

# Understanding community-university knowledge exchange: A case study of the Making Research Accessible initiative (MRAi)

*An open educational resource (OER) module and  
instructor guide*



Image by Katie Forman / UBC Learning Exchange

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April 2022

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## Introduction

*Understanding community-university knowledge exchange: A case study of the Making Research Accessible initiative (MRAi)* is an **open educational resource (OER) module** that draws upon the [Downtown Eastside \(DTES\) Research Access Portal \(RAP\)](#) as a case study to explore knowledge exchange between academic researchers and community members. The main themes of this module are:

- **Principles and practices of community engagement for knowledge exchange**
- **Meaningful access to research for non-academic audiences**
- **Research ethics in equity-seeking communities.**

### Our motivation

*“Information professionals have a critical role to play in the shift to broader, more inclusive and impactful approaches to scholarly communication.”<sup>1</sup>*

While scholarly communication and publishing courses consider the roles of librarians, publishers, scholars, policy makers, and funding agencies, **they seldom focus on the community members whose lives are directly impacted by research.** We hope to challenge this narrative by acknowledging the concerns raised by historically marginalized, equity-seeking groups and the exploitative research practices that are taking place within their communities.<sup>2</sup>

### Background on the Downtown Eastside (DTES)

The Downtown Eastside (DTES) neighbourhood in Vancouver, Canada experiences deep, systemic inequities<sup>3</sup> and draws considerable attention from researchers. This has led to **over-research**: repetitive studies on a narrow scope of issues, limited reciprocity in sharing research priorities and findings, and limited evidence of research impact<sup>4</sup>. In other words, there are a lot of research findings as a result of work that has happened in

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<sup>1</sup> O'Brien, H.L., De Forest, H., McCauley, A., Sinnamon, L.S. & Smythe, S. (Accepted). Reconfiguring knowledge ecosystems: Librarians and adult literacy educators in knowledge exchange work. *Journal of Higher Education Outreach and Engagement*.

<sup>2</sup> Boilevin, L., Chapman,... & Pham, S. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

<sup>3</sup> DTES Literacy Roundtable. (2017). *Strengthening literacy in the Downtown Eastside: Vision, goals and action plan of the DTES Literacy Roundtable*. [http://decoda.ca/wp-content/uploads/Vancouver\\_Downtown-Eastside\\_SD39\\_2015.pdf](http://decoda.ca/wp-content/uploads/Vancouver_Downtown-Eastside_SD39_2015.pdf)

<sup>4</sup> See footnote 2.

the neighbourhood, but the benefits of that research might not be experienced by or perceptible to the people who made the research possible.

In 2015, the University of British Columbia (UBC) Learning Exchange partnered with the UBC Library to establish the [Making Research Accessible Initiative \(MRAi\)](#) and began to build the DTES RAP based upon the principles of academic-community knowledge exchange.

The DTES RAP seeks to **make research relevant to and more findable and accessible** within the DTES. It is also a rich, experiential learning platform for non-DTES residents to grapple with complex issues of equitable access to information, system design, community representation and community engagement.

This module builds upon and integrates **RAP-based learning resources and activities** that were successfully piloted in 7 library and information studies courses at UBC.

### How to use this module and instructor guide

We designed this module so it can be embedded within **graduate-level library and information studies courses** (and related programs) and **adapted** to your class needs and schedule. The module consists of:

The **Core**: *Community-based knowledge exchange and mitigating information*

- Main, foundational lecture (required)
- Precursor to all pathways

**Pathways**: Specialized topics that relate to the Core (optional)

- **Pathway 1**: *Information access and alternative formats*
- **Pathway 2**: *Supporting community-led research*
- **Pathway 3**: *Community engagement and assessing value*

This **instructor guide** includes:

- **Lesson plans, guided activities, and recommended resources** for the module
- A **slide deck** with detailed speaker notes (though, we encourage you to customize the presentation to your classroom)
- **Resource list** of all recommended resources and relevant supplementary materials

Other important things to note:

- The **Core**, **Pathway 1**, **Pathway 2**, and **Pathway 3** are colour-coded throughout this guide and slide deck.

- Activity instructions for **in-person**, **virtual (synchronous)**, and **virtual (asynchronous)** classrooms are also colour-coded accordingly.
- ***Optional short discussion prompts*** are for **in-person** and **virtual (synchronous)** instruction.
- Miscellaneous instructor notes are in *italics*.
- As information professionals who are based at UBC and creating this module from a Canadian perspective, we want to acknowledge that **some of the content in this instructor guide – particularly in the Core – may not be completely relevant to your classroom or cultural context**. We provided suggestions in the speaker notes of the slide deck for customizing concepts to better suit your needs and learning environment.

### Timing and delivery

For a synchronous classroom environment, we estimate that the **Core takes 90-120 minutes** to complete, while **each pathway takes 40-60 minutes** to complete.

To teach this module during one 3-hour class period, we recommend teaching the Core, taking a break, then teaching one of the pathways.

### About the creators



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### Acknowledgements

We acknowledge that the work to develop this module took place on the unceded, traditional, and continually occupied territory of the x<sup>w</sup>məθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətał (Tseil-Waututh) peoples.<sup>5</sup>

We would like to thank the following individuals for their contributions to the DTES RAP and MRAi:

**From UBC Library:** Paul Joseph, Carolina Roman Amigo, Rod McFarland, Jenna Zhen, Olu Ajayi, Salma Lalji, Yvonne Chan, Azadeh Hashemi, Steven Eng, Schuyler Lindberg, Jeremy Taylor, Alex Chui, Tara Stephens-Kyte, Olivia Inglin, Julie Mitchell, Gordon Yusko and Sandra Wilkins.

**From the MRAi Steering Committee:** Angela Towle, Heather Holroyd, Kathleen Leahy, Karine Souffez, Blake Hawkins, Zachary Foote, Wanda Power, Emily Hector, Alannah Berson, Anita Fata, Julie Jenkins, Alina McKay, Emily Leischner, Heather De Forest, Aleha McCauley, Kristina McDavid, Geoff D’Auria, Desiree Baron, Timothy McMillan, Shannon Murray, and Elizabeth Johnston.

Additionally, we would like to thank Evan Mauro and Kirby Manià.

### Licensing of materials

These materials are openly licensed under the Attribution-Non-Commercial (CC BY-NC) license.

### Sharing feedback

We would love to hear your feedback on these materials and about your experience with teaching this module in class. If you would like to share your thoughts on this OER, you can email the MRAi team at [mrαι.info@ubc.ca](mailto:mrαι.info@ubc.ca), subject: **SCN module**.

