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### Teaching Inclusive Citation through a Library Workshop

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# Teaching Inclusive Citation through a Library Workshop



2023 Lifelong Information Literacy (LILi) Conference

July 28, 2023

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Portions of this presentation include content from an [Inclusive Citation guide](#) with a Creative Commons license (CC-BY-NC-SA). The guide includes newly created content, and content adapted from USU Libraries' [MMU Scholarship guide](#) and TU Dublin Library Services' "[Building Multi-Stories: A Guide to Inclusive Referencing](#)" resource.

## What is inclusive citation?

Essentially involves:

- Citing sources that reflect a greater diversity of voices and perspectives, and in particular those that have historically been underrepresented
- Awareness of how power and social structures influence which voices are amplified and which are often overlooked

## Aspects of inclusive citation

- Awareness of how traditional scholarly practices often privilege certain sources and voices over others (e.g., citation metrics, publication expectations and audiences, search tool features, and algorithms)
- Thinking creatively about how and where we search for information
- Often rethinking what counts as expertise, authority, or evidence

## The politics of citation

“citation as a rather successful reproductive technology, a way of reproducing the world around certain bodies”

- Sara Ahmed (2013)

## “The Matthew effect”

- Accumulative advantage of economic or social capital (e.g., “the rich get richer”)
- Early uses of the phrase mainly focused on inequity in recognition of scientists work; has been extended to other areas of study

[“Matthew Effect” Wikipedia article](#)

## “The Mathilda effect”

- “a bias against acknowledging the achievements of women scientists whose work is attributed to their male colleagues”

- “The Matilda effect” *Wikipedia* article

## Scholarship as conversation: A metaphor for citation

- Where do these conversations take place?
- Who is part of these conversations, and how did the participants come to be there?
- In what ways might conversations be more or less accessible to different people and different groups?
- Who gets acknowledged in or outside of “scholarly conversations” and how?



## Locating “conversations” through search tools and reference lists

- What is included/excluded in a database/research tool
- Relevance rankings:
  - not purely a matter of what is truly most relevant to your search.
  - also influenced by things like how often something was clicked on or cited by others (among other factors)

## “Authority is constructed and contextual” (ACRL Framework)

“Information resources reflect their creators’ expertise and credibility... Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.”

## “Authority is constructed and contextual”: Selected dispositions

- “develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- “motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- “develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- “question traditional notions of granting authority and recognize the value of diverse ideas and worldviews”

# Teaching Resources

## Instruction resources

- Inclusive Citation Research Guide:  
[libguides.rowan.edu/inclusive\\_citation](https://libguides.rowan.edu/inclusive_citation)
- [Library Workshop template](#)

# Inclusive Citation Research Guide

[libguides.rowan.edu/inclusive\\_citation](https://libguides.rowan.edu/inclusive_citation)

- Introduces and contextualizes inclusive citation
- Critical question prompts + concrete search strategies
- Encourages appreciation of complexity  
(e.g., avoid tokenism, recognize diversity is reflected in many ways)
- Creative Commons license (CC-BY-NC-SA); includes newly created content, and content adapted from USU Libraries' [MMU Scholarship guide](#) and TU Dublin Library Services' "[Building Multi-Stories: A Guide to Inclusive Referencing](#)" resource

## Inclusive Citation Workshop

- Draws largely on content from Research Guide
- Interactivity via discussion prompts: use of Google Docs + live discussion

## Workshop opening reflections

- How do you decide what to cite? What factors influence this?
- When you search in digital platforms (e.g., internet search engines, library databases) what kinds of sources/authors/voices are you most likely to find? Feel free to reflect on reasons behind this.



## Opening questions and considerations (slide 1 of 2)

As you develop strategies for finding sources, consider the following questions:

- What voices could or should be included in your research?
- Are you looking at a particular community or geographic region? Do you have sources from that community or region?
- Are certain groups particularly affected by the topic you're discussing? Do you have sources from those groups?
- Does your research need to be accessible for people with different needs? For example, would audio-visual resources or other means of representation make your topic more accessible for your audience?

## Opening questions and considerations (slide 2 of 2)

As you review your citations, consider the authors you used in your research. Do you know what their relationship to the topic is? Does the collection of authors represent a range of voices and perspectives that are relevant to the topic? Reflecting on this might include considering:

- Where the authors are from
- Aspects of their identity or positionality that may relate to the topic (e.g., gender, race, ethnicity, nationality, age, disability)
- Their perspective(s) on or interest(s) in the topic

## Appreciating complexity

- Avoid tokenism.
- Recognize that scholars from historically underrepresented groups may speak to any topic. While some topics may relate directly to a group identity that they share, others may not.
- Appreciate that each individual has a background, set of life experiences, and perspectives that are unique to them.

# Inclusive Citation Strategies

## Diversify research tools and sources.

- Explore new types of information sources, including audio-visual materials and non-academic sources.
- Find out where scholars in your field share ideas less formally (such as blogs, Twitter, etc), to find conversations happening outside of traditional forms of scholarly communication. Ways to do this include:
  - Explore new sources of news.
  - Explore professional association conference programs, committee lists, and membership rosters to identify scholars and their interests.

## Recommended search strategies (slide 1 of 2)

- Seek out different search tools and platforms.
- Experiment with search strategies and search filters.  
(e.g. source type, discipline, region in some search tools)
- Read the author information in database records, journal articles, or other publications to learn more about the author.
- Change the way search results are sorted.  
(“Relevance” is often the default setting for displaying search results.)

## Recommended search strategies (slide 2 of 2)

- Experiment with different search terms. Consider the terms that different communities might be using. Try out different terms, and pay attention to what terms appear in the sources that you locate. Approach searching as a playful and exploratory process.
- Consider geography/location in your searching.
- Talk with your professors or subject librarian about how they diversify their reading and reference lists and who they think are exciting new voices in the field.

## Considering your relationship to the research

- Awareness of confirmation bias
- Challenging “both-sideism” and “false balance”
- Acknowledging your own perspective and finding new perspectives



## Thorny Issues, Small Steps

- Inclusive Citation Research Guide: [libguides.rowan.edu/inclusive\\_citation](https://libguides.rowan.edu/inclusive_citation)
- [Library Workshop \(template\)](#)
  - Regular part of Library workshops program (fall and spring semesters)
  - April 2023 Rowan University DEI Summit session
  - Links to Research Guide in:
    - University's Inclusive Teaching Resource
    - *Communications in Information Literacy* Author Guidelines
  - Today: LILi Conference
  - Future directions: TBD

# Discussion/Q&A