discrimination:

"The adoption of critical race theory as a stance in the field would mean examining the beliefs about the neutrality and objectivity of the entire field of LIS and moving toward undoing racist classification and knowledge-management practices. Such a stance would be a major contribution that could have an impact on the development of new approaches to organizing and accessing knowledge about marginalised groups."

Liberate our Library: addressing social injustice

The critical pedagogy movement has given libraries a mechanism to engage in that very work. Libraries can challenge the dominance of, for example, the White, Western canon, by alerting users through user-focused liberation collection initiatives to the many indigenous scholars who are overlooked by traditional courses. Libraries can build expertise in sourcing such literature through skilled searching, by promoting 'alternative publishers', and by teaching students to cite authors from the Global South. These are just a few ways in which librarians can be agents of change towards social justice. We cannot continue knowingly to operate blind to the realities of an education system that still leads to "…achievement inequity, not as a 'gap' signifying deficit or individual failings, but as a 'debt' rooted in centuries old processes of exclusion and oppression that are re-shaped and reinforced in the present" (Ladson-Billings, 2006).

Liberate our Library Working Group: getting organised

Goldsmiths Library has a dedicated working group leading on decolonisation initiatives called the 'Liberate our Library Working Group'. The group—initially a Task & Finish Group—was made up of staff who came together through their interest in social justice work, but it soon became clear that this was not 'task and finish' work. A Task & Finish Group looks at one item for completion and once the work is done, the group disbands. Decolonisation work, however, will be ongoing for many years to come. It will take considerable time to, as Sara Ahmed (2012) says, "… chip away at the old block". With a colonial legacy so deeply entrenched within the educational structure, which includes how we produce, discover and share knowledge, we are talking about uprooting centuries-old thinking and its impact. This is by no means a task to be taken on lightly or in a piecemeal manner.

At the time of writing, the group consists of staff covering the following areas: Director of Library Services, Subject Team Leader, Head of Discovery Services, Digital Assets & Systems, Acquisitions, Special Collections & Archives, and Reader Services. It was also important to the group to have the input of the Student Union (SU). To that end, the Library is fortunate to have the involvement of three SU officers on the Working Group: Education Officer, Welfare and Liberation Officer, and Liberation Coordinator. It is important to the Library to have students at the heart of what it does, and by including the SU member representatives we can tap into the needs and concerns of the student population. One must never be in a position where one takes such action without being inclusive, especially when it comes to decolonisation work. It is through listening to students that the Library can fully inform its library workers of what change is required.

Building the 'liberate my degree' collection

When it came to diversifying the collection, the Library initially took inspiration from the Goldsmiths Student Union 2016 bookmark campaign. This consisted of students placing SU produced bookmarks in books they had read, making further reading recommendations to fellow students based on what they deemed the underrepresentation of marginalised voices. The idea was that these bookmarks would then find their way back to the library team triggering the acquisition of the suggested title. All in all, a great idea, but few of the suggestions actually found their way back to the library team. It is not known for sure why so few were received, or if the project was suitably promoted within the SU and the Library, but it was an idea to keep and develop. It inspired the 'Liberate our Library' work and we chose to mirror the language of the students' campaign.

Taking this idea forwards, the book suggestion form was changed to include a question as to whether the proposed title was a '*liberate my degree'* request. This also meant dedicating a portion of the book budget to the campaign, which was done accordingly. At the time of writing, £3,000 is assigned annually towards '*liberate my degree'* books and resources.

Such requests were guaranteed to be purchased. Over the period of late 2017–2019, 200 resources, mainly books and a handful of DVDs, have been purchased. Suggestions came in either via the suggestion form or were recommended directly to subject librarians or other staff members. A record is kept of all the purchases, recording the requesting student's department and reason for making the request, if desired. This record is used as a tool to promote the work to academic departments, and they are often extremely interested in what titles students have requested.

We used several approaches to promote the '*liberate my degree'* collection . Initially, they were promoted on the Library Twitter account, alerting followers to the purchase as well as the campaign opportunity. But this prompted us to ask, how would users searching LibrarySearch (Primo) find them? How could they be captured as a searchable collection? It was decided to tag the books using the MARC 500 field with 'liberatemydegree', making all titles discoverable as a liberation collection. Users can now search using 'liberatemydegree' to find all materials bought as part of this campaign. This search term is promoted at student induction sessions and in all promotions for the overall project, and the search has thus far been performed 316 times. The aim is to do more promotion in the future to raise awareness amongst both students and academics.

A member of the Cataloguing staff, Lizzie Cannon, suggested that a *Liberate our degrees* bookplate would further highlight the books in a physical way. She is an artist and designed an image consisting of a group of raised fists in neutral colours, defiantly held high against a bold yellow backdrop. At the bottom of the bookplate, the following text was used: "This book was purchased on request as part of 'Liberate our degrees'". Again, the focus was on a strong visual representation of the social justice work as a protest. This bookplate means that even users with no knowledge of the campaign simply browsing shelves and opening books, might discover the liberation collection. The bookplate is also a prompt to seek further information.

In the academic year 2019–2020, the Library produced *Liberate our Library* card wallets with the same raised fists image and the link to the liberation webpage. Subject Librarians use their subject LibGuides to point users to the '*liberate my degree'* book suggestion page, while also highlighting recent purchases as part of the campaign. To date 224 books have been purchased from across 15 of Goldsmiths 19 academic departments.

I interviewed a Masters student studying at Goldsmiths for an MA in Cultural Studies for a video as part of a presentation I gave at a libraries conference. Of the project she said:

"…augmenting the library collection with books from a range of cultures is really, really great because oftentimes there isn't the money to order books at all beyond what's either on the reading list or whatever, and this is an opportunity to introduce books that heads of department are not aware of, and extend the cultural diversity of the library's collection."

When asked what it meant to have their recommendations in the library collection, the student answered:

"It's really, really empowering, as I said there's a lot of times one might have a really good idea, but there isn't the resource to support that idea."

Diversifying reading lists using Talis Player

Another method utilised to capture the student voice directly at Goldsmiths was to pilot using Talis Player to create diversified or alternative reading lists in collaboration with academics and students, in support of decolonising the curriculum.

Talis Player is software that is used with online texts and integrates with Moodle, Goldsmiths' virtual learning environment (VLE), to facilitate collaboration between students and academics in a flipped learning environment. It encourages students to make annotations to the text selections they are assigned, allowing for direct debate and questions about the resources.

The department of Sociology was interested in creating a collaborative tool as part of their decolonisation initiative, using a 'flipped classroom' methodology. This led to the Subject Librarian for the department liaising with the Library's Reading Lists Coordinator about the possibility of creating a reading list for such a module. This was when the Talis Player was demonstrated as a method for creating a decolonised reading list. The lecturer in question wanted to trial the method on a module called 'Decolonising the Modern World' and felt that Talis Player would work well for the project. After the librarian demonstrated the capabilities of the system to the lecturer, it was decided they would set up a demo list. Once the lecturer added some starter items, a base list was created. The lecturer then wrote instructions on how to use Talis Player with a heading statement that explained the purpose of the list in terms of the decolonisation agenda and how students could interact with the list:

"As part of the wider 'Liberate our degrees' initiative at Goldsmiths, we want to find ways for staff and students to work together to challenge and critique dominant norms in higher education—this includes the prevalence of university curricula dominated by white/ European/ middle-class/ cis-male/ heteronormative/ ableist perspectives. In what ways might we centre the work of marginalised voices in our teaching instead?" (Loveday, 2018).

The lecturer went on in the statement to explain that the collaborative list gives the student a direct way to have a say in what their cohort should be reading in line with the liberation agenda, and to challenge the dominant narratives "underscored by Eurocentric perspectives, concerns and assumptions" (Loveday, 2018). In Talis Player, the students were able to simply highlight some text in the document that makes a comment box appear. From here, they could comment and/or make their own resource suggestions. The Library was then able to monitor the interactive list and order any suggestions that were not already a part of the collection.

Another example using the Talis Player functionality is the 'Decolonising research methods' list created by an Academic Skills Lecturer in English for Academic Purposes. This list consists of over seventy readings and is linked to a 10-class researching workshop of the same name. These workshops cover: The Enlightenment, History, Borders, Religion, Language, Education, Gender, Capitalism, Democracy, and Progress (Ewing, 2018)**:**

These workshops are based on the premise that Western academic research is an activity that occurs in a set of historical, political and social conditions that are tied to colonial and imperial practices. Taught by an academic lecturer, each workshop involves:

- Generating and reflecting on ideas and experiences related to the theme of the workshop.
- Discussing attitudes, assumptions and motivations that underpin academic study and research practices.
- Engaging with academic writing produced by peoples who have traditionally been marginalized in Western academia.
- Analysing participants' own values in relation to these contexts."

These workshops have proven to be hugely popular, as they speak directly to the decolonisation agenda by challenging and deconstructing old epistemologies, and by moving away from the privilege and authority of the canons of knowledge production in the Westernised university.

There are lessons for the library here, too. For example, questioning the Enlightenment and how it gave birth to thinking about 'race' inevitably leads to the construct of 'Othering'. The scientific thought of the Enlightenment led to the creation of a racial taxonomy which placed white over black. 'Race' is a product of the Enlightenment whereby humans were categorised using their racial characteristics. Physical difference led to the domination of one race over the other – white over black. This classification of 'race' has had a major influence in the way library classification schemes were constructed. Their negative influence continues to this day.

Critical teaching at Goldsmiths

For teaching librarians, all of this also means looking critically at decolonising pedagogies in the classroom, while recognising the coloniality that permeates the knowledge, the resources, and even the very buildings they stand in. Those who teach must learn to teach in forms that are decolonising in order to disrupt the colonial roots in the content and in the praxis. Through imparting a knowledge steeped in coloniality, librarians continue to operate in the hegemonic Eurocentric canon.

A series of workshops taught at Goldsmiths under the title of 'Resistance researching', are "designed to help students think more critically about how we find and why we use information from a social justice perspective" (Liberate our Library webpage). These workshops cover subjects like: 'inclusive citation', which teaches how to represent more marginalised voices while avoiding the privileging of dominant voices, and 'critical information gathering', which highlights the biases in library systems and teaches how to use multiple perspectives when information gathering. It is important to add that librarians are teaching and learning themselves through these workshops by engaging on critical librarianship (see ch. 1 for an in-depth discussion of Goldsmiths' workshops and teaching praxis).

The Liberate our Library web page: a statement of intent

To highlight this work, and to truly commit to making real and lasting social justice-focused change, it was fundamental to create a dedicated *Liberate our Library* web page. It was important to us that the web page set out the intention and the reasoning behind it, and that it be visible to library users.

The Goldsmiths 'Learning Teaching and Assessment Strategy 2017–2021' (Goldsmiths, University of London, 2017) gave us two broad aims with which to align our work:

- Liberate our degrees.
- Ensure access, inclusion, and robust learning support for all our students.

'Liberate our degrees' was adopted as an aim by the university due to the Goldsmiths Student Union's drive to diversify the curriculum. This aim was an opportunity for the Library to galvanise passion to answer the call for change. Two broad statements on our website stated the vision for where the library would focus its liberation work, and the reasons for taking this approach (*Liberate our Library* webpage):

"*As part of the Library's strategy, we will engage with the aims of the LTAS*[8] *commitment to 'Liberate our degrees'.*

- *We will work to diversify our collections, to de-centre whiteness, to challenge non-inclusive structures in knowledge management and their impact on library collections, users, and services*
- *We will take an intersectional approach to our liberation work to encompass the many parts of a person's identity.*

We are doing this work to decolonise and diversify our collections as part of an effort to ensure the library collections speak to all voices, particularly those that are traditionally underrepresented in curricula and on reading lists.

We want to work in a collaborative way with our users in identifying the subject areas that do not address their experiences and identities, and where the canon excludes them."

To date, the webpage has been accessed 3290 times, with 50% accessed via the Library website and 11% from the Academic Skills Centre workshop pages.

All this work is ongoing, and what follows next is a discussion of the challenges that lie ahead for libraries when doing liberation work.

Diversifying collections

One could probably take a good guess at where the majority of books in the average Western academic institution are published. The Global North largely dominates over the Global South. What does that mean for our library collections? It means we are representing only a fraction of students—the majority of whom are White. And it means we are representing only a fraction of knowledge produced in the world. Any knowledge outside the mainstream is marginalised and delegitimised, as Eurocentrism dominates the canons of knowledge. For universities like Goldsmiths, which has an almost 50% BAME cohort, this is a great injustice and is simply not acceptable. It sends a negative message to

[8] https://www.gold.ac.uk/learning/

BAME communities that says: you are not valued, you are not seen, and your experience does not matter.

Using an Equality Impact Assessment (EIA) could aid libraries in developing more inclusive collections, learning materials, and study guides. An EIA is described by Advance HE as "...a tool to help colleges and universities ensure that their policies, practices and decisions are fair, meet the needs of their staff and students and that they are not inadvertently discriminating against any protected group"(Advance HE, 2019, Nov 27). Used to assess collection policies, an EIA will surface any inequalities and remedial action can then be undertaken. Relevant policies and top-level strategies in libraries can ensure collections represent the communities they purport to serve. If libraries include the use of EIAs on a regular basis, at least annually, it will help address the problem of underrepresentation. This would lead to a lasting transformation of the collection, as well as demonstrate a clear commitment to accountability.

De-centreing whiteness

When one talks of de-centreing whiteness, what does one mean? What is whiteness? If one looks at the representation of staff on leadership teams at the majority of UK higher education institutions, the picture is predominantly White. If one looks at the teaching staff, the picture is predominantly White. If one looks at those in senior positions, the picture is predominantly White. This 'whitewash' is evident from the staff to the curriculum to the books on the library shelves; 'whiteness' pervades the corridors, the classrooms, the boardrooms, and the library. For Khalwant Bhopal, in her book 'White privilege: the myth of a post-racial society', "whiteness is not just an individual identity, it is one that is embedded in different institutions—such as schools universities and the media—as being *the* predominant identity. In such white spaces, whiteness and white Western practices are the norm and those which do not comply with these are seen as outsiders and others. The white practices and identity of whiteness are only available to white groups who operate in these spaces—often at the expense of non-white groups" (p.25).

Therefore, de-centring whiteness in the library is twofold: confronting the problem in the profession and in the practice. If most library staff in the UK—96.7% to be precise (ARA/CILIP, 2015)—are White and most of the books on our shelves are written by White authors from the Global North, then we have a whiteness problem. At the time of writing, there are only two BAME library directors in the UK. If this lack of diversity continues to go unacknowledged, then "white normativity continues to be a hallmark of modern librarianship" (Hathcock, 2015).

At the same time, it is important not to place the 'lack of diversity' burden on the shoulders of BAME librarians. In the UK this issue is only now being addressed with the formation of groups like *Diversity in Libraries of the North (DILON)* and the *Chartered Institute of Library and Information Professionals (CILIP) BAME Network*. Many conferences, workshops, and teach meets in 2019 focused on diversity and inclusion. These events have also focused on the whiteness that pervades throughout institutions, highlighting deeply ingrained structural racism. We must, however, err on the side of caution to ensure BAME librarians are not used to solve these problems. It is important here to heed the words again of April Hathcock, "rather than being framed as a shared goal for the common good, diversity is approached as a problem that must be solved, with diverse librarians becoming the objectified pawns deployed to attack the problem" (Hathcock, 2015). Instead, White librarians must acknowledge their whiteness, and through the ongoing work in the critical librarianship arena, "white librarians can better cement ourselves as allies while remaining cognizant of our position as colonizers" (Gohr, 2017, p. 41).