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<sup>5</sup> We encourage you to begin your class with a land acknowledgement. For more information on what a land acknowledgement is and how to create one, we recommend reading UBC’s [Doing Land Acknowledgements](https://guides.library.ubc.ca/c.php?g=715538&p=5109932) (<https://guides.library.ubc.ca/c.php?g=715538&p=5109932>) guide. To learn about the territories you live and/or work on, visit [native-land.ca](http://native-land.ca).

## Core: Community-based knowledge exchange and mitigating information privilege

### ❖ Background & resources

#### Overview

The Core investigates the ways that we, as librarians and information professionals, can practice and promote more equitable knowledge exchange between researchers and community members.

#### Learning objectives

By the end of the Core, students will be able to:

- Define knowledge exchange, information privilege, asset- and deficit-based approaches, and positionality in the context of community-based research
- Explain how a reciprocal and relational approach to knowledge exchange can help mitigate information privilege and build trust with community members historically excluded from scholarly publishing
- Critically reflect on our own practices as information professionals

#### Resources

##### *Recommended resources for instructors*

- McCauley, A., and Towle, A. (In press). The Making Research Accessible initiative: A case study in community engagement and collaboration. *Partnership: The Canadian Journal of Library and Information Practice and Research*.

*The article provides an overview of the history of the MRAi and the development of the DTES RAP.*

- Powell, C. (2020, January 22). Information privilege and first-year students: A case study from a first-year seminar course using access to information as a lens for exploring privilege. *The Library with the Lead Pipe*. Available, <https://www.inthelibrarywiththeleadpipe.org/2020/information-privilege>

*The article is focused on a more traditional form of information literacy but will*

help provide context on the term “information privilege”.

*Required readings for students*

- Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G., Joe, D. J., ... & Pham, S. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

*The manifesto is based on a series of discussions on research and ethics in the DTES. It is integral to understanding the driving principles of the DTES RAP.*

- Chapman, J., Crier, N., Marsh, S., McLeod, J., Neufeld, S., Common, S., Holroyd, H., Ris, D., Krabbe, J., Timler, K. (2022). “Don’t read us the book we wrote...” *Telling the story of the Downtown Eastside Community Research Ethics Workshops*. <https://open.library.ubc.ca/ciRcle/collections/ubccommunityandpartnerspublicati/52387/items/1.0416738>

*This 17-minute documentary tells the story of several Research 101 co-authors working to create a community ethics review board for the DTES.*

- Ubels, N., McCauley, A., Towle, A., De Forest, H. & Baron, D. (2020). Working together to mitigate information privilege with the Downtown Eastside Research Access Portal. *BCLA Perspectives*, 2(1). <https://bclaconnect.ca/perspectives/2020/11/30/information-privilege/>

*This reading will help provide context on the DTES RAP and the ways that libraries can work collaboratively with community members and across institutions to redress information privilege.*

### *Get to know the Downtown Eastside (DTES)*

This collection of resources will provide background on the rich history of the DTES neighbourhood and its residents as well as some of the issues faced by community members with respect to over-research and stigma.

We recommend having students:

- **Listen to 1 episode of the *Communities within Community* podcast series (3 episodes, ~30 minutes each)**
- **Engage with 1 resource from “DTES history and context”**
- **Engage with 1 resource under “DTES communities”**

In [Activity 2: Sharing reflections on the DTES](#) of the Core, students will discuss their main takeaways from these materials; therefore, we suggest that you inform students about

this activity in advance so they can prepare accordingly.

#### Communities Within A Community

- Wong, T. (2022). The history and future of Chinatown. Communities Within a Community. Listen via SoundCloud [private link] (podcast, 29 minutes)
- Wong, T. (2022). Hogan's Alley. Communities Within a Community. Listen via SoundCloud [private link] (podcast, 27 minutes)
- Wong, T. (2022). Sex work and stigma. Communities Within a Community. Listen via SoundCloud [private link] (podcast, 28 minutes)

#### DTES history and context

- Masuda, J. R., Franks, A., Kobayashi, A., & Wideman, T. (2020). After dispossession: An urban rights praxis of remaining in Vancouver's Downtown Eastside. *Environment and Planning D: Society and Space*, 38(2), 229–247. <https://doi.org/10.1177/0263775819860850> (**article, 19 pgs**)
- Neigh, S. (Host). (2016, June 8). Organizing very low-income tenants in the Downtown Eastside [Audio podcast episode]. In *Talking Radical Radio*. <https://dtesresearchaccess.ubc.ca/object/oc.6339> (**podcast, ~28 min**)
- Neufeld, S. D., Chapman, J., Crier, N., Marsh, S., McLeod, J., & Deane, L. A. (2019). *Research 101: A process for developing local guidelines for ethical research in heavily researched communities*. <http://dx.doi.org/10.14288/1.0379928> (**article, 11 pgs**)
- Vescera, Z. (2019, May 27). How (not) to report on Vancouver's Downtown Eastside. *Canadaland*. <https://www.canadaland.com/how-to-report-on-vancouver-downtown-eastside/> (**short article, ~10 min**)

#### DTES communities

- Black Strathcona. (2014, February 13). *Black Strathcona: Hogan's Alley* [Video]. YouTube. <https://dtesresearchaccess.ubc.ca/object/ext.6350> (**video, ~4 min**)
  - Note: Black Strathcona has 9 other videos in this series; you can view them here: <https://blackstrathcona.com/>.
- Central City Foundation. (2021). *Change can happen* [Video series]. YouTube.
  - Episode 1: A safe space where people can huddle together out of the rain <https://www.youtube.com/watch?v=Xmq-6iic8BY> (**video, ~5 min**)
  - Episode 2: The transformational power of a job opportunity

<https://www.youtube.com/watch?v=DZyy5qnEEgM&t=259s> (**video, ~5 min**)

- Don, A. (2019). Remembering the legacy of Shirley Chan: Saving Vancouver's Chinatown neighbourhood. *Planning West*, 61(1), 12-14.  
<https://dtesresearchaccess.ubc.ca/object/ext.5515> (**short article, ~5 min**)
- Li, J., Moore, D., & Smythe, S. (2017). Voices from the “heart:” Understanding a community-engaged festival in Vancouver’s Downtown Eastside. *Journal of Contemporary Ethnography*. [doi.org/10.1177/0891241617696808](https://doi.org/10.1177/0891241617696808) (**article, 27 pgs**)
- The University of British Columbia. (2015, March 18). *Where Are We in the World? - Chinatown 唐人街 In the Making of Vancouver* [Video]. YouTube.  
<https://dtesresearchaccess.ubc.ca/object/ext.6349> (**video, ~14 min**)

## ❖ Part 1: Principles and practices of community engagement for knowledge exchange

Slides: 8-23

Components: Lecture, activity

Total length: 40-50 min

- **Lecture: *Knowledge exchange, Asset-Based Community Development model, community-driven research, positionality, and information privilege***  
Length: ~30 min

*What is knowledge exchange?*

The Knowledge Exchange unit at the University of British Columbia (UBC) describes knowledge exchange as:

*... a two-way learning process in which academic and non-academic partners share their expertise and capacities to drive effective research impact. Our premise is that academic knowledge alone is often not sufficient to create positive change in society. Non-academic partners’ knowledge, skills and experience are also needed for evidence to be contextualized and used...*

*...Although other expressions are used to describe similar ideas, such as ‘knowledge translation’ or ‘knowledge mobilization’, we use the term ‘knowledge exchange’ intentionally to highlight the interactive, iterative and multidirectional character of the process. The term knowledge exchange is also neutral in the sense that it can apply to all disciplines.*

By incorporating community-centred, ethical methods for sharing and enabling access to information, we can more effectively promote knowledge exchange, mitigate information privilege - a concept that we will discuss next - and build trust with the communities information professionals are trying to serve.

