Developing and delivering library workshops for students in “Resistance Researching”

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Subject Librarians

At Goldsmiths Library we have a team of professional librarians supporting the learning, teaching and research needs of staff and students in each academic department. Subject librarians can provide the following services:

- Library inductions to introduce new staff and students to the library
- Information skills training on library resources for individuals or groups
- Expertise in referencing and bibliographic software, including Zotero
- Developing print and electronic collections to support academic departments
- Liaising between the library and academic departments on relevant issues
- Producing subject guides to highlight resources specific to academic departments
- Research support for academic departments, such as Goldsmiths Research Online
- Providing assistance and training in adding reading lists to Goldsmiths Reading Lists
How the Library is engaging with the Learning, Teaching, Assessment Strategy (LTAS) to support Goldsmiths 'Liberate our degrees'

As part of the Library’s strategy we will engage with the aims of LTAS 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

How we are doing this

We are working alongside Goldsmiths Students’ Union to ensure access, inclusion, and robust learning support for all our students.

Purchasing new books and resources

Student and staff can make suggestions for Purchase as part of ‘Liberate our degrees’.

If you would like to suggest an item for purchase, use the item request form and select ‘Yes’ for the ‘Liberate our degrees’ initiatives question.

All suggestions bought will be discoverable as a collection in Library Search.

You can view for all the books and resources for Goldsmiths ‘Liberate our Degree’ by searching for the keyword ‘liberatesgdegree’ on Library Search.

Decolonising the curriculum

Collaborating with academic departments and students to identify marginalised groups not represented in the curriculum, and reflect those groups in the acquisition of learning and teaching resources.

Diversifying Reading Lists

Collaborating with teaching staff to create decolonised and inclusive Reading Lists to better represent the identities
“What sits together and what sits apart and how is power attached to those things?” Emily Drabinski

“Books are classified by bringing together those which have the same characteristics” Charles Cutter
Highly cited articles become the “centres of gravity that define what a field is about... Success means you structure the substance of the field.” K. Healy

“If your citations aren’t diverse and inclusive enough, chances are, you’re missing some valuable perspectives.” Maha Bali
RESIST for Decolonising your research practice

Reflect
- Question whose voices and works are you counting and citing in your academic research?
- Does it reflect the diversity of your field?
- Do they and should they reflect you?

Educate
- Reflect that due to privilege you are learning to diverse voices in your field?
- How do you share what you discover?

Sight
- Who are you and why?
- How can you influence change?
- Recognise information sources and information repositories. Including libraries, peer reviewed and research papers and websites. Reference materials should be found.
- Question why this is.

Investigate
- What’s the link in your research? By going beyond the obvious understandings.
- Investigate and question gaps.
- Are there voices missing from your academic field?

Subjugated
- Is some knowledge being privileged above others?
- Does writing of information make it harder to find same information?

Transform
- One colour range of voices in your own information gap.
- Interact with minority conversations with people with different perspectives, background, experience etc. to you.
- Identify and recognise barriers in accessing scholarly content, its various forms.
- Challenge yourself.

Do you have any of your own criteria?

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Goldsmiths Library Researching
Acad Library

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My resistance researching tip is...
Workshop 3 - Dissemination

“The process of making prestige is itself tautological: a university is prestigious because prestigious students attend and prestigious students attend universities because they are prestigious.” Tressie McMillan Cottom

“Knowledge is not only disseminated, but also produced, in educational settings. Participants at all levels of the educational system contribute to knowledge production” Francis Adyanga Akena
Value Exercise

- Go to https://www.altmetric.com/top100/2018/ what do you notice
- Can you read number 9 on the list?
Students’ Tips

• “Acknowledging bias with regard to value and our assumptions”

• “Optimise using refining research on subject connections to explore interconnections”

• “Understand some limitations in book sorting”

• “Take more cognisance into having an inclusive approach to research and sources to make [researching] more robust”

• “To try and look at the subject matter from a different language perspective. This allows me to locate sources in my language and think about my particular culture and tradition.”
Why bother though?

I've always felt that what mattered in choosing a citation was the content of the work referenced, not the gender or race of the folks on the author line. Maybe that's just in science and something else holds for other areas of scholarship - maybe not.
Future Plans and Challenges

• Attendance

• Timing

• Empowering students

• Embedding in more mainstream sessions


Mott, Carrie, and Daniel Cockayne. “Citation Matters: Mobilizing the Politics of Citation toward a Practice of ‘Conscientious Engagement.’” *Gender, Place & Culture* 24, no. 7 (July 3, 2017): 954–73. https://doi.org/10.1080/0966369X.2017.1339022.

Gender Balance Assessment Tool (GBAT) https://jlsumner.shinyapps.io/syllabustool/