Challenging non-inclusive structures in knowledge management and their impact on library collections, users, and services

It is important to disrupt the hierarchy in order to decolonise the library collection. This means surfacing the history and many biases in classification systems. This means acknowledging the damage caused by non-representative and offensive subject headings. This means being honest and open with library users in bringing these injustices to light.

"Because Western academic libraries in particular emerged from Enlightenment-derived epistemology and are premised on Euro- and Christian-centric knowledge structures, libraries have unwittingly participated in and supported this legacy of imperialism historically and contemporarily (e.g. biased Library of Congress classification and subject headings)" (Dudley, 2013, n.p.).

This is how critical pedagogy practices have led to the critical librarianship movement. Practicing critical librarianship can lead towards radical change by building libraries that question normativity, that question Eurocentric epistemologies, that question naming conventions, and that question citation practices which render invisible BAME scholars and scholars from marginalised communities and world regions. Radical change means actively and forcefully moving away from the privilege and authority of the Western canons of knowledge. Making radical change is by no means an easy journey or a simple switch to make, as we have all been schooled in the current model and this is the way we 'do' education. This process of changing also means looking at how library schools are teaching such subjects as classification and cataloguing. These must now be taught through a critical lens if libraries are going to achieve fundamental change. It takes dedication to work for such change, and a large part of building this dedication is to self-decolonise. Emily Drabinski puts this precisely:

"We also have a responsibility to build library collections and service models that help students understand themselves as capable of intervening in and changing the library, the university, and the world. We do this in part by making sure our libraries contain alternative and outsider voices and that we work to include those voices in the literature we search and the classes we teach" (2019, p.56).

Questioning biases in classification systems and subject headings

Tackling Dewey

Two other areas that are being explored with decolonisation in mind are: classification systems and Library of Congress subject headings. It would be all too easy to hide behind a system of seemingly inoffensive numbers, which many library users will merely see as a numerical system to discover and find the right book amongst many. It is up to the library worker to disclose the prejudices behind these systems through education, by exposing the history and committing to making a change. Goldsmiths library staff have written two blog posts on 'Bad Dewey' and 'Anti-neutrality' (Goldsmiths Library Blogs, 2018) to educate library users on the historical aspects of classification schemes and their inherent bias towards White, male, heteronormative structures, as well as the Library's anti-neutral stance. Actions like this demonstrate a commitment to destabilising the biases that created these systems, which in themselves are a reflection of the cultures in which they were created.

Maria T. Accardi's social justice work clearly sees the library worker as the agent who can and must make this change: "It is immoral to remain silent and allow this to persist while people are suffocating on the toxic ash of white supremacy" (Accardi, , 2018, p.5).

If we are truly committed to tackling discriminatory practices, then tackling—in Goldsmiths' case—Dewey Decimal is crucial to challenging a hugely damaging system that purports to order knowledge, yet subjugates certain groups of people and is constantly engaged in an act of 'othering'. It is a system that is, like 'race', a social construct that privileges white people at the expense of indigenous and black peoples. As Hope Olson points out: "The problem of bias in classification can be linked to the nature of classification as a social construct. It reflects the same biases as the culture that creates it" (Olson, 1998. P. 233). Much has been written about the racist origins of Melvil Dewey's Dewey Decimal Classification System, which was published in 1876, immediately after the post-war reconstruction in America was over. It will come as no surprise that in this context Black people were classified as 'negroes' and found in 'Biology' and 'Slavery'. Of course, these classifications no longer exist, although black people are still subdivided into groups by race and nationality, under 'Others'. Similarly, and equally offensive, LGBT communities were consigned to 'Abnormal psychology' upon their entry to DDC in 1932. In 1989 this changed to a classification under 'Social problems.' Now LGBT communities are classified at 306.7—'Sexual orientation, transgenderism, intersexuality'. Jewish people were once classified under 'Jewish question', and Asian Americans were once classified under 'Yellow Peril'.

Challenging Library of Congress Subject Headings

The Library of Congress is *the* authority presiding over all Library of Congress Subject Headings (LCSH). The process for changing these subject headings—from proposing a change to the actual change being agreed upon and implemented—can take several years. All libraries that adopt LCSH—the vast majority worldwide—adhere to these subject headings to allow users to discover books and other resources. Yet LCSH is just as prejudicial and biased as DDC and other classification systems. The headings come from a microcosm of society, yet wield their influence and power across the world—colonialism under a different guise one might venture. It's astounding to think that one library—the US national library—holds such power.

After a two-year fight with the Library of Congress (LC), Dartmouth College student-led organisations successfully lobbied for the removal of the term 'illegal aliens' from subject headings. Although the Library of Congress has agreed to replace the term with 'noncitizens' and 'unauthorised immigrants', the appropriate measures to enact this change still have not been made at the time of this writing. The House of Representatives overturned the decision and ruled that the Library continue to use 'illegal aliens' because it duplicates the language used in US federal laws. Even though there was a lot of opposition to this decision from librarians and the American Library Association (ALA), the subject heading is still in use today. In the Goldsmiths catalogue, it appears nearly 200 times. This is not acceptable. It is not appropriate to wait for the American government to replace these terms. Libraries must act now, and make changes locally that are inclusive and non-offensive.

One of the most steadfastly tireless and fearless critics of LCSH is Sanford Berman. His seminal text on the subject, *Prejudices and antipathies: a tract on the LC subject heads concerning people,* published in 1971, is considered a classic. Berman, a former cataloguer, has fought for many decades for changes to LCSH because of its discriminatory content. He has been successful in hundreds of cases, yet still holds a list of subject heading recommendations yet to be implemented by the LC. Now in his 80s, Berman is still actively pursuing and fighting for change. Even a well-known and respected activist like Berman encounters obfuscation and a myriad of excuses as to why certain suggested headings cannot be adopted or revised. In 2016, upon Barack Obama's nomination of Carla Hayden as the first woman, and first African-American Librarian of Congress, Berman wrote directly to Hayden with the following request:

"Dear Carla,

I realize you've only been on the job a short time, but I feel an urgency about the fact that these critical topics relating to public policy and much-discussed issues have not been recognized by Library of Congress subject headings, although all have been formally recommended and could immediately be assigned to catalogable material:

MASS INCARCERATION

DEMOCRATIC SOCIALISM

WAGE THEFT

SCIENCE DENIALISM

CLIMATE CHANGE DENIALISM

ANTIVACCINE MOVEMENT

NATIVE AMERICAN HOLOCAUST (1492–1900)

REVENGE PORN

ROBIN HOOD TAX

"BROKEN WINDOWS" POLICING

WHITE PRIVILEGE

HISTORICAL TRAUMA

SEX WORKERS

INDUSTRIAL POLLUTION

MORAL INJURY

BENEFIT CORPORATIONS

STEREOTYPE THREAT

IMPACT INVESTING

WAR PROFITEERING

STOP-AND-FRISK (POLICING)

DRONE WARFARE

HATE ROCK MUSIC

ARMENIAN GENOCIDE DENIALISM

MALE PRIVILEGE

UNIVERSAL BASIC INCOME

EFFECTIVE ALTRUISM

GEOLOGY, STRATIGRAPHIC—ANTHROPOCENE (PROPOSED)

CLASSISM IN LENDING

EVOLUTIONARY MEDICINE

EVOLUTIONARY PSYCHIATRY

SECULAR PARENTING

CRITICAL LIBRARIANSHIP

ANARCHA-FEMINISM

To state the obvious, library users everywhere making subject searches under these descriptors are likely to find nothing, since most institutions will not employ subject rubrics unless LC has done so first. And LC has not done so. The result: potentially useful resources are rendered invisible and inaccessible. I trust this is not an outcome that any of us desires.

While there are other continuing deficiencies in LCSH, this matter of 'currency' (or omission) seems paramount.

Hoping you can intervene to unlock these missing topics,

Sanford Berman" (Berman, Gross, 2017).

The list of descriptors Berman highlights are ones which are represented in books on library shelves, yet the power of one library will make them undiscoverable to a large degree. This again highlights the hegemony of the Library of Congress, reflecting hegemonic power in the management and organisation of knowledge in the university. It will take radical acts of cataloguing to bring these subject headings to life. Many libraries will not commit to such a radical action yet the appetite to do so is steadily growing. As the critical librarianship movement grows, such unresponsive and elitist practices by the LC continue to serve as a reminder that the profession is effectively held to ransom when it comes to what constitutes knowledge.

Take the example of the subject heading 'white privilege.' The LC Subject Authority Cooperative Program (SACO) rejected the term for inclusion. Books about 'white privilege' are given subject headings like: 'Whites – Race identity', 'Race awareness', and 'Race discrimination'. None of these descriptors accurately describe what 'white privilege' is. 'White privilege' is about advantage and none of these subject headings reflect this. These headings simply say: these books are about white people. It is a deception. Here is the exact announcement from the LC about the decision to reject the term:

"White privilege"

White privilege is a particular way of viewing racism; instead of looking at the disadvantages that people of color experience, the scholarship examines the privileges white people have. The concept is covered by several existing headings, such as **Racism**; **Race discrimination**; **[class of persons or ethnic group]—Social conditions**; **[place]—Race relations**; **[ethnic group]—Race identity**; etc. The meeting feels that the existing subject headings are sufficient. The proposal was not approved." (Library of Congress, 2011).

Since SACO ruled against the proposal, the subject heading was rejected. How can libraries then subvert this process? Libraries can move ahead and create the headings that the LC rejects. If libraries act collectively in this way, then these much-needed headings can be added to bibliographic records and made searchable. This can only happen with radical acts of cataloguing. And, as Berman suggests:

"What's key is that it happens, making local catalogs vibrant and responsive and relevant. It won't happen as long as systems and individual institutions remain inflexibly locked into 'standards' and tools that too frequently prove unhelpful, actually obscuring or denying access to library resources" (Berman, Gross, 2017).

Goldsmiths intends to begin these radical acts of cataloguing with the heading 'illegal aliens' as an example of cataloguing resistance. The heading will be replaced by 'undocumented immigrants' or another term which does not dehumanise and disparage. The intention is to maintain the link to 'illegal aliens' for educational purposes for the benefit of library workers and library users, in order to recognise the historical context and the need to rectify a wrong.

Conclusion

In conclusion, what the *Liberate our Library* work at Goldsmiths shows in the context of existing and persistent discriminatory practices within education and our profession, is that a proactive approach that focuses on tackling social injustice and addressing the needs of a diverse user community, bears fruit. It galvanises interest from students, academics, senior management, and library professionals. It engages them in constructive dialogue about existing practices and helps shed light on where they no longer serve us. It inspires and gives hope to current and future generations of all stakeholders that positive change is possible. I expect that concentrated effort across all libraries and higher education institutions along this trajectory will achieve a great deal to remedy what has remained ignored and unacknowledged for far too long. The truth is that libraries too have played their role in constructing the narrative of racism and it is up to us to dismantle it.

For the next decade, my vision—through ongoing reflexivity and reflection—is that libraries: divorce ourselves from discriminatory subject headings and act locally to represent our resources accurately with terminologies that are inclusive and respectful; agitate to create classification systems which are not racist, derogatory, dehumanising, or offensive; and allow learning and knowledge creation to take place in an inclusive and mutually respectful space. We cannot move away from the inherent whiteness within the academe, the curriculum, and the catalogue, until we commit ourselves to change what already exists.

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12. Web Archives, Critical Digital Literacy, and the Growing Primacy of Born Digital Objects. Cal Murgu

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Introduction

It is hard to imagine how one might study the history of the developed world in the late twentieth and early twenty-first century without recourse to the archived Web.

Jane Winters (2017, p. 238)

This chapter focuses on two closely related fields in critical digital pedagogy: archival studies and technology studies. It at once draws attention to the increasing primacy of born digital files for research and knowledge creation, while questioning the positivism that is often associated with technology. It supports the claims of Churchill and Van House, who write that "what is remembered individually and collectively depends in part on technologies of memory and the associated socio-technical practices, which are changing radically" (Churchill and Van House, 2008, p. 296). It does so by looking at one specific form of digital memory capture and creation: web archives. This chapter does gesture at theoretical discourse, including the work of Jacque Derrida and Paulo Freire; however, I focus on concrete applications of Web archives in library-led pedagogy.

I make the case for librarians involved in critical pedagogy, especially those interested in information and digital literacy, to introduce students and researchers to Web archives and the Web archiving process. Why? Web archives preserve the contents of the World Wide Web for posterity. This may seem to be a relatively straightforward process absent of choice and subjectivity. However, a critical approach to archival practices challenges notions that regard archiving processes as neutral and objective. Scholars have shown how the decisions involved in archiving, such as what to archive and how archives are made available, challenge our understanding of archives and archivists as neutral custodians of records (Schwartz and Cook, 2002). From time to time, the true subjectivity of these processes is laid bare. The Windrush scandal in the UK — a 2018 scandal wherein the Home Office willfully destroyed landing cards used to verify immigration status — is an example of the impact of negligent records policies on individuals' lives. The very same is true in the context of the Web. Take, for instance, the Trump administration's decision to remove peer-reviewed scientific material on matters of climate change from the websites of the Environmental Protection Agency and the departments of the Interior, Energy, Agriculture, and State. However, the process of archiving the Web — what Niels Brügger refers to as creating 'reborn digital' artefacts — is significantly different from that of archiving analog documents (Brügger, 2016). The process of using Web archival collections is different, as well.

One challenge for Web archive use is the sheer abundance of content within Web archival collections (for example, as of 2018 the size of the Internet Archive reached 40 petabytes of data — approximately 40 million gigabytes). Another challenge is that websites, unlike most archival material, tend to change over time. The size of Web archives, as well as the technical skills required to explore this data in a meaningful and efficient way, presents an unprecedented challenge for researchers, students, and librarians. While the technical novelty of Web archives may deter some students and researchers, I argue that Web archives provide an opportunity for intellectual growth and skill development for students and faculty in a completely familiar context: primary source analysis. After all, the archived Web will be a crucial source for humanities and social science researchers interested in the recent human condition (consider, for instance, how strange it would seem if a scholar of the 2000s chooses not to include Web resources, instead focusing solely on analog documents as evidence).

It would be appropriate to consider Web archives and the content that they hold as one element of the massive discourse surrounding big data. As has been argued elsewhere, there is profound inequality between those who have access and know how to apply data-oriented methods and those who do not (D'Ignazio, 2017). As D'Ignazio writes, in the context of big data "knowing how to collect, find, analyze, and communicate with data is of increasing importance in society. Yet, ownership of data is largely centralized, mostly collected and stored by corporations and governments. Critically, the technical knowledge of how to work effectively with data is in the hands of a small class of specialists" (D'Ignazio, 2017, p. 6). Mark Andrejevic has termed this the "Big Data Divide" (Andrejevic, 2014), and boyd and Crawford in their seminal piece have referred to a distinction between "data-haves and have-nots" (boyd & Crawford, 2012). Web archives represent another field of play on which these disparities are evident.