### *The Asset-Based Community Development (ABCD) model*

To understand Vancouver's Downtown Eastside (DTES), we'll start by defining the Asset-Based Community Development (ABCD) model. The ABCD model was created by John P. Kretzmann and John L. McKnight (1993). Many community-centred organizations, including the MRAi, use this model when working with their communities.

This asset-based model highlights the strengths, knowledge, activism, and all other assets of the community rather than focusing on what the community lacks, or its deficits. It focuses on the qualities that community members possess and asserting the valuable knowledge that community members have as experts in their own lives and social circles. However, the ABCD model does not intend to downplay the real, systemic challenges experienced by community members – in this case, DTES residents, who are facing the devastating impacts of the opioid poisoning crisis, ongoing colonial violence, and intergenerational trauma. Rather, the ABCD model seeks to empower the tight-knit community at its centre and disrupt the narrative of stigmatization that is frequently associated with the DTES.

The unique context of the DTES – as an area of social challenges alongside political activism, health innovations, and cultural contributions – has also made it a magnet for researchers from research institutions like UBC, which is something we will discuss later in the Core (Part 2: *Contextualizing the DTES*).

### *Community-driven, asset-based research*

According to Métis scholar<sup>6</sup> Adam Gaudry (2011), contemporary research often follows a familiar methodology: researchers enter a marginalized community and extract valuable information for an academic audience to their own benefit. This method mirrors other kinds of resource extraction that take place on Indigenous territories (Gaudry, 2011). Ultimately, the researcher's main responsibility lies with the institution, rather than the community (Gaudry, 2011).

As Gaudry writes, “[l]ost in this extractive process are the context, values, and on-the-ground struggles of the people and communities that provide

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<sup>6</sup> For more information on Métis history and identity, please read Gaudry's article [Métis](#) in *The Canadian Encyclopedia*.

information and insight to the researcher,” (2011, p. 113). DTES residents have rarely experienced the benefits of studies built on their experiences, knowledge, and participation – something we will discuss later in the Core (Part 2: *The MRAi: Addressing over-research and supporting information accessibility in the DTES*).

Many traditional research models use a deficit-based approach that focuses on what an individual or community lacks, which disempowers individual voices and disregards community knowledge. The opposite approach, as we have previously discussed, is an asset-based model that seeks to highlight how the knowledge and qualities that individuals possess can be beneficial to themselves, their communities, and society at large. An asset-based model focuses on building learner-based relationships to better respond to community-identified needs and advancing a more equitable, participatory model for research that embodies the two-way spirit of knowledge exchange.

However, implementing an asset-based model of research can be challenging for numerous reasons. Scholarly practices are often entrenched in antiquated systems of promotion and tenure. Universities tend to view community-engaged scholarship as part of academic service (rather than research), privilege publication quantity and speed, and de-incentivize public scholarship and non-traditional modes of dissemination (Harley et al., 2010).

In addition to institutional barriers, scholars have limited time, limited knowledge about open access publishing (Morrison, 2013), or access to tools to experiment with new genres of scholarly output that may be better suited to community audiences (Harley et al. 2010). While many researchers are trained in end-of-project research dissemination (Harley et al., 2010), fewer are practicing integrated knowledge mobilization, which involves collaboration and exchange with knowledge users throughout the research process to adapt to shifts in community consent and priorities over time (Nathan et al., 2017).

In Canada, there is a growing expectation (and mandate) that university research be accountable to and directly benefit Canadians. Community engagement, knowledge mobilization and open access publishing feature heavily in university strategic plans and funding agency policies, but there is still much work to be done.

### *Positionality*

Especially when conducting any kind of research or community-driven work, it is crucial to consider one’s positionality.

Positionality is “the power inherent in [people’s] immediate respective social positions”, which “greatly influences the differences in what individuals have access to in society...Whether we want it or not, all parts of our identities are

shaped by socially constructed positions and memberships to which we belong” (Misawa, 2010). Reflecting on your positionality can better inform how you understand your experiences and perspectives as well as the experiences and perspectives of others.

For researchers, positionality requires critical self-reflection and a reorientation of one’s own worldview so that it is relevant and appropriate to the subject that is being researched. Pascua Yaqui/Chicana scholar Marisa Elena Duarte states,

*The methodology of positionality requires researchers to identify their own degrees of privilege through factors of race, class, educational attainment, income, ability, gender, and citizenship, among others, before seeking the epistemological basis of their intellectual craft. Doing so helps them understand how their way of making meaning, of framing research, within their conceptual universe is tied to their positionality within an unjust world...*

*Before researchers can reframe a social problem and diagnose an intervention, they must see themselves and their conceptual universe in relation to the nature of the problem and, from that point, make decisions about what to foreground in the assessment and depiction of the problem (2017, p. 135).*

One major privilege that researchers and professionals often have over their research subjects is information privilege.

### *Information privilege*

#### *Optional short discussion prompt (2-3 min)*

- Has anyone heard of the term, “information privilege”? Does anyone know what it means or think they know what it might mean?

The librarian Char Booth coined the term “information privilege” in 2014 to describe a condition in which some people have “the status, economic access, skills, structures, and networks to find and use diverse information in many contexts” (Booth, 2014).

Information privilege is the ability to access knowledge and resources that are not available for everyone, the power conferred by proximity to and familiarity with certain kinds of information, and the accumulation of special rights and advantages regarding the consumption and production of information



Like other forms of privilege, it's often hard for those who have information privilege – such as researchers, librarians, and university students – to recognize this privilege as well as its significance.

As information professionals, it is up to us to holistically consider how the power associated with information can become embedded into other contexts.

→ **Activity 1: Unpacking information privilege**

Length: 10-15 min

**Objectives:** Have students reflect on the ways that they experience information privilege and how information privilege may manifest in libraries.