Data literacy is important for all students, irrespective of their level of study or disciplinary focus. As MacMillan (2014) asserts, instruction in the use of data resources is relevant both at the undergraduate and graduate levels, and Shorish (2015) argues that data literacy skills are relevant even if students do not continue their studies to attain more advanced degrees. D'Ignazio makes the point, with which I agree, that we require "creative" solutions to empower students with data literacy skills. Creative solutions, D'Ignazio argues, will best accommodate "non-technical learners who may need an alternative to the traditional quantitative approach to working with data" (2017). Given the technical and instructional abilities of librarians, strategies for incorporating creative data literacy into library instruction has been a popular topic of research and pedagogy in academic libraries (Prado, J. C., & Marzal, M. Á., 2013; Koltay, T., 2017). Examples of creative approaches to data literacy include data murals (Bhargava et al., 2016) and mapping social inequality data with ArcGIS (Hoskins, 2019). Albeit in a slightly different context, Paulo Friere foreshadowed the emancipatory potential of data literacy in 1987, when he characterized the process of literacy education both as a technical act and an act of learning the tools of expressing oneself: "to learn how to read is to learn how to say the own word. And the own human word imitates the divine word: it creates" (Freire, 1987, p. 11).

While Web archives present a new technical challenge, we must continue to interrogate them using critical approaches by considering their authority, value, labor, and ethical use. As Alan Tygel writes of big data in general, focusing on the technical use of computers, specialized software, and computational methods creates a "tendency of the [students] to leave behind the critical reflection about the social meanings of data in the world, and therefore the emancipatory perspective may be put in background" (Tygel and Kirsch, 2016, p. 113). More recently, Stine Lomborg has made the more explicit case of emphasizing ethical considerations of Web archive use and creation, arguing that Web archives prompt questions about "not just what kinds of data can be collected and archives, but also what can be used in research" (Lomborg, 2019, p. 100). In particular, Lomborg complicates the notion of Web archives as simply repositories of digital textual material; for Lomborg, Web archives are also repositories of the actions of human subjects on the Web. Lomborg's distinction rightly emphasizes the need for risk assessment and human subject protection, among other ethical considerations.

The critical approach I put forward here mirrors that of Juliet Hinrichsen and Antony Coombs, who argue in favour of an educational shift away from a simple "skills agenda" and towards "the idea of situated practices" in an effort to "to rebalance the emphasis on … operational skill with a focus on the practices and intellectual traditions of the disciplines both as meaningful sites of learning and as a reflection of a shift towards critical academic literacies" (Hinrichsen and Coombs, 2013, p. 4). For Hinrichsen and Coombs, the critical dimension refers to an internal and external criticality: internal refers to the "faculties of analysis and judgement as applied to the content, usage and artefacts of the technology," while the external meaning "relates to a position regarding the development, effects and social relations bound in technology" (Hinrichsen and Coombs, 2013, p. 4). In other words, equal attention needs to be given to the use of technology, as well as the impact of that technology in larger socio-cultural contexts. Librarians, given their ability to critically consider both the technical (infrastructure, resourcing) and the social (critical and digital literacy, and the ethics of preservation and use) are perfectly positioned to teach students and researchers about the internal and external implications of Web archives. This chapter means to extend the efforts of those committed to critical digital literacy—defined here as a set of abilities, competencies, and analytical viewpoints that enable a user to operate, understand and create digital media, data, and tools—to include the growing primacy of born-digital documents in Web archives and their ephemerality as an important talking point (Kotlay, 2015).

Archiving the Web

Nearly 30 years ago Steve Lubar wrote of archives, "[they] reflect and reinforce the power relationships of the institutions that organize them; they represent not just a technological solution, but also an organizational solution. They document and carry out not only knowledge and technique, but also culture and power" (Lubar, 1999, p. 16). While this continues to be true, as Brügger states, "the politics of the Web archive lie not only in the selection policies, but also in the more intangible politics of the archiving process itself" (Brügger, 2018, 73). Therefore, to teach about Web archives requires some knowledge about how they are created, accessed, and used. Some may find the use of the term "archive" peculiar in the context of the Web. However, consider that we use the verb "to archive" in digital settings: for instance, your email clients enable you to archive emails for storage and preservation. Indeed, in the context of cloud computing where there is a seemingly infinite amount of space the notion of compression and archiving is quaint; nevertheless, the Web is more ephemeral than we like to admit.

Web archiving is the process of collecting the constituent parts of the Web into files that are amenable to preservation and future use. Web archivists typically employ Web crawlers for automated capture. The largest Web archiving organization based on a bulk crawling approach is the Internet Archive, which strives to maintain an archive of the entire Web (https://archive.org/Web/). Institutions that archive the Web typically use specialized software to download copies of websites and preserve them in a standardized format. The crawling tools begin with a "seed URL" (the homepage of a particular website, for instance) and the crawler follows the links it finds, preserving content as it navigates from link to link. This process is not entirely automatic and is often managed by technical staff and crawler instructions. For example, individuals include scoping instructions for the crawler to follow particular links based on permissions policies. The frequency of crawls varies from institution to institution. However, since the goal of Web archiving is to track changes of websites over time, most sites are archived more than once over a given period. The frequency of collection varies depending on the site and decisions made when the site is selected for inclusion in a particular collection.

The result of crawls is stored in a standardized format: the WARC format (WebARChive). A WARC file (ISO 28500) is a container for archived websites and rich metadata that enables preservation, indexing, and access. Consider how intricate modern websites are today: hundreds of lines of HTML markup, CSS for styling, JavaScript for dynamic Web design and user interactivity, videos, links to other pages, and so on. WARC files contain all of this content, in addition to important metadata headers that describe a file's provenance, among other things (ISO, 2009). There are some limitations to what can be crawled, however. For instance, streaming media, database content, and user inputs are not included in Web crawls. Nevertheless, the WARC file (and the ARC file before it) enable tools such as the Internet Archive's WayBackMachine (https://archive.org/Web/) to arrange, index, and render snapshots of websites from the past while maintaining certain interactive aspects, such as links and images.

The Value of Archiving the Web

I have briefly established how we archive the Web; now I will turn my attention to why it is worth the trouble. The value of preserving born digital documents emerged in the late 1990s as various institutions, including non-profits like the Internet Archive and public organizations like national libraries, recognized the relative ephemerality of Web content (see, for example, the Library of Congress' policy on Web archiving) (Library of Congress Collections Policy Statements Supplementary Guidelines, 2017). The question of why we should invest such resources into archiving the Web becomes clear when considering the fleeting nature of a website. While estimates vary, a 2014 study on the longevity of Web pages found that the average lifespan of a website was around 1,132 days (Agata et al., 2014, p. 464). An additional point gestures to a problem unique to Web archives: beyond domains simply expiring, websites change over time and are sometimes unrecognizable after only a few updates. The ability to manipulate digital objects to such a degree in such a short time is a testament to the power of digital production; however, it poses a serious challenge to our traditional methods of archiving objects, even digitized objects, because these methods assume a certain level of fixity.

Web archiving is a largely decentralized practice. Given the familiarity institutions such as museums, libraries, and archives have with archiving methods and best practices, they have been leaders in Web archiving (both in terms of developing software for Web archiving as well as implementing it in appropriate workflows and policy). Web archiving initiatives are often underpinned by collection development policies that circumscribe the specific theme or subject that the collection focuses on. For instance, a Web archiving initiative could be as specific as a discrete movement or event (see, for example, the Arab Spring Web archive) (858 Archive, 2011). The Library of Congress (LoC) uses a "named subject, event, or theme-based collection" strategy that sees staff members recommend collections for archiving. Alternatively, a mandate to archive official government websites or top level domains of specific countries is common among national libraries and archives, such as Library and Archives Canada (http://Webarchive.bac-lac.gc.ca/?lang=en). In the UK, the UK Web Archive's mandate has expanded since 2005, from only archiving the websites of leading UK institutions based on selection criteria such as historical, social, and cultural significance, to archiving the whole of the UK Web domain (.co.uk) (Brügger and Schroader, 2017).

With this technical and contextual information, Brügger's argument, that the politics of a Web archive lie "not only in the selection policies, but also in the more intangible politics of the archiving process itself", begins to come into focus (Brügger, 2018, 73). Web archiving is, in fact, a highly subjective practice. Web archiving is obscured by the black box of technology, such as automated Web crawlers and Internet standards. However, Web archiving, like the process of curating traditional archives, is influenced by the technical and human resourcing available as well as the collection strategy of the institution doing the archiving. As Dougherty and Meyer suggest, the specific epistemological assumptions made during the collection and curation of Web archives are either not made explicit to potential users or are seen as an impediment to their use and/or re-use (Dougherty and Meyer, 2014, p. 2198). Decisions about which websites are deemed valuable enough to archive depend on a relatively small group of individuals occupying positions with the power to enact this type of process. In focusing our attention on the human acts driving Web archives, Ogden et al. propose the concept of 'Web archival labour' to represent the "ways in which Web archivists (as both networked human and nonhuman agents) shape and maintain the preserved Web through work that is often embedded in and obscured by the complex technical arrangements of collection and access" (Ogden et al., 2016, p. 1). Furthermore, while the process of automated Web crawling — opaque as it can be to some — gestures at a level of objectivity, the crawling strategies for automated capture are programmed by people and are therefore far from neutral. As Ogden et al argue, there have been recent calls for studies into the "performative nature of crawlers and other Web archiving technologies," where technologies such as "crawlers (non-human, automated agents, bots, algorithms, code) are conceived as not merely passive or objective participants in the collection of Web resources, but are intricately implicated in the active shaping of the 'doing' of Web archiving" (Ogden et al., 2016, p.2). Ultimately, as we affix a critical eye on Web archiving actors, the documented lack of diversity among professional librarians (Vinopal, 2016) and archivists (Banks, 2006) — compounded by the severe homogeneity among information technology professions in general — should prompt us to consider the representativeness of Web archive collections.

With all of this in mind, Jacques Derrida's writing in *Archive Fever* seems equally fitting in the context of the digital: "There is no political power without control of the archive, if not of memory... Effective democratization can always be measured by this essential criterion: the participation in and access to the archive" (Derrida, 1995, p. 11). This statement is particularly striking in this context due to the increasing amount of information (official or otherwise) that exists solely in digital formats. Ultimately, it is essential that we consider Web archives and Web archiving practices in the same critical light as we do traditional archives and digital collections in the context of library practices. In many ways this chapter builds on Joan Shwartz and Terry Cook's seminal rallying call, which argues that "[we] need to look anew at the archive in the light of changes in the production and preservation of documents, in the abundance of documents, in the changing media of record, and in the nature of what is documented or who is doing the documenting, as well as the need to examine the impact of these changes, in turn, on records management and its practices and on archives and its practices" (Schwartz and Cook, 2002, p. 5). To do so in the context of growing born digital documents is predicated on bolstering critical digital literacies in the technical and social processes that make Web archives possible.

Why it's important to teach students critical digital literacy

As mentioned previously, scholars have identified widening gaps between data "haves and have-nots," and have argued that in the context of big data "knowing how to collect, find, analyze, and communicate with data is of increasing importance in society" (D'Ignazio, 2017, p. 6). However, it is simply not enough to introduce students to notions of the digital. A critical approach to digital literacy would have us critique the many ways we utilize, apply, and build digital tools and methods. In the context of Web archives, what may appear to be a neutral act of setting up Web crawlers to automate the process of capture, may actually involve a series of complex, sensitive decisions on the part of both the Web archivist and the institutional context in which they work. However, it is not enough to simply state this prescriptively and move on, especially given that students and researchers often do not understand the process of archiving the Web and are, in many ways, alienated from learning. By this I mean that they are alienated by the opaque technical process of Web archiving, as well as by the skills required to make sure of Web archival collections.

Holger Pötzsch's recent contribution to the field of critical digital literacy clearly delineates the important challenge and opportunity that we are facing as educators in a period of serious technological upheaval. According to Pötzsch, to sidestep these problems we must "combine critique, practice, and self-reflection … [this] brings to the forefront the various affordances and contexts of our most salient technologies and connects these to situated practices of use and appropriation" (Pötzsch, 2019, p. 224). Indeed, as Pötzsch writes, one key asset of digital technologies is the fact that "they undermined the gatekeeping function of traditional media channels and enabled audiences… to combine the roles of receiver and producer of media messages" (Pötzsch, 2019, p. 235) Ideally, "this key characteristic can be harnessed for educational purposes by opening opportunities for student-driven active creation of expressions documenting, for instance, their own practices with and attitudes towards digital technologies" (Pötzsch, 2019, p. 235). The challenge, then, is to find meaningful and creative ways to combine critique, praxis, and self-reflection.

This should also be the case when specifically teaching about Web archives, and in general when discussing the archives-as-data paradigm. As Van House and Churchill write, "the facility with which material can be digitized, replicated and distributed … has resulted in profound shifts in how we conceptualize memory, our personal and collective archive practices, and even our views of persistence and permanence" (Van House & Churchill, 2008, p. 296). In this new facile environment exists a tacit "techno-centric belief in an infallible memory machine, in contrast to a notionally capricious, context-dependent and therefore fallible human memory" (Van House & Churchill, 2008, p. 296). As consumers and information users, "we may be seduced by the promise that we can accumulate and store everything with minimal cognitive effort and within the confines of a limited (physical) space" (Van House & Churchill, 2008, p. 296). Despite the feeling of technological infallibility our digital assets may be more fragile than we think — Web archives make that explicitly clear. Web archives take up space (lots of it, in fact), require labor and resourcing, and are embedded in complex socio-technical practices. It is in this space that librarians can affect change through critical pedagogy in practice.

Teaching Web Archives and Digital Literacy

In what follows I offer not prescriptive answers to the problem of integrating Web archives in library-led curriculum, but a possible springboard into what could become fruitful areas of inquiry for both students and faculty. Web archives are approachable for users with experience in the technical elements of archival work, in that they provide those users with a referential entry point (i.e., I've used archives in the past, therefore this must be similar). But as Brügger writes, "[Web archives are] fundamentally different from those associated with other types of collections, because the process of collecting, preserving, and making the online Web available is more complex and opaque than is the case with other source types" (Brügger, 2017, p. 71). One's feeling of (or hope for) familiarity can be dashed by the inherent complexity found in the archives-as-data paradigm that must be adopted by scholars interested in using born digital documents as primary sources. Therefore, knowledge about why and how the online Web needs to be archived is an important piece of information for any would-be user of Web archives. To overcome what Emily Maemura has identified as a Web archives bottleneck (2018), librarians can develop a set of pedagogical strategies that introduce new learners to the inherent and arguably unavoidable digitality of the future of research.

Web archives provide several opportunities for digital literacy instruction for librarians. One option is to concentrate on how such archives are created and why they are necessary in the context of today's research workflow. This perspective overlays with elements of the ACRL Information Literacy Framework, in particular the themes of constructed authority and the value of information, as well as other approaches to digital literacy that focus on the technical considerations of software and application development. This approach focuses on larger themes of archiving practices, including community engagement, preservation, and the importance of collective memory. A critical studies of technology approach asks us to consider the technical processes driving Web archives and ask questions about the choices and biases that are impacting how these archives are created, curated, and made available. Indeed, we must attempt to consider what we view as not valuable now that may be invaluable in the future, and "how we distinguish signal from noise in the grand bazaar of internet goods" (Van House & Churchill, 2008, p. 304).

An additional problem with digital memory is the issue of retrieval. The information may exist and be retrievable, but it will only be useful to us if we know that it exists, where it exists, and if we can get access to it. Therefore, an alternative pedagogical focus for librarians is to concentrate specifically on Web archive use in teaching and research. This approach favors utility and applicability in the context of primary source research.

Ideally, librarians would introduce both elements in a way that makes sense to them given their technical knowledge and resources. The following section provides strategies for both. Although the lesson plans I introduce below are neither exhaustive nor appropriate for all circumstances, they can assist librarians looking to introduce a novel perspective as they tackle teaching digital literacy. The value of these strategies is that they can be introduced in different settings and with different constituencies. For instance, they could be adopted for a specialized library workshop, or an instruction session in a range of disciplines, including history, sociology, and computer science. While these approaches can be remixed and adopted for a variety of settings, I see the following approaches as best suited for one 80-minute class session.

Critical Approaches for Web Archive Instruction

Lesson 1: An Introduction to Web archives in an Age of Abundance[9]

Introduction

The question of why Web archives are required for future research is an important methodological question that can be introduced in the greater context of information and digital literacy. In my experience, students and faculty are unfamiliar with the technical process of Web archiving as well as the need for Web archiving for the future of socio-cultural and historical research. However, students and researchers alike would benefit from considering the implications of the archives-as-data paradigm on their own research practices. To reconcile this, librarians should consider including Web archives as discussion and activity options during lessons or workshops on primary sources. A LibGuide featuring different Web archiving initiatives is an appropriate place to start, especially in the context of local or national history.[10]

The following lessons use critical pedagogical methods to enable students and instructors to learn about Web archives and question the potential impact of this new form of archiving in research and scholarship. I designed these lessons for undergraduate history classrooms, where digitized primary sources are increasingly popular. Having said that, I hope that other instruction librarians become inspired and apply these lessons in the context of other humanities and social science disciplines.

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[9] I created these lesson plans while working as a Research, Instruction and Digital Humanities Librarian at the New College of Florida, a small liberal arts college in southwest Florida, USA.

[10] For an excellent example of a LibGuide dedicated to Web archives in the context of Government Data, see: https://libguides.uvic.ca/c.php?g=256600&p=2905190#s-lg-box-9377888

I designed the subsequent lessons with Juliet Hinrichsen and Antony Coombs' notion of "situated practice" in mind, such that emphasis is not only placed on skill acquisition, but also on source criticism and critical reflection. In summary, the following lessons attempt to explain *how* we preserve the Web, *why* that is an important practice, *who* decides which Web pages are worthy of preservation, and *what* opportunities exist for using Web archives in research and scholarship.

Setting

Each lesson in this plan can be carried out in the context of one instruction session or broken up into consecutive sessions. This lesson is ideal for courses with a strong research methods component. I recommend at least 80 minutes for the entire plan.

Readings

There are several articles that offer representative case studies for how Web archives can be used to influence our creation of cultural knowledge and shared memory. The article I chose as an example here, however, is especially useful in that it offers a readable and comprehensive treatment of Web archive creation and use, which also includes an interesting narrative. Additionally, this co-authored piece (written by a librarian/programmer, an archivist, and a historian) provides a perspective not only on the technical components of Web archives, but their use in contemporary historical research:

> Milligan, I., Ruest, N., & Onge, A. S. (2016). The great WARC adventure: Using SIPS, AIPS, and DIPS to document SLAPPs. *Digital Studies/Le champ numérique.*

The (open access) article details the circumstances surrounding a libel case that was filed against academic librarian Dale Askey by publisher Herbert Richardson, the resulting online debate and advocacy, and the effort by the authors to capture, preserve, and make available preserved websites related to the event. The article presents the technical aspects of capturing and preserving WARC files in a technical but accessible way. Furthermore, it reflects on some of the challenges of creating a traditional finding aid to contextualize and provide access to the collected electronic content. Finally, the article discusses some preliminary findings based on analysis of the data set by a professional historian.

Before class

Students should come prepared having read the article and having watched a short 3-minute video from the Library of Congress on Web archiving.[11] Given that this is a somewhat technical article, I provide the discussion questions ahead of time (uploaded to the LMS along with the article) so that students can use them to guide their reading. In the past, I have also used Hypothesis[12], a Web annotation tool integrated in our LMS (Canvas), to encourage students to read the article and annotate it collaboratively. For students who do not read the article, a brief summary discussion at the beginning of the lesson would help situate the reading.

Discussion questions

1. What do you think about the motive behind the #freedaleaskey collection given the perspective of the authors?
2. Could you explain the process of creating a surrogate of a Webpage after reading this article's technical description of Web archiving?
3. This was not an entirely straightforward process. What challenges did the authors face and how did they overcome these challenges, both technologically and socio-technically?
4. Beyond a description of how and why this Web archive was created, how did the addition of a historian's use of the Web archive influence or inform your understanding of the article?
5. If you could set up a Web archiving workflow, what website(s) would you want to preserve, and for what reason?

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[11] Library of Congress Digital Preservation Video Series: Web Archiving: https://www.youtube.com/watch?v=T0943YkhLWU

Transcript is available: http://www.digitalpreservation.gov:8081/videos/docs/Webarchiving_video_transcript.pdf

[12] https://Web.hypothes.is/

Group Activity

The small irony of this example, which makes it even more powerful as an example for this lesson, is that the "#freedaleaskey collection" no longer exists in the Web accessible form it once did. The repository that once held its contents[13] is no longer available. The only way to get a sense of what the #freedaleaskey collection looked like is to use the Internet Archive's WayBack machine.

1. Break up the participants into groups and ask them to attempt to locate the #freedaleaskey collection on the Web. A search for the #freedaleaskey collection on a search engine like Google only retrieves secondary literature, or information about Dale Askey and the authors of the article cited previously. After several minutes, reveal to the students that what they have been searching for no longer exists, and discuss possible reasons behind it (human and technical resourcing being chief among them).

2. Direct students to the Internet Archive WayBack Machine (http://Web.archive.org) and have them search for the following url: http://freedaleaskey.plggta.org/. The WayBack machine is an open source software that renders WARCs in a Web browser. The resulting calendar view maps the number of times http://freedaleaskey.plggta.org/ was crawled.

3. Students will see that twenty-four snapshots of the website exist between August 13, 2013 and March 23, 2018. Ask students to navigate through the snapshots to gain an understanding of how the WayBack Machine works, as well as how the repository operated when it was live. Under the "Letters of Support" tab, for instance, point out that thumbnails (as described in detail in the article) are included; however, upon clicking on the links the user is redirected to an error. This means that while the links were crawled, the endpoint was not. As Winters writes, "A missing image confronts us with a blank square on the Web page; a broken link produces an error" (Winters, 2017, p. 245). This inconsistency

[13] http://freedaleaskey.plggta.org/

reflects not only the thoroughness of a crawl, but also represents a seemingly lost digital object.

4. Consider discussing how the website has changed sometime between March 14th, 2014 and August 17th, 2014, from a traditional repository view with document navigation to a simple rendering of a WordCloud.

5. Finally, emphasize the fact that Web archiving is a unique form of archiving that shifts the focus on capturing versions of webpages over time, rather than archiving and preserving one document through time.

Lesson 2: Web archives and Source Criticism

Introduction

In the first lesson, students are introduced to Web archives through a specific example, the #freedaleaskey collection. The article ends with a short description about how Web archives like this one can be used for historical research. Yet, this type of primary source analysis necessitates additional strategies that may not be familiar to students or scholars. Others have identified the need for 'source criticism' when working with Web archives, and the challenge of determining reliability or veracity of materials (Nanni, 2017; Vlassenroot et al., 2019). As Maemura makes clear, critically examining Web archives leans on many of the same skills required in other fields, such as Bibliography and History (Maemura, 2018). However, opportunities for unique forms of analysis present themselves in this new context. For instance, one approach to source criticism is through analyzing inconsistencies within the material, and how this might impact its reliability as a source (the "#freedaleaskey collection" Web archive mentioned above, for instance, would not fare well under this scrutiny). Another approach includes comparing multiple sources to each other, such as an archived version of a website with the current or "live" page. Finally, a third approach focuses on the process of Web archiving. Certain questions about the composition of the archived data, such as determining the provenance of the archived data, can only be answered by examining the metadata included in the WARC file, and analyzing the details—through specific documentation or general guidelines—of how the crawl was conducted (Maemura, 2018). The second lesson focuses on applying critical source analysis methods to born digital Web archives.

Lesson

This lesson focuses on introducing students to Library of Congress collections and identifying potential instances in which Web archives can prove useful for research. To teach this lesson, I chose the Library of Congress' collections because they provide an interface for searching through Web archive records[14] (as well as a search interface for their curated collections[15]). These interfaces should seem familiar to students that have used library resources in the past. LoC collections vary in size, from small collections featuring a few dozen websites to collections that include thousands of individual pages. The variation in size speaks to the strategy that guides the collections' development.

1. Introduce the Library of Congress Web archive collections, point out the variety in size and subject matter, and briefly describe their collection development policies.

2. Explore two of the largest collections in the catalog: the September 11, 2001 Web Archive, a collection that "preserves the Web expressions of individuals, groups, the press and institutions in the United States and from around the world in the aftermath of the attacks in the United States on September 11, 2001," and the US Elections Web Archive, which includes the "campaign sites archived weekly during the election seasons since 2000, documenting sites associated with presidential, congressional, and gubernatorial elections." Beyond providing a metaphorical portal into the past, which allows us to explore these websites almost as if we had stepped back in time, both of these collections are ripe for applying the source criticism strategies discussed previously.

[14] https://www.loc.gov/websites/
[15] https://www.loc.gov/websites/colletions/?st=gallery

Group Activity

1. Split the class into four groups (A-D) and assign each group one of the two collections (alternatively, ask each group to pick a unique collection).
2. Ask that group A compare how the Web pages (content) of federal agencies changed on September 11, 2001 to reflect what had happened in New York and Washington, D.C.
3. Ask that group B analyze the 'depth' of the Library of Congress' crawl, noting, for example, how many Web pages included missing images, broken links, and other errors.
4. Ask that group C study the US Elections Web Archive to examine the websites of Republican or Democratic candidates in a specific district chosen by students, paying close attention, for instance, to how graphics and imagery were utilized to denote certain elements of their political platform.
5. Finally, ask that group D perform a similar study to group B, by analyzing the 'depth' of the crawl for Republican or Democratic candidates of their choice.

Final Discussion

The final discussion can be a flexible group discussion on the issue that students encountered in their work. Guide students to make connections between the importance of preserving the Web (citing the #freedaleaskey collection), the technical components of Web archives (*versions* instead of *fixed* analog documents), as well as the subjective decisions that go into Web archive collections (variability in content, size, and quality in the Library of Congress collections).

Reflection

As an instruction librarian who is also responsible for introducing information technologies in research and in the classroom, I often struggle with finding the right balance between skill acquisition and critical reflection. I've found that this lesson strikes that balance. In addition to being relatively demanding for students with little knowledge of this technology, it also encourages critical reflection by challenging students' perceptions of what it means to be a historian today.

I recognize that this lesson is slightly off the beaten path, and that there are many factors in a one-shot session that makes this type of instruction difficult. At the time of developing this lesson plan, I was fortunate to work at a small liberal arts college that strived to keep class sizes small, making this type of instruction more manageable. But even so, there was limited time for class activities and limited time to focus on students to the degree necessary for a really deep discussion. Balancing technical and critical elements is also always a challenge. In fact, the first iteration of this lesson felt like a complete failure, with students disinterested as a result of poor pacing and unclear directions on my behalf. Subsequent iterations have been positive, and in some cases, students have followed up asking for additional information about Web archives, including how to create personal Web archives.

Conclusion

Canadian historian Ian Milligan offers perhaps the most convincing arguments for why additional attention needs to be directed to increasing Web archive competencies. "Imagine a history of 2019 that draws primarily on print newspapers," he writes, "approaching this period as 'business as usual,' ignoring the communication technologies that fundamentally affected how people share, interact, and leave historical traces behind." No websites, no blogs, no Twitter. He continues,

> we need to be knowledgeable of [Web archives] functionalities, strengths, and weaknesses: we need to begin to theorize and educate ourselves about them, just as historians have been cognizant of analog archives since the cultural turn. The challenge is considerable, but the potential is even greater (Milligan, 2019, p. 28).

It is worth noting that Milligan is not simply calling for increased technical competencies: his is a call for a comprehensive engagement with the changing nature of research in a digital world, one that considers the technical as well as ethical elements involved in Web preservation. In short, Milligan is pointing to "a situated practice" that emphasizes technical skills as well as an understanding of the social and cultural implications of this technology.

In this chapter I've argued that librarians have an opportunity to reconcile this knowledge and skills gap by introducing Web archives to students and researchers. The approaches described here serve as an introduction to the field and provides opportunities for critical pedagogy practices. As educators, our objective should not be to transform researchers used to analog research into "Web researchers." Rather, as Winters writes, "For most humanities scholars it will be a very long time before they transition to using solely digital sources, let alone solely born-digital sources, and for many, this will never be the case… Their research, however, will be impoverished if they are unaware of what Web archives may contain – even if it is only to discount that information as unhelpful or unreliable" (Winters 2017, p. 239). Our objective, then, should be to "to equip them to use Web archives, and to encourage others to do the same" in hopes of combining new and old approaches to solving historical and socio-cultural problems. This is one element of a concerted effort to develop creative, meaningful strategies for critical digital literacies. The lessons offered in this chapter offer skill development as well as contextualizing the impact of these technologies on the way that we create and preserve human records; in that way, these lessons satisfy Juliet Hinrichsen and Antony Coombs' notion of "situated practice" in order to "rebalance the emphasis on … operational skill with a focus on the practices and intellectual traditions of the disciplines both as meaningful sites of learning and as a reflection of a shift towards critical academic literacies" (Hinrichsen and Coombs, 2013, p. 4). Ultimately, alongside these new digital competencies exist rather old lines of questioning. Questions about provenance, authority, bias, and subjectivity parallel and sometimes intersect questions regarding technical skills and resourcing. We should take heart knowing that these intersections, as difficult as they are to reconcile at times, are intersections that librarians are faced with on a daily basis. Librarians are therefore in a good position to help students and faculty researchers with this transition.

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13. Encouraging Diversity in Library User Research. David Chegwidden

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Introduction

Diversity is a criterion which is often used to evaluate the performance of library work. As well as a societal responsibility, it is well understood that promoting diversity is critical to ensuring libraries maintain relevance with their increasingly socially aware patrons. However, we need to question and evaluate the ways in which we promote and include diversity to ensure it is meaningful. Elteto, Jackson & Lim argue that "diversity can be used as a buzzword, an easy way to talk about differences while ignoring the need for real change in our institutions and professions" (2008, p.327). What sometimes is lacking when examining diversity within academic libraries or librarianship, is an exploration of the pragmatic steps which librarians and other library workers can take to effect real change in everyday services and processes. This chapter investigates ways in which libraries could follow a design-led approach to encourage practical and impactful user research with diversity as its guiding principle to inform library services, spaces and projects.

Thinking about implementing design practice first requires a reimagining of how libraries are perceived. Goodman suggests that "to emulate such practices, for a start, as a profession we need to move beyond thinking of our primary product as just a commodity to which we offer access" (2009, p.169). Crucially, this statement encourages the deconstruction of the library as an institution and instead invites us to look at its component parts. By looking critically at each of these parts as a service which can be altered and improved for our diverse base of users, we can begin to see how design practice can be implemented to create real change. In many libraries, a design-based user research approach has been established to explore how to make spaces suitable for users' needs. By adopting design practice to other areas and services, libraries may be able to more effectively and efficiently adapt to the challenges they face.

By the nature of its user focus, successful design should embrace diversity, encouraging us to empathise with and gain a deeper understanding of the viewpoints of those who are different from ourselves. As a practice, design explores the interactions of users with services or products, with the goal of improving the user's experience. It is therefore crucial to engage a diverse range of users in our work. Libraries, as demonstrated by Adler (2015), have historically had an important role in the involvement of diversity- and social justice-focussed groups, including the LGBTQ+ and gender equality movements. The engagement of these users within library spaces often impacts wider society due to the library's position as a place of knowledge and discussion: "Libraries and their classifications are critical components of a network of agencies and apparatuses that produce and regulate discourses about sexuality" (Adler, 2015, p.480). The broad, historical impact of this work is well-known. In practice, however, engaging a diverse range of users on a day-to-day basis in libraries can be difficult to achieve.