*In-person instructions*

- Have students discuss the following question in small groups:
  - What are some of the ways that you experience information privilege?
- After 2-3 minutes of discussion, ask 3-5 students to share their thoughts with the class.
- Afterward, discuss the following questions as a class:
  - What did you notice about these answers?
  - How might these answers manifest in libraries?<sup>7</sup>
  - What does this tell you about the world of libraries?
- To wrap up, have students silently reflect on this question:
  - How did it feel to be asked about your information privilege? Did you feel defensive? Uncomfortable? Why or why not?

*Virtual (synchronous) instructions*

- Ask the class: What are some of the ways that you experience information privilege?
- Give students 2 minutes to type their answer into the chat box, but tell them NOT to hit "send" until you tell them to.
- Set a timer for 2 minutes; give students a 1-minute, 30-second, and 15-second warning to finish their responses.
- Have students hit "send" at the same time.
- Take 2-3 minutes to review responses and ask 3-5 students to share their answers.
- Repeat this process with the following questions:
  - What did you notice about these answers?
  - How might these answers manifest in libraries?<sup>8</sup>
  - What does this tell you about the world of libraries?
- To wrap up, have students silently reflect on this question:
  - How did it feel to be asked about your information privilege? Did you feel

<sup>7</sup> Suggested prompts for students to consider: The presentation of collections, physical arrangement of a library, library services, values or attitudes of libraries, values or attitudes of librarians.

<sup>8</sup> See footnote 2.

defensive? Uncomfortable? Why or why not?

### *Virtual (asynchronous) instructions*

- Place students into discussion groups.
- Create a virtual message board<sup>9</sup> for each group with these questions:
  - What are some of the ways that you experience information privilege?
  - What did you notice about these answers?
  - How might these answers manifest in libraries?<sup>10</sup>
  - What does this tell you about the world of libraries?
- Instruct students to silently reflect on this question afterward:
  - How did it feel to be asked about your information privilege? Did you feel defensive? Uncomfortable? Why or why not?

## ❖ Part 2: The Downtown Eastside and meaningful access to research

Slides: 24-30

Components: Lecture, activity, video, activity

Total length: 40-50 min

### → Lecture: *The DTES and the Research Access Portal (RAP)*

Length: 10 min

#### *Contextualizing the DTES*

The Downtown Eastside (DTES) is located on the west coast of Canada in present-day Vancouver, a major city that was established on the unceded, traditional, and continually occupied territory of the xʷməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətał (Tsleil-Waututh) peoples. DTES community members tend to experience a lower level of information privilege due to barriers to digital access, education, housing, employment, and other challenges.

<sup>9</sup> Suggested formats: [Jamboard](#) (free Google product) or [Flipgrid](#) (free video discussion platform)

<sup>10</sup> See footnote 2.

The DTES is one of Vancouver’s oldest neighbourhoods and has a long, rich history. Today, it continues to be a complex, tightly-knit community. While a lot of activism, cultural production, and health innovations take place in the DTES, it is often portrayed in an unfavorable, deficit-based perspective by the media.

The DTES community has also become over-researched. Residents typically do not benefit from their participation in academic studies and often feel exploited by many of these academic studies.

### *The RAP*

The Making Research Accessible initiative (MRAi [“M-R-A-I”]) – a UBC-led partnership with local information institutions and supported by community consultations – led to the development of the Downtown Eastside Research Access Portal, or RAP [“rap”]. It was launched in 2020 as part of a community-driven response to make research more accessible for DTES community members, establish more ethical research practices in the DTES (and beyond), and mitigate information privilege.

The RAP is an example of how a reciprocal approach to knowledge exchange can guide the design of an information service with the goal of building equitable and trusting relationships with community members. For the rest of this module, we will contextualize the DTES and the development of the RAP, and we’ll end by exploring the RAP ourselves. By understanding the DTES and RAP in relation to information privilege and a reciprocal approach to knowledge exchange, we hope that this module will help you reflect on your own practice and be useful when considering how to best serve your community.

### → *Activity 2: Reflecting on the DTES*

Length: 10-15 min

**Objectives:** Have students reflect on the DTES resources they read for class, share their thoughts and questions with classmates, learn about other DTES resources they might not have engaged with, and consider the complexity of the DTES neighbourhood.

#### *In-person instructions*

- In groups of 2-3, students will share 3 takeaways from the “Getting to know the DTES” resources that they engaged with before class.
  - These takeaways can be framed as “2 comments and a question”, where students comment on 2 new things they learned or were surprised by and a question that came to mind while they were reviewing the material.
- Have students break out into groups with students sitting near them.
- Give students 5-10 minutes to discuss.

- Afterward, bring the class back together and ask students to share the takeaways/comments and questions they discussed, reflect on surfacing different narratives and perspectives about the DTES, and what these narratives and perspectives say about the complexity of the neighbourhood.

#### *Virtual (synchronous) instructions*

- Tell students that they will be placed into small discussion/breakout rooms to share 3 takeaways from the “Getting to know the DTES” resources that they engaged with before class.
  - These takeaways can be framed as “2 comments and a question”, where students comment on 2 new things they learned or were surprised by and a question that came to mind while they were reviewing the material.
- Each student should share 2 comments and 1 question they had about their resource.
- Give students 5-10 minutes to discuss and a 1-minute warning before returning to the main classroom.
- Afterward, bring the class back together and ask students to share the takeaways/comments and questions they discussed, reflect on surfacing different narratives and perspectives about the DTES, and what these narratives and perspectives say about the complexity of the neighbourhood.

#### *Virtual (asynchronous) instructions*

- Place students into discussion groups.
- Have students discuss 3 takeaways from the “Getting to know the DTES” resources that they engaged with before class.
  - These takeaways can be framed as “2 comments and a question”, where students comment on 2 new things they learned or were surprised by and a question that came to mind while they were reviewing the material.
- Ask students to reflect on surfacing different narratives and perspectives about the DTES and what these narratives and perspectives say about the complexity of the neighbourhood.

→ *Segue: The MRAi: Addressing over-research and supporting information accessibility in the DTES*

Length: 5 min

As we mentioned earlier, DTES residents have frequently been the subject of academic research. However, many residents feel that the neighbourhood has become over-researched, that researchers are extractive, and that the benefits of their participation in these research studies are not always perceptible.

The MRAi was founded in 2015 in response to consultations with people living and working in the DTES who voiced a need to access high-quality research and

information. These groups expressed concern with research projects that extracted information from people in the neighbourhood and produced findings unavailable to residents. Members of community organizations also identified a need to preserve community-generated materials. Ultimately, these concerns and information needs are what led to the creation of the RAP.