As well as our services and users, we need to reflect upon ourselves as library staff. It is widely known that the information sector has a major issue with the diversity of its staff. Although problematic in a range of areas, one of the most shocking statistics relates to the racial diversity of staff. A commonly quoted statistic from a 2015 report is that within the UK 96.7% of the sector's workforce identify as "White" (Hall & Raeside, 2016, p.3). These similarities in our experiences and backgrounds can create a shared, but narrow perspective. This, in turn, can lead to problems with assumptions and bias, impacting the sector's ability to collect, interpret, and act upon user research impartially.

This chapter aims to introduce practical ways in which you, librarian readers, can attract diverse participants for your library user research, and encourage others involved in this work to engage users who can sometimes be overlooked by libraries.

What is User Research?

User research is a term encompassing a range of techniques and methods which may be used to help you to understand the users of your service. A range of different terms are often used interchangeably to refer to user research, including user experience (UX), ethnography, and design research. Mortensen (2019) simply defines user research as the methods we use to understand our target group, placing people at the centre of our design process. User research is usually undertaken to define our users—seeking to understand their perspective in order to make changes or evaluate the success of work which has already been carried out.

Moving away from terminology, it is very likely that you will have previously carried out some form of user research. As a topic user research can be de-mystified by looking at some of the commonly-used methods. There are many different activities you can utilise to conduct user research, including:

- Surveys
- Focus Groups
- Interviews
- Dot Voting
- Observations
- Usability testing
- UX activities (e.g. card sorting)

Although some of these activities, such as surveys, are commonly carried out in library spaces, the challenge of undertaking meaningful user research arises from doing it correctly and accurately, something many libraries, however well-intentioned, struggle with. When carrying out research activities, certain factors need to be considered to avoid collecting false data. For example, it is challenging to create activities and questions which are neutral, and do not, consciously or not, lead the participants to an answer (Steane, 2014, p.20). Another potential issue is uncovering the real problems users are having, rather than their reactive or surface-level responses to a question. Both of these factors can mislead researchers into gaining confidence in a solution which does not accurately reflect user needs. One of the most complex factors to overcome is enlisting a diverse range of users to take part in your user research. Despite this complexity, it is critically important that we understand who the actual users of our library services and products are, and that our research reflects their views (Reed & Monk, 2011, p.297).

Even after carrying out successful user research, it can be challenging to analyse complex and varied forms of data (Tullis & Albert, 2013, p.7). User research tends to lend itself to the collection of diverse data types such as images and drawings, as well as more standard interview transcripts or survey results. This data can be classified as both qualitative and quantitative. Qualitative data is often subjective and descriptive; it might, for example, be an audio recording of an individual user of your library.

This form of data can help you to understand the problems users of library services are facing. Quantitative data is often numerical, such as the results of a survey. This form of data is useful to prove that the outcomes of your qualitative research are correct and apply to a wider group. Conclusions drawn to support design research should ideally use both these types of data.

To ensure our user research is effective, we should create a clear research question or brief to follow (Steane, 2014, p.14-15). In library settings, user research is usually carried out in order to evaluate existing services, inform changes, or create new services. Once the research question or brief has been defined, the next stage is to consider how and with whom your research will be conducted.

Our perspective

Ideally, when carrying out user research you want a diverse mix of researchers involved. Within the information sector, however, this can be challenging to achieve given the aforementioned lack of diversity in the field. Although realistically we might not be able to achieve a diverse set of researchers, it does not mean the issue can be ignored. It instead means that we need an even greater understanding of the limitations of our viewpoints and the potential impact that this can have on any research we carry out. Lazar suggests that "It is easy for us to make assumptions around the capabilities or needs of groups that we have no practical experience or knowledge of" (2018, p.174). Assumptions can taint user research. Therefore we should be aware of the impact that our perspective has. This section will outline some of the interpersonal factors which can impact the accuracy and validity of our user research.

Affinity bias within user research is the concept that we may amplify the views of people to whom we can relate. We might find ourselves inclined to particularly prioritise the views of an individual in a focus group whose opinions we agree with, or feel a similarity to. Often this bias is unconscious, which can make it hard to recognise and therefore resolve. However, awareness of this potential issue when undertaking research encourages us to make sure we utilise the opinions of all participants. By questioning and evaluating the evidence supporting our findings, the over-amplification of any individual's opinions can be prevented.

An associated problem concerns whom we approach as potential participants for user research. It can be easy when approaching someone for involvement in research to involve people who we perceive are “easy targets”. These might be individuals who are similar to us, but equally may be those that we feel will reflect our views. For example, when carrying out user research, it can be less intimidating for us to try to engage an individual rather than to approach a large group. However, all users of the service have equally important viewpoints which need to be heard. Equally, we may avoid some groups because we have a fear of saying something wrong or causing offence (Grassi, 2018, p.365). A consideration we must make as researchers is to push ourselves to ensure we are approaching all library service users. We need to challenge ourselves and others conducting user research to look at who we involve and ensure it is inclusive and representative of all our library users.

“The observer effect” is the influence that we as researchers have on our participants. We cannot rely on people to relay their normal behaviour when we are either observing them or asking them questions. This effect can be particularly prominent in libraries where staff can be perceived as figures of authority or gatekeepers of library spaces, reflecting a hierarchical power structure. This may lead to participants presenting a simplified version of themselves and to them telling library staff what they think the staff wants to hear. “Asking a person to tell you about themselves doesn’t always work. It can produce reduced accounts carefully tailored to what the person thinks is needed by the other, the researcher or designer” (Wright & McCarthy, 2010, p.64). This can affect our research, as participants try to please us as perceived authority figures, rather than reveal their problems. In addition to the effect of our presence, we need to be aware of the potential impact that library spaces have on our participants. Libraries are not always seen as neutral, welcoming spaces, particularly for ethnic minority students as shown by Elteto, Jackson & Lim (2008, p.332-335). We need to be aware of the impact of ourselves and our spaces on the responses we gather. We can mitigate this effect by educating researchers on proper conduct for user experience activities and approaching people in spaces where they feel comfortable, which may very well be somewhere other than the library.

Ongoing awareness and personal reflection are critical when conducting library research. Our personal views, as well as our participants’ views, are formed by characteristics such as age, race and ethnicity, and gender, as well as by past experiences (Mossayeb, 2016, p.XVIII). We need to be aware of these differences and disengage from our own perspective in order to really be able to listen to and understand our users.

Diversity and user research

Libraries have a diverse range of users of both their physical and online services, whose needs and opinions must be considered. Libraries are seen by some as elitist and as a reinforcer of class power structures. One way libraries can demonstrate their commitment to diversity and inclusion is by encouraging honest discourse, in the form of user research, reflecting on and assessing services while openly acknowledging issues and biases. In order to ensure the accuracy of user research, we must consider the diversity of our participants. It is critically important that participants in our research reflect the users of our services. By excluding some users or prioritising the views of a particular group over others, we risk user research informing changes which do not accurately meet the needs of all users, or worse, cause offense or even harm. Proper consideration to the diversity of your user research can positively affect all library users' experiences. Waller, Bradley, Hosking & Clarkson state the potential benefits of a strong understanding of your users: "Good design can happen by accident, but understanding user diversity as part of a rigorous inclusive design process mitigates business risk and ensures repeatable design success. It also mitigates the risk of undesirable and costly problems later" (2015, p.300). Investing time, resources, and effort in carrying out diverse user research enables the identification of problems earlier, when they can be altered or changed with minimum impact on users, staff and cost.

There are many benefits to encouraging diversity in your user research. A common misconception is that if you consider diversity then it will solely benefit specific groups. However, including diversity in our research and design process improves experiences for everyone. For example, altering and correcting the automatically generated subtitles on YouTube videos supports accessibility for those with a hearing impairment, but it also benefits users who might be trying to watch the video in a public place without headphones. Considering accessibility is an essential legal and moral requirement. Equally, if we consider diversity in decisions we make, it will likely lead to better outcomes for everybody.

The benefits of inclusion and diversity exceed what can be covered within this chapter, but it is important when trying to include diversity in library user research to understand why it is essential. As we culturally shift towards not just acknowledging social issues, but actively seeking to resolve them, library staff must feel they have the expertise and permission to drive change in these areas. This is something they will only be able to achieve by speaking directly to affected groups, validating their assumptions and ideas. Libraries are often under-resourced, so it is key that we communicate and evidence the value of carrying out research on library services for our users, in order to justify why it is a good use of time. If we only consider the narrow perspective represented in the library field, then we risk missing potential opportunities to innovate (Charles, 2019, p.5). To achieve this, we need to look beyond *how many* people we ask and look further at *who* we are asking and *how*.

The remainder of the chapter will outline a process to encourage diversity within your library user research.

Advertising

When advertising a user research project, we need to think of where and how we promote participation. Successful user research needs to remove as many potential barriers as possible for participants. Spaces, both physical and digital, have different types of communities which utilise them. If we promote participation through a university mailing list, we are likely to attract a very different set of participants than if we advertise in a local community centre. What we need to consider when promoting this research is "are we advertising in places which reflect the composition of our user base?" We should think about where we are promoting, ensuring we are not only doing it in places which attract similar kinds of people, or those who reflect ourselves. We need to proactively advertise in spaces that will encourage as diverse a range of participation as possible. The same concept can be applied to digital promotion. If we post the opportunity to be involved on Twitter, it would likely attract a different audience than those who see the opportunity on our library website or on a sign in the library itself.

In addition to where we promote our research, we need to consider what form these promotions take. It is common to try to create something visually engaging using infographics or videos to attract the attention of potential participants. However, these methods are not appropriate for everyone, particularly those with accessibility needs. Infographics, for example, are often images that can be difficult for screen readers or those with visual impairments to interpret. To communicate with our users effectively, librarians should have knowledge of disabilities, appreciation of diversity, and inclusive customer service skills (Grassi, 2018, p.365). If we want to appeal to all library users, including groups with varying abilities and needs, and involve them all in our research, we should advertise in a range of formats.

When advertising user research, it must include key information about the research to minimise user concerns. For example, including the length of the activity may reduce user concerns of being involved in time-consuming research. We should also tell people what kind of activity is being undertaken—a survey for example—and if an alternative format is available. Any advertising must say what the research is being used for and what data is being collected. Johnson (2010, p.278) asserts most issues around inclusivity with surveying can be solved by being clear about the data the user research is trying to ascertain, and developing questions in line with it. Minority groups are at increased risk of poor research outcomes affecting them due to their numerical disadvantage and reduced societal power. By being clear on the outcomes, any participants that are involved can make an informed decision on the risks of taking part in research (Talbert, 2019, p.533-534). There may also be other factors to include in your advertising in order to meet research ethics requirements. As a researcher, it is your responsibility to protect participants and meet the relevant standards and laws as well as ensure you work with research ethics boards if applicable (Courage & Baxter, 2004, p.66). Finally, when advertising, include contact details for more information, as this can encourage users to take part who may not be able to physically attend or have other needs.

Running user research

Undertaking user research has many benefits, including an increased amount of buy-in for services from the people involved (Grassi, 2018, p.371). However, user research can be expensive, depending on the methods used. For example, paying people to take part in user research will likely widen the pool of participants, and can thus provide valuable information, but it is an approach that is unaffordable for many libraries. Therefore, it is important to consider all the approaches you are able to employ for user research. "Guerrilla research" is a broad term referring to simplifying UX methods to reduce the cost and time needed to carry them out. This could include approaching potential participants for quick and free feedback through short activities, rather than organising formal and expensive focus groups. By approaching people and running small (less than 5 minute) activities, you can obtain the viewpoints of a wide range of people in a short space of time. Although it should be supported by other more structured user research methods, this approach can help you to include a more diverse range of participants. As researchers we must remember that, just as you may not be able to pay users to participate in your research, not every community has the luxury of time to be involved for long periods for free. The guerrilla approach is a free option for you, which can also make it easier to involve groups such as parents, carers, students, people with multiple jobs, etc. who have little available free time.

However, you should be aware that this method does have limitations, as referenced by Teague-Rector, Ballard & Pauley (2011, p.91). By following this method alone, the research would be biased towards users of the physical space. This could ignore input from those who chose not to—or may not be able to—use the library building. You should consider an equivalent digital activity as it will enable a more diverse range of participants to engage. Providing you give multiple methods for participants to engage, then you can obtain a representative sample. This is a sound starting point for research, which can then be supported with further evidence if the initial sample of participants is not sufficiently reflective.

When conducting user research, it is also important to be mindful of the times and places it is carried out, in order to ensure that you reach different audiences. People have many different reasons for using the library or the library's website at different times, for example on weekends or weekdays, morning or evening. This consideration is particularly relevant to academic libraries which are open 24 hours. We need to be prepared to run user research outside of our working hours in order to ensure participation from different groups of users. If this is not possible, there are other ways to find out how people are using the space at different times. Speaking to staff such as cleaners, help desk workers, and security staff often can give you valuable insight, as they tend to have a lot of interaction with users at different times of day than you might, and so can often inform you of how things are on a day-to-day basis during times the daytime staff are not present. However, consideration should be made to not burden these workers or ask them to do work beyond what they are paid for, so be judicious.

Another thing to consider is what you can offer your participants, if you are unable to pay them. Small incentives can be used to encourage engagement from users who might not be as willing or keen to participate. When conducting user research, we have to be aware that we do not only involve positive and engaged users, putting us at risk of creating an echo chamber through our research. Incentives are a way that we can encourage participants for whom the good of the library or its users is not a persuasive enough reason to participate. These incentives do not need to be expensive or money-based. Even small incentives like sweets can be enough to encourage more hesitant participants. If the incentive is food-based, make sure to keep an ingredients list and ideally be mindful of dietary requirements (e.g. vegan, gluten free, Halal, etc.). Alternatively, consider what else you may have to offer as an incentive. In prior work in academic libraries, I have used easily-created printed revision timetables, which have worked just as well as food. Deschenes (2014) suggests conducting library user research does not have to involve a large financial investment. The biggest draw on resources is likely to be providing the staffing to facilitate activities or run surveys.

Making it understandable

Something else to think about is the language you use when conducting research. Libraries are often discussed in educational/academic terms, and so much of the language we use in those discussions can be inaccessible to those outside of the field. This may be due to the subject matter or the highly qualified nature of the workforce (Hall & Raeside, 2016, p.2). In any case, this can prove to be a barrier which prevents users from effectively giving feedback or contributing during library user research, and can also prevent us from obtaining the views of people who may not relate to, or have less understanding of, the subject matter. Koskinen (2011, p.126-127) proposes that a lack of vocabulary prevents participants from being able to express their thoughts in user research. To overcome this and to enable meaningful engagement we need to empower participants to give feedback confidently and to use language they are comfortable with.

One way we can overcome this language and vocabulary challenge is to provide prototypes where possible. Prototypes are artefacts which provide a medium by which people can communicate. Whether this is a mock-up of a new webpage or a visualisation of a new space, having prototypes, in the form of roughly drawn sketches or diagrams, helps to create a common talking point between the researchers and participants (Goodman-Deane, Waller, Bradley, Clarkson, Bradley, 2018, p.68). It helps to remove the barriers of communication and expertise, which prevent meaningful feedback. One thing to be mindful of when working with prototypes is to offer accessible alternatives. For instance, visual media is sometimes not suitable for all participants.

Before a participant even begins an activity there may be barriers to taking part. Participant information and consent forms are often written using complex language and terminology which may intimidate people, causing them to drop-out or to consent to something they do not understand. It can be easy to drift into academic language, however, we should consider the readability of information for the average user. Although meeting ethical guidelines is important, there is a tendency to include terminology which may alienate some of the users we wish to engage with, who may be unfamiliar with research ethics and the language used. At worst, lengthy and complex ethics forms build formality into the user research process, reinforcing power dynamics, in turn leading to an increased risk of the observer effect. There are also important factors linked to diversity to consider, such as ensuring inclusive gender options within surveys or forms. We are responsible for making sure participants are comfortable, which we can achieve by considering inclusivity using resources such as Stonewall's *Do Ask, Do Tell: Capturing data on sexual orientation and gender identity globally* as guidance (Stonewall, 2019). If done poorly, this may reduce participation resulting in inaccurate results, as well as offending or harming your users.

User research activities themselves should be designed with participants in mind. We should consider whether they can be completed without a high level of prior knowledge. Firstly, are the questions we pose and information we are asking for inclusive? It is important to check that the wording and phrasing of questions do not include any of our own assumptions about participants. For example, asking disabled users what barriers to access they have when using library spaces makes the assumption that a disabled user must be experiencing barriers to access. Assumptions such as this can be avoided by checking the suitability of proposed activities with a small sample of participants. Secondly, is the language and terminology used easy to understand for different ages and abilities? There are many free online readability checkers which can help us to make sure we haven't over-complicated questions, requiring prior library knowledge for a participant to be able to answer. Finally, what barriers may a participant have to completing a research activity and what alternative could we provide? By thinking about any barriers to completing proposed activities, we can identify opportunities to develop alternatives, allowing us to contact users who may not previously have been able to engage. Johnson (2010, p.278) suggests that by providing multiple options for response many of the problems around access can be circumvented. There are also further considerations with group activities. For example, are we providing a platform for each participant to engage, not just the vocal few? A basic, but often overlooked suggestion is to test activities with a small group of users, examining the barriers to communication before beginning your research.

Speaking to experts

However hard we try, sometimes we may not be able to engage participants so as to provide an accurate representation of all users of the library. It can be difficult to get a representative sample, as you might with paid user research. This is particularly true for face-to-face user research in libraries, as physical footfall steadily decreases (O'Bryan, 2018). Combined with this overall reduction in footfall, there are particular barriers with some protected-characteristic groups which may affect their ability to engage. Transportation and the accessibility of facilities can be barriers for certain users (Lazar, 2018, p.174). It can be hard to encourage these users to be involved in user experience research.

It is still important to find out the needs of these users, however. This may require us to do broader, less library-based research into certain user groups. For example, I have worked with local services, such as the Sheffield Royal Society for the Blind, to obtain advice on topics such as accessibility and inclusivity. There are a range of services which you can utilise in user research, for example LGBTQ+, ethnic minority, and disability support and advocacy groups. These groups may have publications you can consult for ideas, or they may offer their time to educate you in how you can better meet the needs of that user group within libraries. This is an opportunity to speak to experts and understand their stories and perspectives, so that you can take these into account in your user research. It is crucial that user research captures the stories of all our users—even those who do not or cannot participate for various reasons—and ensures they are accurately represented through our work (Wright & McCarthy, 2010, p.64).

Using analytics

Libraries can utilise quantitative data to demonstrate how people are really using our services. We can collect analytics and statistics on the use of both our digital services (e.g. websites, videos) and our physical spaces (e.g.

entry gates, loans). As this data is usually autonomously collected, it avoids some of the interpersonal factors which can affect participants' behaviour in the capture of qualitative data, such as the observer effect. Analytics also support our understanding of how many of our users may be having the same problems: "Without UX metrics, the magnitude of the problem is just a guess" (Tullis & Albert, 2013, p.8). Gathering this information is critical in order to prioritise which changes will be the most impactful. The passive nature of data collection and minimal amount of interpretation needed often makes analytics a useful tool to reinforce the findings from your qualitative user research. However, when using analytics we should remember that these only reflect our current users. It can be easy, if only referring to analytics, to get stuck in a feedback loop, prioritising the views of already active users of the library and thus not addressing problems that may be keeping other people from using the library or its services. This may isolate populations outside of the existing library space from having their views prioritised, reinforcing the pre-existing power structures. Libraries need to be aware of this effect if they are to develop services which expand as well as maintain their user communities.

In most cases, a large amount of analytical data is already collected by libraries. Commonly collected data such as library membership, entry statistics and website analytics can help us to understand the behaviour and diversity of our library users. This data can give us a powerful insight into who we should be carrying out user research with, and on what topics. However, depending on how this data is used, you may need to consider privacy and data protection. For librarians, data management is a critical skill, and this is particularly true when the data relates to participants with protected characteristics. Data collected should be labelled with an anonymised participant ID before storing it. Equally, although libraries and their staff need to be collaborative, we need to particularly question who has access to the raw data, reducing access to only staff analysing the research. There are various tools that can help libraries to increase the amount of data they collect. Analytics tools, such as Google Analytics, can easily be set up on websites, providing valuable and advanced insights into user behaviour. Alternatively, a simple way to begin to utilise analytical information is to use URL shortening tools. URL shortening tools anonymously collect basic data relating to link usage and are easy to set up, useful for evaluating the usage of individual resources. Many of these services collect data around access and can be added to any link a user may follow. Even the small samples that this provides can generate meaningful information (Tullis & Albert, 2013, p.14).

We do, however, need to ensure we employ mixed methods of collecting data for our user research to truly reflect the diversity of our users. There are many reasons why someone's view may not be accurately reflected within analytics. For example, a user of the library might have difficulties using digital services, and so instead may only engage physically with the library (Johnson, 2010, p.278). If we rely purely on website analytics this could result in missing their perspective. This problem can easily be overcome by offering alternative methods of data collection. Therefore, utilising different research methods is key to represent the diversity of library users.

Capturing research

After conducting user research with a diverse range of participants, we should capture the participants' perspectives for future projects. This prevents the replication of previous research and enables the application of existing user research to new situations. The amount of time library staff have available for research has reduced dramatically as staffing levels have fallen. A 2018 report states there has been a 45% decline in total staff in public libraries in England since 2006-2007 (O'Bryan, 2018). Within academic libraries, staff are also facing capacity issues with job roles expanding to meet demand for digital library services such as live chat (Gremmels, 2013, p.243-248). This pressure on staff time reinforces the importance of reusing existing research when possible. There are different ways to translate your findings into resources that can be referred to again and again, however one of the most effective is to create personas. Personas are "a method of summarising user diversity, which also includes physical, social and cultural contextual factors" (Waller et al, 2015, p.302). To create personas, you develop a profile for an invented user based on the data you have collected. This usually includes details such as their name, characteristics, likes/dislikes and motivations. These should be realistic and believable as real people. If done correctly, personas can help to build empathy between library workers and library users who may be different from them. It can be helpful to create personas as part of a group exercise, as it is a good way to start engaging library staff in thinking about the diversity of library users and why they are using our physical and digital spaces.

Generalised findings from user experience can be added into these personas to create a set of realistic and informed users to refer back to in future decision-making. This encourages a user-centred approach, preventing library staff from relying solely on their own perspectives, while also avoiding the need to do user research to inform every single decision. As libraries are faced with more complex issues affecting our users, it is becoming increasingly important to utilise user-based evidence to support our decision-making (Schwartz, 2018, p.28-31). By considering new ideas through the perspective of these personas we can review the potential benefits or risks for our users. Any personas created should capture and represent the full range of library users we engage with. By utilising multiple personas, we can get a perspective which is more reflective of the overlapping identities of real people. Personas are particularly useful for reminding us of users we may not meet or see in person, such as users of online services. For a case study in the use of personas, see the work of Zaug and Rackham at Brigham Young University, Utah, who used personas to preserve staff resources needed to understand users within the academic library (2016, p.124-5). By grouping users into personas, it provided a less overwhelming way to understand user needs by distilling it down to a few invented individuals. This tool may help us as a sector to overcome some of the limitations of our similar demographics, and to make sure that all users are considered in our decisions.

Demonstrating impact

To successfully implement the information gained from our user research into our libraries, it needs to be an ongoing process, requiring further engagement from users. To encourage the participants to repeat their involvement, we must demonstrate the value and impact of their contribution. This is something we should evaluate ourselves, as Wright & McCarthy state: "The aim of considering the user within the design process is to make sure that changes we make are impactful and really matter to the communities who are involved" (2010, p.64). Rather than this evaluation of impact being internal facing, we also need to share the information with the participants and wider library community. This is critical after engaging with diverse groups of users as it provides evidence that we are not vacuously using diversity to reinforce our own opinions, which often can be a concern to those involved. This helps us to build long-term relationships with the user groups we have engaged with through the research process.

Impact can be displayed in a range of different ways such as posters, infographics, case studies, or videos. Similarly to advertising and conducting user research, this information should also be provided in alternative formats. There are many ways we can show the impact, but crucially it should demonstrate the communal nature of user research. Libraries should be the heart of the community—encouraging, recognising and valuing the contributions of their members (Grassi, 2018, p.370). It is critical to publicise the tangible actions that will be taken as a result of participant involvement. This shows other perspectives have been respected and that there is value to being involved. This will make it easier when introducing user research to people in the future as they will be familiar with the concept and understand the benefits of taking part.

Conclusion

User research is now more important than ever for libraries as they face decreasing footfall and declining budgets (O'Bryan, 2018). By understanding our users, libraries can effectively and efficiently meet the needs of the communities they serve. As library spaces change to meet an increasingly open and diverse audience it is critical that users' voices are heard by library staff and administrators. Meeting complex challenges, such as inclusive restroom design in libraries, requires speaking to the real people affected (Schwartz, 2018, p.28-31). By implementing improvements based on feedback and being open about our research processes, we can show that libraries and their staff are actively listening to and involving all users in order to create better experiences. We need to actively commit to diversity through tangible and practical action, rather than by merely acknowledging the issue but doing nothing about it.

This chapter has given an overview of why it is important to consider diversity in user research and outlined concrete steps which can help support this goal. By combining a guerrilla approach with representative user research, we can capture and act upon the opinions of our users—even those who might not be the first to volunteer for library user research (Deschenes, 2014). This helps us to overcome the limitations of our own perspectives, enabling us to provide better services. Diverse user research creates inclusive services that users feel ownership over, having had input into their creation, and a responsibility to maintain them, leading to increased satisfaction with the library. Having inclusive library services also widens the appeal to communities and individuals who may not have previously felt that libraries were spaces for them (Waller et al., 2015. p.303). We can utilise user research to quantify the impact of employing such data to inform decisions, in order to ensure we have the time and resources available to invest in it further.

As well as the impact on services, this work carries benefits for the staff who are involved. As Goodman-Deane states, meeting people different from ourselves moves issues of diversity and inclusivity from being "something unknown people experience" to being "something I can imagine experiencing for myself" (Goodman-Deane et al., 2018, p.69). By considering the perspectives of others, it can help us to disengage from our own views and be more open to how and why things are different for different people. Although this will never replace the need for a diverse information workforce, it may encourage a more welcoming sector which helps to accomplish this.

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14. Towards a Critical Curriculum. Dr Christa McCartney & Edmund Wilkinson

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This chapter discusses the dangers of dominant languages in librarian teaching and the role of critical pedagogy in discovering these. We highlight some of the barriers to critical information literacy (CIL) teaching and propose solutions to these barriers, while being mindful that the nature of a critical approach precludes a 'one-size fits all' or 'checklist' approach. We posit that three areas must be understood to effectively apply critical pedagogy in information literacy (IL) teaching and suggest that we need to counter potential biases towards traditional assumptions and orthodoxies.

Firstly, organizational receptivity for change must be examined. Entrenched 'orthodoxies,' such as the desire to conform to and replicate exemplars, which form barriers to the application of critical pedagogy must be identified. Secondly, curriculums must be devised to move beyond 'banking' processes and toward a continuum of learning utilizing a range of tools and aspects of best practice across different types of libraries. This would entail a longer-term teaching paradigm and encourage libraries to be recognized as places for transformation and not simply for accommodation (Freire, 1968). Thirdly, the existence of this transformational paradigm with its extended critical curriculum must be successfully marketed to allow effective embedding of the approach within academic departments. This should be done through the production of media highlighting the greater possibilities of libraries and librarians in order to move beyond overly utilitarian perceptions. After all, *processus cum figures, figurae in processu* (the process is made by those who are made by the process).

In undertaking this project, we should be aware of our profession's tendency to seek to stabilize our praxis and normalize our processes, because in doing so we create a dominant *modus operandi,* which in turn creates a 'naturalness and inevitability to the dominant ideas that make them relatively impervious to critique' (Day, 2005, p.46). Critical pedagogy is principle- rather rule-based, and we must continually critique and reflect if we wish to remain relevant in our praxis and understand why we do what we do, as well as how we do it. For this reason, this chapter offers principles for application rather than concrete examples for replication, and highlights some key principles of critical pedagogy from which librarians can develop their own methodology.

Receptivity for Change

'*Starting with the place where we know what we mean…'* bell hooks (2000 p 14/15)

Elmborg (2012, p.75-77) notes an important epistemological distinction between the knowledge construction of librarians and academics; in particular he notes a desire amongst many librarians for concrete examples, and amongst academics a drive to problematize. Elmborg notes that critical pedagogy may prove difficult for librarians looking to replicate approaches, as that would represent an attempt to standardize a complex interweaving of practices into a rigid artifactual concept. We must remember that critical pedagogy is a dynamic and transmutational device purposed with eliciting and granting authority to a diverse range of voices. Critical pedagogy has been critiqued as being an umbrella term (Breuing, 2011) having developed over many decades and through many varied thinkers. However, it is a very useful term for indicating a method of teaching that embraces new definitions of IL, whilst allowing freedom for individual librarians to develop pedagogy/lesson plans according to principle rather than rule. The application of a critical pedagogy to IL necessitates a move away from stratified praxis towards a more fluid positioning in which we utilize strands of thought whilst avoiding being bound. Rules can too easily be applied without regard to principle, creating a system without purpose; it is important to guard against this.

Libraries face a crisis of identity in a world of shifting knowledge, expanding information (and misinformation) sources, and a breakdown of the traditional patriarchal and colonial discourses which have been dominant for centuries. This provides us with an opportunity to re-evaluate our approaches in a wide-ranging fashion, one which incorporates not only our teaching practices, but also our wider understanding of the underlying discourses of our profession. The Chartered Institute of Library and Informational Professionals (CILIP) has a new high-level definition of information literacy:

'Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully with society' (infolit, 2018).

It is a definition which reflects this opportunity and can embolden us to act. In *All About Love: New Visions* bell hooks (2000, p.14) notes, "definitions are vital starting points for the imagination. What we cannot imagine cannot come into being. A good definition marks our starting point and lets us know where we want to end up". The new definition invites political and ethical issues to be incorporated in order to make information literacy empowering, and a direct contributor to democratic, inclusive and participatory societies (Coonan et al, 2018, p. 3). By shifting our institutional identities constructively we make IL a powerful tool of societal realignment; moving away from 'banking' models of learning (Freire, 1968) in which information is dispensed rather than considered, towards a critical model in which we re-organize thought spaces as 'commons' (Foucault, 1986) and build 'being-with' relationships (Heidegger, 1967).