### *MRAi goals and guiding principles*

*Below are the [goals and guiding principles of the MRAi](#), which are posted on the RAP's [About](#) page. While you may not want to review these goals and principles with your class in this great of detail, we are including them all below for your reference.*

#### **Goals**

1. Increase the accessibility and impact of research by providing easier online access to information about the DTES.
2. Identify community-generated materials (such as program reports, research and evaluation documents, and organizational histories) and increase their availability in and beyond the DTES.
3. Create opportunities for community organizations, community members, researchers, students, and others to share information and learn from one another.

#### **Guiding principles**

##### *What we do:*

1. We support making research accessible to everyone, to increase their knowledge of the Downtown Eastside and its community.
2. We promote collaboration among groups and members of the Downtown Eastside, regional universities and local libraries, recognizing diverse ways of knowing and forms of knowledge.
3. We encourage continuous respectful communication between researchers and community members.
4. We promote co-created, open access, and mutually beneficial research practices.
5. We continually consult with the DTES community to ensure that the work responds to community identified needs.

##### *What we believe:*

6. We recognize that not all knowledge should be available to everyone and that some knowledge is sacred or private.
7. We value lived experience, not prioritizing or privileging academic over experiential knowledge.

8. We believe that lots of valuable research has been done in the Downtown Eastside and that it is important to build on that past work.
9. We believe that it is important to respect the time and energy of community members and reduce the burden of research on the Downtown Eastside.
10. We recognize communities and research needs are dynamic, leading us to continually question existing practices, and develop and support improved practices.

→ Video: “*What is the Downtown Eastside Research Access Portal?*”  
Length: 2 min

**Objectives:** Introduce students to the RAP by sharing this 2-minute video, [What is the Downtown Eastside Research Access Portal?](https://www.youtube.com/watch?v=yLoS2eZcv4E&feature=youtu.be) (<https://www.youtube.com/watch?v=yLoS2eZcv4E&feature=youtu.be>).

→ Activity 3: *Searching the RAP*  
Length: 10 min

**Objectives:** Students will explore the RAP and reflect on their search process.

#### *In-person instructions*

- Students will imagine that they are librarians who are helping a staff member at a community organization find free-to-access items about arts-based education for a workshop they are hosting.
- Have students use the RAP ([dtesresearchaccess.ubc.ca/](https://dtesresearchaccess.ubc.ca/)) to find 1-2 relevant resources.
- Give students 5-7 minutes to complete this activity.
- Ask 1-2 students to share what resource(s) they would recommend and how they completed their search.

#### *Virtual (synchronous) instructions*

- Tell the class to imagine that they are librarians who are helping a staff member at a community organization find free-to-access items about arts-based education for a workshop they are hosting.
- Have students use the RAP ([dtesresearchaccess.ubc.ca/](https://dtesresearchaccess.ubc.ca/)) to find 1-2 relevant resources.
- Give students 5-7 minutes to complete this activity.
- Give students a 1-minute warning before their time is up.
- Ask 1-2 students to share what resource(s) they would recommend and how they completed their search.

*Virtual (asynchronous) instructions*

- Create a virtual whiteboard for this activity.
- Tell the class to imagine that they are librarians who are helping a staff member at a community organization find free-to-access items about arts-based education for a workshop they are hosting.
- Have students use the RAP ([dtesresearchaccess.ubc.ca/](https://dtesresearchaccess.ubc.ca/)) to find 1-2 relevant resources.
- Invite students to post their resources on the virtual whiteboard and share their process for completing this search.

❖ **Wrap-up**

Slide: 31

Length: 5-10 min

*Optional short discussion prompt (5 min)*

- Now that we're more familiar with the RAP, let's reflect on the ways the RAP works to reduce barriers to accessing research:
  - What aspects of the RAP work well to reduce these barriers?
  - What design features contribute to the easing of these barriers?
  - What's missing?

In today's lecture, we examined the DTES as a case study for how barriers to education, housing, employment, and other challenges can exacerbate information privilege, lead to perceptions of over-research and extractive research practices, and undermine the strengths and resiliency of the community. We considered the ways that knowledge exchange can be more collaborative and equitable among community members who are historically excluded from these academic discussions, and we have reflected on our own positionality and information privilege. Exploring this resource highlights some of the ways that information work can help to disrupt deficit-based narratives of communities and rebuild lost trust between universities, libraries and community members.

## Pathway 1: Information access and alternative formats

### ❖ Background & resources

#### Overview

- Pathway 1 explores how non-academic audiences can meaningfully access research and details a case study that engages students with knowledge exchange.

#### Learning objectives

- Reflect on the ways information can be more discoverable
- Engage with alternative formats in a classroom environment
- Consider the ways in which a community would like to be described

#### Resources

##### *Recommended readings for instructors*

- Murray, S. (2021). Accessible research dissemination through data visualization : Promising practices for the creation of infographics. University of British Columbia Library.  
<http://dx.doi.org/10.14288/1.0402361>

*This article and the accompanying resources (“Evaluative Checklist” and “Infographic Creation Guide”) detail the ASTU 100 case study for this pathway.*

- Shaxson, L., Bielak, A., Ahmed, I., Brien, D., Conant, B., Fisher, C., & Phipps, D. (2012, April). Expanding our understanding of K\* (KT, KE, KTT, KMb, KB, KM, etc.): A concept paper emerging from the K\* conference held in UNU-INWEH Hamilton, ON. Retrieved from  
[https://www.researchgate.net/publication/235434226\\_Shaxson\\_et\\_al\\_2012\\_K\\_c\\_oncept\\_paper\\_Expanding\\_our\\_understanding\\_of\\_K\\_KT\\_KE\\_KTT\\_KMb\\_KB\\_KM\\_e\\_tc](https://www.researchgate.net/publication/235434226_Shaxson_et_al_2012_K_c_oncept_paper_Expanding_our_understanding_of_K_KT_KE_KTT_KMb_KB_KM_e_tc)

*This concept paper summarizes the work on K\* (knowledge exchange, etc.) and provides an analysis of the functions associated with its practice. It provides*



readers with a comprehensive reference list and a selection of case studies from diverse disciplines.

### *Required readings for students*

- Murray, S. (2021). Accessible research dissemination through data visualization : Promising practices for the creation of infographics. **(Focus on pp. 1-17)**. University of British Columbia Library.  
<http://dx.doi.org/10.14288/1.0402361>

*In addition to this article, please skim the 2 additional resources that are included in the link: "Evaluative Checklist" and "Infographic Creation Guide".*

### ❖ Part 1: *Improving accessibility with asset-based metadata*

Slides: 33-36

Components: Introduction, activity

Total length: 20-25 min

#### → Introduction

Length: 5 min

Consider how librarians currently, and could more actively, support the co-creation of knowledge among different constituents, specifically those who are not experts in a particular field (non-experts).

When creating a community-facing knowledge portal, one major challenge is describing content in a way that is accessible to non-experts. Scholarly publications tend to use specialized terminology and legacy classification systems (such as the Library of Congress [LC]) to create subject terms that are used as metadata in library discovery systems.

The RAP has grappled with this issue. For example, the RAP uses asset-based subject terms that are very specific to its goals and collection. These terms may be less familiar to a wider audience, especially those less accustomed to an asset-based approach to framing social issues. In addition, while many academic libraries use the LC system to organize their collections, LC subject terms are frequently incompatible with the inclusive, asset-based terminology needed to make the RAP more accessible.

#### → Activity 1: *Comparing terminology*

Length: 15-20 min

**Objectives:** Students will consider asset- and deficit-based terminology by comparing the RAP's Research Topics with Library of Congress subject headings.

### *In-person instructions*

- In small groups, have students choose 1 freely available article from the RAP's [Research Topics](https://dtesresearchaccess.ubc.ca/topics) (<https://dtesresearchaccess.ubc.ca/topics>).
- Students will identify potential [LC subject headings](https://id.loc.gov/authorities/subjects.html) (<https://id.loc.gov/authorities/subjects.html>) for that article and consider the following questions:
  - How do the RAP's topic terms differ from the LC subject headings you have chosen?
  - How would different audiences react to the LC and RAP topics?
  - Are there other terms not in the RAP's Research Topics that could be included to enhance knowledge sharing?
  - What ethical issues, if any, can you articulate about the way the knowledge in this article is represented by either classification system?
- Give students 15 minutes to complete this activity and have students share their findings afterward.

### *Virtual (synchronous) instructions*

- In small discussion/breakout rooms, have students choose 1 freely available article from the RAP's [Research Topics](https://dtesresearchaccess.ubc.ca/topics).
- Students should identify potential [LC subject headings](https://id.loc.gov/authorities/subjects.html) for that article and consider the following questions:
  - How does the RAP's topic terms differ from the LC subject headings you chose?
  - How would different audiences react to the LC and RAP topics?
  - Are there other terms not in the RAP Topics that could be included to enhance knowledge sharing?
  - What ethical issues, if any, can you articulate about the way the knowledge in this article is represented by either classification system?
- Give students 15 minutes to complete the activity. Give a 5-minute and 1-minute warning before time.
- Afterward, bring students back to the main classroom and have a few students share their findings.

### *Virtual (asynchronous) instructions*

- Place students in discussion groups.
- Assign a freely available article for students to review from the RAP's [Research Topics](https://dtesresearchaccess.ubc.ca/topics) (ex. <https://dtesresearchaccess.ubc.ca/object/ext.6033>)

- Have students identify potential [LC subject headings](#) for that article and discuss the following questions:
  - How does the RAP's subject terms differ from the LC subject headings you chose?
  - How would different audiences react to the LC and RAP topics?
  - Are there other terms not in the RAP Topics that could be included to enhance knowledge sharing?
  - What ethical issues, if any, can you articulate about the way the knowledge in this article is represented by either classification system?

## ❖ Part 2: *Alternative formats*

Slides: 37-40

Components: Lecture, activity, wrap-up

Length: 25 min

### → Lecture: *Visual storytelling*

Length: 10 min

Conventional models of scholarly knowledge production feature a distinct group of producers—such as major publishers and university scholars—and consumers, who are primarily scholarly audiences.

At the start of today's lesson, we acknowledged that "knowledge exchange" is one of many terms used to describe the dissemination of research. K\* [pronounced "K-star"] is a convenient term that was developed to represent the plethora of words/acronyms (including but not limited to knowledge mobilization [KMb], knowledge transfer [KT], knowledge transfer and exchange [KTE], and knowledge brokering [KB]) that describe this concept. Shaxson et al. (2012) addresses how these terms are systematically linked to each other and present a framework for thinking about K\*, which will make sharing approaches and lessons learned easier.

Even so, many K\* approaches are more narrowly focused on intermediaries—such as policy makers, advocacy groups, government, and industry—rather than community residents and the rest of society. There are recent movements to democratize the scholarly communication system in science communication. Building on these efforts, the MRAi seeks to apply a community-based and reciprocal approach to K\*.

*Optional short discussion prompt (2-3 min):*

- Expressing academic research in a form that is understandable and relevant to non-academic audiences is a well-documented challenge. Some of the critical issues are:
  - Differing priorities, such as academic interest in methods, which may not be shared by the public
  - Use of academic terminology (jargon) that is not understood or appreciated
  - Relying on forms or genres of communication which may not be useful outside academia. For example, lengthy academic articles or monographs.
  
- Can you think of ways that the conventional model of scholarly knowledge dissemination is being disrupted today?

For example, makerspaces and widely available web-based technologies are enabling individuals from all backgrounds and skill levels to create and share objects, podcasts, images, art, books, and so on.

In our reading, we learned about a collaboration between the MRAi and a first year arts studies class at UBC (ASTU 100), which resulted in the creation of qualitative research-based infographics about DTES research. In order to ensure high quality representations of this research, the ASTU 100 instructors and MRAi team engaged both students and researchers in the process of creating these infographics.

#### *Case study: Student-instructor-researcher collaboration (MRAi + ASTU 100)*

*Below is an outline of the process that the team has developed for the creation of these infographics. While you may not want to review it with your class in this great of detail, we are including it for your reference because it gives important context for Activity #1: Advancing accessible research items.*

Over several years of collaboration, the team has developed a process for the creation of these infographics:

1. ASTU 100 instructors and the MRAi team select recent papers from the RAP of a suitable length and theme for a first-year undergraduate class;
2. The MRAi team reaches out to corresponding authors to invite them to participate in the project by providing feedback on student work – researchers are provided with dates and turnaround times for each phase of the project;
3. The MRAi team provides a workshop to the ASTU 100 students about the DTES and the RAP as well as an infographic creation workshop;
4. Students create draft clear language summaries of the papers - several students are assigned to each;

5. Instructors select the best summaries and forward them to the researchers for their feedback;
6. Students form groups to translate the summaries into infographics;
7. The draft infographics are shared with researchers for their input;
8. Students create a final revision of the infographics for researcher approval;
9. If approved, the students and researcher sign a licence for the infographics to be deposited in cIRcle, UBC's institutional repository, and added to the DTES RAP as "Related Items" to existing research.

For students, this process provides an opportunity to engage in knowledge exchange directly with researchers. For researchers, it's an opportunity to extend the reach of their work with student support. Finally, it also helps reach MRAi goals by increasing the number of accessible research items included in the RAP and available for community members.