We need to acknowledge the role of dominant language in information literacy teaching in order to comply with the new definition, not simply in academic libraries but across the library spectrum. Examining these issues in a wider context allows us to draw on a broader base of experiences and resonates strongly with the United Nations 17 Sustainable Development Goals (UN SDG's). There is potential to use their scaffolding for higher education (HE) empowerment programmes (McCartney, 2020). Doing so would transition us from focusing our IL teaching on the mode of thought that the institution is most likely to approve of, to IL instead being the means by which the individual engages with the world and discovers the means with which to draw an informed opinion—an approach strongly in line with the new UK definition. This conception of IL equips the individual learner not only with skills and tools, but also with a willingness to be curious and to question; it instills the important recognition that those in authority cannot be presumed to be automatically correct and expands imagination, and therefore possibility (Bloch, 1995).

In an HE library, which is the primary focus of this chapter, this means broadening the demographic base of legitimate intellectual voices. IL is commonly perceived as a tool used to interrogate databases in order to find the correct journal articles that satisfy lecturers' requirements, and therefore to pass assignments. This represents a narrow demographic compass. Other aspects, angles and intellectual voices important to critical analysis are rarely heard due not to their irrelevancy, but rather to cultural, ethnic, or publication barriers. Transitioning to a collection management model that expands on reading lists to incorporate less dominant, but valid and varied voices, ensures that we are not 'banking' books but 'being with' global knowledge. This type of transition can only be achieved through leveraging our relationships with academic staff and making every effort to be part of the faculty's own discourse.

Academic Equality

IL provision has been evolving rapidly well within the professional career of many university academics. A young researcher in the times of simpler library inductions would now be a senior member of faculty. Their perceptions have been fixed by their experiences. They may be receptive to change, but they may not be aware that change has occurred. Our position as librarians should not be one that simply accepts relationships as they are, but one that sees the present positioning of the library as a starting point for negotiation of roles and services. In the words of Dewey we should be 'seeing anew, consciously constructing and reconstructing perceptions in relation to the environment' (Dewey, 1932, p. 56); being conscious of the 'techniques of habituation, automation, mechanization, familiarity and prejudice' (Amsler, 2015, p.146).

We must sometimes question the operational approaches of our organization, potentially taking a subversive approach. We need to understand the perceptions of our academics towards us and, for those of us who are in a context where these possibilities do not feel achievable, we need peer encouragement and examples of empowerment in action to become allied and reflect on the limitations of our training. To meet the future we need to confront the present and past. We should ask what our professional organizations are doing now to promote confrontation of knowledge bias once qualified, and, further, what possibilities we are enabling through providers of accredited library courses whilst we qualify. Auditing our provision from training to teaching involves a self-check on what we learn, who we teach, and therefore what we feel empowered to achieve and deliver.

For universities to offer a non-biased curriculum, they need their academics to be bias aware. For an academic lecturer, keeping up to date is often a matter of reading newly published books and journal articles; subject librarians who discuss, teach, and understand de-colonised reading lists are, for a busy academic, a vital source of ideas and information for diverse authors to add to their curriculum. Librarians can therefore be instrumental in creating change in the classroom, and potentially even in the institution itself. Librarians offer an invaluable service to academics by providing what they don't yet know that they are missing. It is a service for which there is a great, unrecognized, need and through which the librarian may demonstrate their status as an academic equal. The library needs to instigate this because this is not, yet, the image the HE library presents. Institutions ask for "customer satisfaction" and "user experience" from their library audit, rather than posing more existential questions regarding the nature and purpose of our work in the eyes of faculty members.

Undertaking research has the potential to enhance librarian engagement with academics who, perhaps, rarely see the librarian as a researcher. Two academic librarians, Edwards and Hill (2016, pp.141-176), asked some valuable questions to faculty regarding the perception of librarians. Academics in this study saw librarians as potential partners in 'resistance', librarians as network locums, and librarians as interdisciplinary examples of good practice. They also often saw librarian involvement in curriculum design as something positive and useful (Edwards & Hill, 2016, p.154). More research in this area from academic librarians may well provide valuable guidance in designing a new model of working together with academics, whilst also enhancing our status as fellow researchers. Where our university's academic departments are receptive, librarians have agency to make a difference, yet, in my experience, we have often chosen not to, perhaps out of professional modesty. It is important for librarians not to be intimidated or expect the organization to know the value we can offer if we have not advocated our potential. Sometimes existing power structures will be insurmountable, but it is often the case that academics welcome and appreciate discussion with subject librarians once they know what the librarian can offer and how the librarian can enhance student satisfaction. Attending departmental staff events, such as guest lecture series', can start the conversations we need to engage with, identify or subvert these power structures.

It is also important that, in our space, librarians do not feel driven into compliance against our values, and that our critical approach to literacy, and our equality with faculty, as qualified, educated educators is identifiable. We can only do this by ensuring our value is widely known and recognized in the institution. This is a jointly written chapter between a subject librarian and a member of faculty, yet sometimes there is still a power structure bias evident between faculty and librarian which we should be working towards flattening. The most capable students often go on to become the next generation of academics and our colleagues, so it is important that they acknowledge the relevance and importance of librarians, and that we don't leave them with the feeling that all a librarian has to teach is database searching and referencing.

Principles for a Critical Curriculum

'All teaching is political' Paulo Freire (1968, p.19)

Exploring and re-exploring critical concepts of librarianship with an engaged mindset, while shunning a reiterative and passive one, is a necessary early component of bringing critical pedagogy into librarianship praxis. In our culture, the global north, we are not all white, but many of us are, and white fragility is often an elephant in the room. In other cultures there are different elephants to deconstruct, but there are always some.

Decolonization is helping us question the authority of our sources and question our assumptions, but if we do not think to ask the questions it is hard to know where our biases lie. Our inner, authoritative voice is connected to how we envision the past, and the strong social structures that we knew. It permeates what we pass on to others. We should consider the demographic of librarians, we do not want to only represent a 'white, liberal and middle class' voice because many of us are not represented by that voice (CILIP, 2019). As professional guardians of knowledge it should be part of our continuous professional development that we become, not the custodians of a white curriculum (UCL, 2015; Hussein, 2015; Hutchinson, 2018), but rather an important point of reference for these concerns. Our voice can be balanced by a plurality of contributions from the broad demographics we increasingly consist of, enabling us to identify the ramifications of the commonly white, middle class, female, bias we are currently presenting (McKenzie, 2017).

For both faculty and teaching librarians, acknowledging narrowness of scope in our authority landscape may feel confusing rather than enlightening. It helps to realize that questioning what has been taught and presented as authoritative does not mean we devalue or discard what we already know, but that we view it more critically, and enrich it with additional and important layers of insight. There is clearly some receptivity towards this change within our profession. We have, increasingly in the last two decades, critiqued our ontologies and cataloguing processes, moving toward a re-stabilization of meaning through collaborative power dynamics (Van Damme, Hepp & Siorpaes, 2007; Wetli, 2018). Of course, we do not operate in a vacuum; there is an increasing awareness among academics of the constraints placed upon them by the increasingly neo-capitalist paradigms of many publishing houses, journals, and universities, and because of this there is a movement to less traditional forms of academic publishing—including open access and video.

As the incremental changes in social paradigms build, traditional institutional power structures, which once seemed unassailable, open themselves to re-imagining. Michel Foucault has asked us to 'grasp the points where change is possible and desirable, and to determine the precise form this change should take, and experiments with the possibility of no longer being, doing, or thinking what we are, do, or think' (Foucault, 1984). Excitingly for librarians, the concept extends beyond educational relationships to the generation and defense of space for critical thinking and for the cultivation of new modes of thought and practice. This allows us to explore the new possibilities that emerge from what Ernst Bloch (1995) calls the 'Front', which forms the liminal space between the present known social structure and the as yet undecided future structure. As a profession, we must have the confidence to choose where we want to position ourselves on this 'front', what actions are required to achieve this, and the means we have to take these actions. The critical spectrum from Freire to Foucault focuses, like Elmborg (2006, p.198), on 'treating information literacy seriously', it presents the fact that information literacy is more than being able to access information, it is about being aware of what that information 'tells' us—not only in regards to its own topic, but more crucially in regards to the semiotics we might infer from it and the subtext this confers. If it is indeed a serious matter we should reflect that in IL.

Treating Information Literacy Seriously

Teaching has been a core component of moves to emphasize the professional nature of a librarian's role (O'Connor, 2008), but there are increasing numbers of discussions occurring amongst pedagogues around approaches, indicating an awareness that something is amiss and that there are core, dominant ideas within the field which must be questioned. In considering the use of CIL, pedagogical research has challenged the validity of the overly constructivist banking models of education which many librarians use.

Without critiquing what we are taught and what we teach, it is difficult to weaken our attachment to what is negative and make room for necessary change (Kompridis, 2006, p.237). An exploration of our subject through the eyes of those new to it helps us stay current and relevant. Educators who adopt a stance which is orientated towards education as 'a process in which the social body slowly teaches itself a new way of being' (de Lissovoy 2011, p. 1129) are drawn to the transformational possibilities of critical pedagogy. Critical pedagogy appeals to those who feel a 'call to action for educators, parents, students and others to reclaim public education as a democratic public sphere' (Giroux, 2010).

When combining critical pedagogy with IL we must question many of our core frameworks, most particularly the notion of authority and our semantic constructs of classification and subject. This requires us to examine our own receptiveness to change while being aware that our own voices do not operate within a vacuum. Freire (1968, p.19) postulates all teaching is political and represents a key component of the critical pedagogue's ideology (Fritch, 2018). We need to consider what it is we are saying and what politics we are delivering within our teaching sessions. As information professionals, our purpose lies in the construction of knowledge, so we must be willing to take a broad view of epistemology and treat it as the serious subject that it is. After all:

'One issue of keen interest to critical pedagogy that is central to the core tenets of librarianship, in particular that of information access and retrieval, is the construction of knowledge, including how and why the dominant culture reinforces certain discourses and marginalizes others' (Tewell, 2015 p.26).

Understanding the construction of knowledge and our role in it, for example our contribution to citation bias through traditional IL teaching in HE libraries, is something we have placed too little emphasis upon (Sundin, 2017). It is not good enough to say that finding information is where the process begins; we need to critique and question this finding component. Education can be seen as a conveyor belt, as 'the desire to order chaos through simplified schema, to ward off the felt dangers of ambiguity, seems perhaps more "human" a characteristic than any other' (Boler 1999, p.176). In times of uncertainty a production line can offer short-term comfort to those fearful of uncertainty; it provides normative order and focus for those who fit. Professional librarianship, however, must seek to construct knowledge inclusively and look beyond those who conveniently and conventionally 'fit'.

The dominant voices of information transmission carry their own particular understanding of reality or truth, and are influenced by the increasingly competitive education sector, political maneuvering, and media/journal bias. These sources must be challenged, but this need is not sufficiently communicated to students (Tewell, 2017). This places considerable responsibility on the librarian, who is often pressured by faculty to deliver a banking style set of instructions. Much knowledge is thus hidden and much bias invisible to us as a profession, as individuals, and to those for whom we curate. We all have our individual blindspots and each relationship to that bias will be affected by societal positioning, heritage, and context.

'The invisibility of these ideas and activities in the mainstream media, schooling and educational curricula, professional cultures and the capitalist everyday has reduced opportunities for people to encounter and learn about them or to practice conceptualizing, undertaking and sustaining such reflections in their own practice. co….(they) cannot be taught in a didactic way, but they can be – indeed, must be – learned.' (Amsler, 2015, p.87).

The extent to which people are able to see bias often depends on what information they have, where they look, where they learn, and which voices they tune in to. As librarians we contribute to this; we need to be aware of our part in the perpetuation of dominant discourse, acknowledge this part and continually adapt our approaches. This includes noticing and 'working to eliminate certain biases and historical falsehoods that we should not be perpetuating, and noticing what is missing from the conversation that should be included in it. We must negotiate for alternative forms of transmission. The greater the diversity of voices that we hear, including perspectives and perceptions from those marginalized voices which have needed legal protection, the more we become aware of what we are learning and what we are excluding.

Components of a Critical Curriculum

Paulo Freire, author of *Pedagogy of the Oppressed* (1968), uses an accessible classroom approach to consider the content of the literature presented, and its impact on readers. It involves dialogue, praxis, conscientization, codification, and opening up the possibility for an "epiphany" (McCartney, 2019, p.24). Freire's later works, such as *Pedagogy of Hope* and *Pedagogy of Freedom* give useful practical examples for content, language, and the effects of these. They are well worth inclusion in any CIL teacher's reading material. Freire's multi-focus considerations embed a deeper understanding of our content, enabling the construction of a curriculum which allows for a multiplicity of information to be judiciously sifted and interpreted. Through their Information Literacy Group, CILIP, alongside Freire and the UN, see IL as fundamental to human rights, and libraries of all kinds are well placed to deliver a curriculum of IL which supports this. In delivering this, it is important that we listen to and learn from the best of one another. Reading lists for critical librarians are often, due to the demographic of the profession in the global north, white and middle class. Our reading can, and should, include inspirational voices across the demographic spectrum and across the globe, enabling us to position ourselves holistically, as a movement within a global *zeitgeist* and our individual efforts as part of a resurgence of agency and creativity.

By envisioning the progression of our subject as not linear but complex, we build our curricula more freely. The most able students should take from our session an understanding that there is more to learn and so group questioning of orthodoxy must be included in our lesson planning. Practical steps toward this involve integrating the principles of ear, eye, mind, heart, and hand in our teaching. Using these principles to guide librarians, and those who teach librarianship, ensures we approach our subject from a critical perspective. Mapping the principles onto different curricula can be undertaken once the principles are understood and balanced. The table below integrates these principles with Freirean concepts and offers suggestions for the application to a critical curriculum.

Critical Components	**Approaches to Application**
Ear (Dialogue)	<u>Collaboratory</u> CIL depends upon genuine discourse incorporating student-led discussion. To achieve this we need to evaluate where we attribute value. We should develop a range of questions to in turn help students question where they place their values and why, withholding any appearance of judgment. 'We say we "conduct" a conversation but the more genuine a conversation is, the less its conduct lies within the will of either partner.