These ASTU 100 student infographics can be found [in the RAP](https://dtesresearchaccess.ubc.ca/search?q=%2a&size=20&from=0&sort=_score&term=&nested_term=affiliation.value.raw,Coordinated%2520Arts%2520Program%252C%2520UBC%3Bgenre.value.raw,Infographic%3B&terms=&range=&index=rap-prod) ([https://dtesresearchaccess.ubc.ca/search?q=%2a&size=20&from=0&sort=\\_score&term=&nested\\_term=affiliation.value.raw,Coordinated%2520Arts%2520Program%252C%2520UBC%3Bgenre.value.raw,Infographic%3B&terms=&range=&index=rap-prod](https://dtesresearchaccess.ubc.ca/search?q=%2a&size=20&from=0&sort=_score&term=&nested_term=affiliation.value.raw,Coordinated%2520Arts%2520Program%252C%2520UBC%3Bgenre.value.raw,Infographic%3B&terms=&range=&index=rap-prod)).

### → Activity 2: *Advancing accessible research items*

Length: 10 min

**Objectives:** Students are asked to make the connection between this specific, tangible project and the broader context of librarian roles in advocating for more diverse, accessible forms of scholarly communication.

#### *In-person instructions*

- Divide students into groups of 3.
- Ask students to discuss the following questions:
  - Creating these infographics requires a significant investment of time and leaves many research papers without an accessible version. What strategies or techniques could be used to accelerate the creation of more accessible research derivatives?
  - What do you see as the benefits and drawbacks of this approach to representing scholarly research? Would a different approach be more effective?
  - How can librarians advocate for changes to scholarly publishing practices to encourage the creation of more K\* products as part of research projects?

*Virtual (synchronous) instructions*

- Divide students into groups of 3 and assign small discussion/breakout rooms.
- Ask students to discuss the following questions:
  - Creating these infographics requires a significant investment of time and still leaves many research papers without an accessible version. What strategies or techniques could be used to accelerate the creation of more accessible research derivatives?
  - What do you see as the benefits and drawbacks of this approach to representing scholarly research? Would a different approach be more effective?
  - How can librarians advocate for changes to scholarly publishing practices to encourage the creation of more K\* products as part of research projects?

*Virtual (asynchronous) instructions*

- In a class-wide discussion forum, ask students to respond to the following prompt, and reply to two other students' answers:
  - Creating these infographics requires a significant investment of time and still leaves many research papers without an accessible version. What strategies or techniques could be used to accelerate the creation of more accessible research derivatives?
  - What do you see as the benefits and drawbacks of this approach to representing scholarly research? Would a different approach be more effective?
  - How can librarians advocate for changes to scholarly publishing practices to encourage the creation of more K\* products as part of research projects?

- ❖ Wrap-up  
Slide: 41  
Length: 5 min

In this pathway, we have explored 2 ways in which librarians can contribute to making research information more accessible. First, we can think critically about the way we describe items and advocate for terminology that reflects how diverse communities describe themselves and the topics that are important to them. Second, we can support projects to translate research knowledge into more accessible formats while advocating more broadly to raise expectations that research projects include accessible derivatives in their planning process, rather than as an afterthought.

I'd like to close with this final reflection: what role can you imagine librarians taking in supporting researchers who want to create these kinds of products?

## Pathway 2: Supporting community-led research

### ❖ Background & resources

#### Overview

- Pathway 2 explores research from a non-academic perspective, highlights the Community Scholars Program (CSP); and engages students with community-generated materials from the RAP.

#### Learning objectives

- Identify ways in which information professionals can support research for non-academic constituents
- Learn about the Community Scholars Program (CSP), a different type of community-driven knowledge portal, as an alternative way to make research accessible
- Demonstrate effective promotion of community-created materials
- Consider how these approaches might work in over-researched or marginalized communities students are familiar with

#### Resources

##### *Recommended readings for instructors*

- Jane-Finch Community Research Partnership. (n.d). <https://janefinchresearch.ca/>

*This Toronto-based research partnership is an additional example of academic-community engagement. (It is also one of the few similar projects to the MRAi that we have identified.)*

- Maron, N., Kennison, R., & Bracke, P. (Eds.). (2019). *Open and equitable scholarly communications*. Association of College & Research Libraries. <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/resec.pdf>

*This paper grounds the conversation about what constitutes open and equitable scholarly communication in professional practice.*



- Nathan, L. P., Kaczmarek, M., Castor, M., Cheng, S., & Mann, R. (2017). Good for Whom?: Unsettling Research Practice. In *Proceedings of the 8th International Conference on Communities and Technologies* (pp. 290–297), Troyes, FR, June 26 - 30, 2017. New York: ACM Press. <http://dx.doi.org/10.14288/1.0398209>  
*This paper discusses the authors' engagement with the Musqueam peoples of present-day Vancouver, questioning the benefits of research for over-researched communities and inviting a more reflective, ethically-informed research practice.*

### *Questions and required readings for students*

*Note for instructors: These readings will prepare students to engage in the activity designed for this pathway, and they are specific to the Vancouver/British Columbia context; you may wish to include materials related to communities in your region. You may also wish to include a reading about the research-related experiences of a marginalized community students may be more familiar with.*

*This pathway will be largely discussion- and reflection-based. To help prepare students for class, have students consider these questions as they are engaging with the required readings:*

1. What kinds of relationships and partnerships are reflected in the assigned readings? Who is involved? What are their roles?
2. Do the examples change the way you think about "expertise"? What kinds of expertise are reflected in information organizations and communities?
3. How do academic librarians serve a broader community than university students, staff and faculty?
4. How might these approaches work in communities you are familiar with who are excluded from participation in scholarly knowledge exchange?

Required readings:

- McFarland, D., Shuttleworth, K., McCabe, K., Neifer, S. [BC Library Association]. (2020, May 27). *The Community Scholars Program: Helping Local Non Profits to Access Research Beyond the Paywall* [Video]. YouTube. <https://www.youtube.com/watch?v=g-EuHA9Em6g&feature=youtu.be>

*This video panel presentation provides additional information about the Community Scholars Program (CSP).*

- O'Brien, H.L., Smythe, S., De Forest, H., McCauley, A. & Sinammon, L.S. (in press). Reconfiguring knowledge systems: Librarians and literacy educators in

knowledge exchange work. *Journal of Higher Education Outreach and Engagement*.

*This paper provides an overview of the role of librarians and community educators in academic-community knowledge exchange using 3 examples: the DTES RAP, Community Scholar Program, and community-generated research projects in the DTES.*

- Simon Fraser University Library (n.d.). *Community Scholars Program – Home*. <https://www.lib.sfu.ca/about/overview/services-you/community-scholars>

*This website is the homepage for the Community Scholars Program (CSP).*

### ❖ Part 1: *Research by and for the community*

Slides: 42-44

Components: Discussion, activity

Length: 55-60 min

→ Discussion (Think-pair-share): *Reflecting on research from a non-academic perspective*

Length: 20 min

**Objectives:** Students will discuss the resources and reflection questions (listed below) in small groups, then share their thoughts with this class.