	Thus a genuine conversation is never the one that we wanted to conduct…it allows something to 'emerge' which henceforth exists' (Gadamer, 2004, p.385). <u>Being open to see and learn</u> Although we have our own authority, non-hierarchical, inclusive sessions help keep us mindful of the need to recognize our own embedded bias and avoid the subjugation of the student by assigning to our discourse the voice of authoritarianism. Sessions in which a student raises an interesting question or observation, which results in a group discussion around the issue raised, will, in my experience, almost always be more engaging and thought-provoking, both for the students and for the teacher-librarian. <u>Equality of voices</u> A common and effective equalizer is the use of gamification approaches and much work has been undertaken on the successful use of games and activities for comprehending concepts (Mitchell and Petter, 2017). "Play" tools can be very useful in developing a safe and democratic space 'because of power dynamics in the classroom trying to create a democratic space depends on a huge range of participatory tools and techniques'. The discussion they create can help us perceive 'the emotional selectivity that shapes what and how we see' (Boler, 1999, p.182), enabling critical reflection upon the various aspects so uncovered. Some examples of games which can potentially operate within this critical pedagogy framework can be found at: https://libguides.mdx.ac.uk/MDXGames. <u>Diverse representation</u> Build-up understanding in real situations with real people. Creating a fixed 'norm' can bring, to some students, an almost unbearable realization that they do not fit into the world as it is given; that they are living in the wrong place, in the wrong sort of society (Holloway, 2008, p.14). This alienation is often not a reflection on

	their curiosity or intellect, but a result of not seeing themselves reflected in the dominant voice. Members of a group should identify with aspects of the situation until they feel themselves to be living the situation. Students should take what they need from the conveyor belt system, but not be stuck upon it, and librarians have the ability to communicate this and should highlight the existence of different perspectives. Building this into our lessons is beneficial for students in a range of ways, both for their own internal sense of identity and wellbeing, but also for the ensuing ability to engage with the world in a comprehensive fashion. Ideas and discussion in regards to 'accuracy' of information can be helpful in undertaking critical pedagogical approaches, but are often overlooked in a banking environment obsessed with currency and authority. Sociological change and cultural shifts Established custom is mutable. Looking at the same subjects through different minority lenses (e.g. female, Black, homosexual, colonialised, disabled), as well as through the lived experience of the participants, informs students that information transmission through historical epochs and via propaganda/fake media has changed social perceptions. This allows students to see themselves as agents for transformation rather than as passive consumers. Break down of barriers to enable collaboration In this regard space is a core component, as "any institution seriously considering the future of its libraries must reach a consensus on the role that it wants these facilities to play in meeting the needs not only of its current academic community but also of the community it aspires to create in the future" (Freeman, 2005). We need to ensure our teaching spaces are versatile. They should include an area enabling us to democratize debate such as a circular arrangement of chairs. Space suitable

	for practical explorations of the resources by students is unlikely to be an issue, but the arrangement may be. The common arrangement of computers in a line is detrimental to dialogue and collaboration. A cluster of computers in a square or circular arrangement is better for undertaking group-work around a challenge or problem in order to discuss the materials and the processes where laptops or tablets are unavailable to all. <u>Break down of barriers to enable dialogue</u> Given the need for participatory discourse, developing open questions to draw out student discourse is a valuable use of lesson planning time. Asking such a question and waiting patiently for a count of twelve before asking again is an effective approach to eliciting responses. Pictures, stories and techniques such as 'the river' can also be used if engaging discussion is problematic. This technique and additional ideas can be found at: https://www.actionaid.org.uk/sites/default/files/doc_lib/190_1_reflect_full.pdf
Mind (Conscientization)	<u>Research</u> To leverage receptivity to change in the HE library it is crucial to develop our own academic credentials, particularly in areas which may be of interest and use to faculty. We must seek to take advantage of any financial discounts or support our institutions may offer towards additional qualifications. The growth in professional doctorates provides a route to achieving equal academic status for the librarian and where possible we should consider pursuing such opportunities. If faculty academics engage with library academics as equals it becomes easier to arrange meaningful teaching time with the students (Edwards & Hill, 2016, pp.65-66). <u>Historical understanding</u>

	Recent work with decolonization represents an epiphany for librarians, but in order to achieve CIL it is incumbent upon us to inspire the same in our students. Where courses built around criticality or decolonization exist, such as that at Goldsmiths, University of London (2019), we should work to make sure we are actively involved in these and seen as partners in the process. Where they do not exist, we could seek opportunities to create and run them ourselves, firstly as non-embedded drop-in sessions, perhaps offering up to 10 sessions of 2 hours spread over the year. <u>Holistic and systems thinking</u> Exploring and re-exploring critical concepts of librarianship with an engaged mindset is a necessary early component of bringing critical pedagogy into librarianship praxis. We should constantly question how we are doing things or how we have been told we should be doing things. Structural concepts can be traced forwards and backwards to reveal holistic systems which affect our perceptions. To explore these concepts in-depth demands that we feel sufficiently psychologically safe to confront, identify and question our own privileges and biases. It takes time. Further time is needed to speak out in a group or to share deeper experiences about our own lives; this is true not only in discussions around our receptivity to change, but also in taking our next steps in bringing the approach to the students. We must negotiate in order to surmount this barrier within library teaching. Once this stage is achieved we have made a beginning; it is now time to revisit the previous stages to scaffold learning and (re-)examine earlier conclusions. <u>Identification of bias</u> All information transmission, including peer reviewed journal articles and textbooks, are influenced by the

	increasingly competitive education sector, political maneuvering, and media/journal bias. There is a publication provenance behind all journal articles which links to their authenticity and authority. We must not insist, as can often happen, that they are the sole guardians of subject knowledge. Critical librarians enable bias identification not bias propagation.
Hand (Praxis)	<u>Responsible leadership</u> Responsible leadership means we make professional decisions that take into account all stakeholders including future generations. We should be wary of perpetuating damaging perceptions of power. We should be aware of hegemonic relationships. My experience working in public libraries has been helpful in this regard. In this setting, staff are used to joining a table during a discussion and asking questions, or sitting beside aspiring family history researchers to support them through the process and elicit an understanding of the "space" the customer inhabits. This is done more as an equal than as an instructor; there should be no difference in how we talk with each other as adults in an academic environment. In my experience the most successful group discussions are had when all the participants are sat together around a table with no signifiers of domination or control. Standing while students sit is such a signifer, as is walking around a table at which students are sat. Instead, try sitting with the students during conversations and try to persuade academics that working with smaller groups, rather than employing lectures, is more effective. Identification and elimination of these signifiers of domination is important in achieving CIL in the classroom. <u>Practical application of ideas</u> We should be wary that techniques we apply do not become gimmicky, but instead facilitate criticality. To avoid a banking approach we must be cautious of tools

	in which the rules are given greater importance than the discourse. Examples of this are overly complex games in which the rules seek to "teach" risk, perpetuating existing authorities and biases. Ambassadors-for-change Be confident and vocal about our ability to bring about transformation. To help bridge the gap between the thinking of critical pedagogy and engaging in its praxis, organizations such as Critlib and others provide anonymous discussion forums via Twitter, recommend resources, and organize events. We can be part of this initiative. We are also able to produce our own resources and run our own courses highlighting areas (such as media misinformation) where we wish to be instrumental in raising awareness of the need for paradigm change. Marketing our services As universities establish courses for their students to examine areas such as decolonisation of research we have an opportunity to play our part. For academic librarians working in an increasingly capitalist environment where 'banking' model targets are constraining lecturers, there is potential to offer these courses as a library-run initiative.This helps the librarians' role to be perceived as being not only foundational to successful research, but foundational to successful critical understanding of research material Outside-in thinking If we begin inside…with who we already are and what we already know, we are unlikely to extend ourselves sufficiently to meet needs, not even our own. If we begin with what is outside, with where we are needed, where

	we can grow, and where we can contribute, and bring that into our work then we are well-positioned for responsible leadership. What is taught shapes the future of possibility. In my experience as an academic librarian, I have often been part of discussions about what we would not teach students in any particular academic year group; from the perspective of CIL these discussions are limiting as we may find that what we, as a team, decided not to teach, is exactly what individual students needed to learn.
Heart (Epiphany)	<u>Social and environmental engagement</u> Being committed to our society is part of our public service. Engaging in partnership programmes can help us connect and learn. For instance, libraries of all types might hold events which take a UN Sustainability Development Goal (SDG) such as literacy, gender, inequality or climate, and showcase information which reflects as many voices as possible. They might then encourage those attending to add their experiences and their reflections regarding how the issue has influenced them. All librarians could engage, non-judgmentally, in discussions about books borrowed and the voices portrayed in them, not to change reading habits but to learn from others. This approach can be applied in any library with any reading material, both fictional and academic and in public, prison, or academic libraries equally. <u>Professional integrity</u> As professionals we follow codes of practice. Our ethics code in the UK is duty to law, duty to profession, and THEN duty to employer. Professional values are core. The vision and values of your professional body are not simply business speak 'words', they are also, or should be, vehicles to deep engagement. New ethics frameworks such as CILIP's are intended to be transformational requiring a change of paradigm that

	only an involvement with and commitment to our wider remit and *raison d'etre* can bring. In understanding the genuine receptivity of our organization, we consider the scope of our organization; in understanding the genuine receptivity of our profession we should equally consider the scope of our profession. <u>Transformation</u> Paulo Freire says that those who authentically commit to the people must re-examine themselves constantly. This conversion represents a profound rebirth, so radical as not to allow for ambivalent behavior. Those who undergo it must take on a new form of existence; they can no longer remain as they were.

Implementing a Critical Curriculum

In implementing our CIL curriculum we need to remember that the issues raised require time and trust, and they must be delivered in a non-authoritarian setting. Perceptions of the library often characterize our services as functional and formal. This is an assumption which can be perpetuated by academic lecturers who assume the purpose of librarian instruction is to ensure their students "bank" a checklist of skills regarding database use, alongside the ubiquitous referencing session. This is both understandable and reversible. How we are able to deploy critical pedagogy depends greatly on our, and our organisations', receptivity to change. In leveraging any receptivity we must seek to respond to the challenge of time, and the criticisms of formality and functionality of librarian teaching. We need to build a critical curriculum that extends throughout the year, considering how to develop student skills and then scaffold criticality onto this learning.

We should firstly be creating a sense of curiosity and interest in what IL represents and, secondly, leveraging this to transition the student from the information sources of their past, to those of their future. In undertaking this we must avoid giving the impression that our students have not got a contribution to make, or that we do not have time to hear their concerns because our 'role' or our 'tools' supersede their contributions and very real issues. Critical pedagogy has its focus on empowering the student by providing them with the skills they need to empower themselves. A teacher who shares that journey of discovery is more engaged in the reality of it, and therefore more engaging.

We might devise a long-term plan to critically explore advanced Google searching and Google Scholar and then examine databases, providing the core tools for students to understand how the databases work and how to interrogate and question them. We could deliver these components to our foundation and first year students, enabling those foundation students who continue to contribute valuable observations in their first year session and enhance the students' sense that their voice can have authority. When working with postgraduate students on citation searching we might devise a session exploring citation searching around an ethnographic deconstruction of the materials referenced in a selection of articles.

What is important is utilizing these components with an engaged and critical mindset, while shunning a reiterative and passive one. Combining IL and critical pedagogy is a system which works. Finland, which launched an anti-fake news initiative at the national level in 2014, incorporated IL teaching into a reformed education system with an emphasis on critical thinking; it now ranks top in the UNESCO media literacy index (Lessenski, 2018). However, if we do not sufficiently represent ourselves and our work, if we do not embed, highlight, and advertise our successes, if we do not market ourselves, our endeavors may well come to nought.

Instilling the paradigm

'*What kind of contact feels negotiable…*' Tewell (2018, p. 21)

It is not unreasonable to suggest our profession has a long-standing failure to self-market and a clichéd image of timidity. The cultural perception of librarians is not that of an assertive profession (Pagowsky & Rigby, 2014). As a collective body we need to look at our possibilities and empower ourselves. We do not always portray ourselves as well as we could, and we do not necessarily share what we are capable of. We must adopt an understanding of our responsibility and our capability, so we can find ways to achieve the status we need to achieve our purpose.

For us to successfully promote an approach like CIL we must claim sufficient authority to undertake its implementation. It is important to fully engage with the academic paradigm, and work to change perceptions—from librarians as support staff to librarians as academics and social justice leaders. We possess different, but equally important, objectives and skill sets to academic faculty, and so we must make every effort to promote our value in order to break free of any institutional myopia that constricts the function of the librarian. The question is whether the dominant institutional discourse has influenced us sufficiently to make us 'know our place', or whether we feel empowered to claim our voice, our academic equality, and our subject expertise.

Edwards and Hill's (2016) study demonstrated academics may be more receptive than we imagine. Academics are overly busy meeting targets politically, educationally, and bureaucratically. Librarians have the expertise and inclination to fill the gaps, but no mandate. This may be because librarians have not asked, or perhaps because we do not feel it is our place to ask due to power structures within our institution. Perhaps we librarians do not know how to approach such a challenge, if so then we need greater elements of negotiation and leadership training in our Library schools and Continuing Professional Development (CPD). We should explore ways we can boost our presence in the minds of academics, and an excellent way of doing this is through attending the seminars held by our liaison faculty or department. Librarians are often unsure about attending such events, and often when first attending a seminar or guest lecture faculty express surprise at seeing a librarian in attendance. We should seek to normalize our presence within the academic power structures; the bridges we can build with academics at such events can assist us in developing the social networks that empower us within our institution, allowing the conversations we need to happen to take place.

In regards to the embedding of our teaching, our ultimate goal should be for our work to be incorporated into module validation and revalidation, becoming a core component within the curriculum and involving librarians in curriculum creation. Such integration remains far from the norm and has often proven problematic (Lindstrom and Shonrock, 2006, pp.8-23). However, the responses to Edwards and Hill's (2016) brief exploration of this question is of interest due to the varied, but largely supportive responses. Although the sample size is small and specific to a single university it does represent a spread across academic programmes and the results suggest that academics can imagine a greater role for librarians within their subject. Further research in this area is warranted and when undertaken can help us identify where power structures would support librarians seeking more active involvement.

Both library and faculty receptivity is vital. As a participant in a study by Tewell (2018, p.21) noted '...the structure of my time with students and what kind of contact feels negotiable with disciplinary faculty is really more the issue.' In other words, it is the librarian's perception of what could be negotiated with faculty that is limiting. Utilizing a subject support module approach, the possibility of embedding our work into module validation is achievable. Through building strong links between librarians and departments, and building a strong reputation for teaching, it is entirely possible to raise awareness of the academic validity of IL and embed it into curricula (although, as a librarian, the idea of marking may not be entirely appealing). In one successful example, from Middlesex University, a librarian and colleague, Ruth Houghton, through attending departmental events, integrated herself into the faculty's social community. She capitalized on this to establish an assessed component of her IL teaching, which was incorporated into module validation via a compulsory student portfolio, embedding the IL teaching into the formal validation and revalidation processes. This example shows how proactive overtures into existing power structures can help librarians enhance their role.

Rethinking and re-marketing our environment can help provide renewed impetus to our profession. Time and space for genuinely difficult, critical thinking about the world we are shaping is being squeezed out of the classroom. The librarian can offer time, space, and facilitative expertise. We have a much sought after and unique selling point; we can be the place, and people, of the transformation in knowledge from received wisdom to considered understanding. However, we can only achieve this by building allies and peer groups, coming together as a community to inspire each other, and slowly stretching ourselves and our comfort zone. It requires a change of thinking that only involvement with and commitment to our wider remit and *raison d'être* can bring. We provide access to thought, to understanding, to world views and scientific discoveries: we open awesome possibilities, we change lives, we inspire.

Conclusion: Libraries as places of transformation

CIL is not just about the library, it is about librarians as knowledge custodians. To achieve its aims we must constantly assess the receptivity for change, not only in ourselves but in our institutions, and question the dominant voices that operate within them, encouraging our students to do the same. There has been a substantive response to student-led movements, emerging from the study of literature, and moving into other areas of the social sciences, in which librarians have been involved (Crilly, 2019). The growth of interest in librarian events and forums (Jiscmail 2019) demonstrates that within our profession there is a receptiveness for a deeper engagement with our epistemological roots. Furthermore, there is receptiveness amongst academics. We can see one of Bloch's 'fronts' appearing in the UK, as universities recognize at least some need for concern in regards to curriculum bias (Goldsmiths, 2019).

In developing our critical curriculum we must be mindful that we are operating at the margins of our capabilities and opportunities wherever we simply continue to use our positions to share knowledge that we know is complicit in perpetuating an outdated global hegemony—be it patriarchy, colonialism, or detrimental stereotyping of protected characteristics. We have, through tacit acceptance of historical institutional constructs, become positioned in the shadows. It is for us to take the first steps away from the presumption and perpetuation of dominant discourse, and for us to proudly assume responsibility for the guardianship of the world's knowledge.

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