#### *In-person instructions*

- In small groups, have students discuss the following questions (10-15 minutes):
  - What relationships and partnerships are reflected in the assigned readings? Who is involved? What are their roles?
  - Do the examples change the way you think about "expertise"? What kinds of expertise are reflected in information organizations and communities?
  - How do academic librarians serve a broader community than university students, staff and faculty?
- Afterward, bring students back together and have students share their reflections with the class.

*Virtual (synchronous) instructions*

- In small discussion/breakout rooms, have students discuss the following questions:
  - What relationships and partnerships are reflected in the assigned readings? Who is involved? What are their roles?
  - Do the examples change the way you think about "expertise"? What kinds of expertise are reflected in information organizations and communities?
  - How do academic librarians serve a broader community than university students, staff and faculty?
- Give students 15 minutes to discuss the questions. Visit each of the breakout rooms during the 15 minutes, and give students a 5- and 1-minute warning before time is up.
- Afterward, bring students back together and have students share their reflections with the class.

*Virtual (asynchronous) instructions*

- In small discussion groups, have students discuss the following questions:
  - What relationships and partnerships are reflected in the assigned readings? Who is involved? What are their roles?
  - Do the examples change the way you think about "expertise"? What kinds of expertise are reflected in information organizations and communities?
  - How do academic librarians serve a broader community than university students, staff and faculty?

→ *Activity 1: Exploring and using community-generated material*  
Length: 30 min

**Objectives:** Students will explore community-generated materials in the RAP and consider ways of effectively promoting community-generated research.

*In-person instructions*

- In small groups, students will locate community-generated research in the RAP ([dtesresearchaccess.ubc.ca/search](https://dtesresearchaccess.ubc.ca/search), search for "**community materials**") and select 1 piece to read and discuss.
  - If the piece is lengthy, students can skim it or assign a section to each group member to review.
- After reviewing, students should consider:
  - 1) What would you want students, researchers, and/or policy makers to know about the research? What issues does it address, and what is the value of its perspective?
  - 2) What drawbacks are there to students, researchers, and/or policy makers NOT learning about this research?
- Each group will then come up with a strategy to promote their material to students, researchers, OR policy makers.
  - The strategy should include:
    - A main message
    - How the group would deliver it
    - Why the group thinks it's a good approach
- Give students 20 minutes to complete this activity.
- Circle around to the groups to check in on their progress.
- Give a 5-minute warning before time is up.
- Afterward, have each group present their findings to the class.

*Virtual (synchronous) instructions*

- In small discussion/breakout rooms, students will locate community-generated research in the RAP ([dtesresearchaccess.ubc.ca/search](https://dtesresearchaccess.ubc.ca/search), search for "**community materials**") and select 1 piece to read and discuss.
  - If the piece is lengthy, students can skim it or assign a section to each group member to review.
- After reviewing, students should consider:
  - 1) What would you want students, researchers, and/or policy makers to know about the research? What issues does it address, and what is the value of its perspective?
  - 2) What drawbacks are there to students, researchers, and/or policy makers NOT learning about this research?
- Each group will then come up with a strategy to promote their material to students, researchers, OR policy makers.
  - The strategy should include:
    - A main message
    - How the group would deliver it
    - Why the group thinks it's a good approach
- Put students into small discussion/breakout groups and give students 20 minutes to complete this activity.
- "Visit" each group to check in on their progress.
- Give a 5-minute and 1-minute warning before time is up.
- Afterward, return all groups to the main classroom and have each group present their findings to the class.

*Virtual (asynchronous) instructions*

- Divide the class up into discussion groups.
- Prepare a Google Slide deck that can be edited by students.
- Designate 1 slide and 1 piece of community-generated material for each group.
  - Materials from the “Get to know the Downtown Eastside” (Core resources) can be used for this activity.
  - If the piece is lengthy, students can skim it or assign a section to each group member to review.
- Include the following prompts on each slide:
  - Main message
  - Mode of delivery
  - Why this approach
- Tell students that they will discuss their assigned piece of community-generated material in their discussion group.
  - The assigned material that can be found in RAP ([dtesresearchaccess.ubc.ca/search](https://dtesresearchaccess.ubc.ca/search)).
- In their groups, students should discuss
  - 1) What would you want students, researchers, and/or policy makers to know about the research? What issues does it address, and what is the value of its perspective?
  - 2) What drawbacks are there to students, researchers, and/or policy makers NOT learning about this research?
- While answering these questions, students should consider how they would promote this material to researchers.
- On their group's designated slide, students should jot down what they think:
  - The main message should be for promoting this material
  - How they would deliver this message
  - Why they think it's a good approach
- Afterward, encourage students to review the entire slide deck to familiarize themselves with different community-generated research.

❖ **Wrap-up**

Slide: 45

Length: 5 min

In this pathway, we have explored the concept of research from a non-academic perspective. We have explored different examples for how academic research can be made more accessible to community members and organizations, and we have considered the role of community-generated materials in the research landscape. The goal of this pathway is to underscore the role that librarians, archivists, information professionals and community educators have in facilitating the movement of knowledge between different communities and

recognizing the role that non-academic constituents have in contributing to knowledge that advances our understanding about important societal issues.

## Pathway 3: Community engagement and services

### ❖ Background & resources

#### Overview

- Pathway 3 explores strategies and practices for connecting community members with research evidence, including engagement and outreach, relationship-building, and wraparound help services.

#### Learning objectives

- Describe barriers, considerations, and approaches for engaging community members with research evidence
- Demonstrate ability to translate library and academic terminology into clear and compelling descriptions of librarian services

#### Resources

##### *Recommended reading for instructors*

- Kupersmith, J. (2012). Library terms that users understand. UC Berkeley Library. <https://escholarship.org/uc/item/3qg499w7>

*Skim this article for some background assessing which terms library users find easy or difficult to understand.*

##### *Required readings for students*

- D’Auria, G. (2021). The librarian is in (the DTES). UBC Learning Exchange. <https://learningexchange.ubc.ca/2021/10/26/the-librarian-is-in-the-dtes>

*A short, conversational Q & A with community engagement librarian Nick Ubels intended to demystify library services in the community.*

- Edmonton Public Library. (2014) Top five barriers to library access and recommendations for removing those barriers <https://www2.epl.ca/public-files/reports/BarriersReport.pdf>



*Brief report on the barriers to public library access experienced by residents in Edmonton, Alberta.*

❖ *Part 1: Overcoming barriers to community engagement*

Slides: 46-50

Components: Introduction, activity, discussion, wrap-up

Length: 40-50 min

→ **Introduction**

Length: 5 min

Aside from creating accessible resources informed by community priorities, librarians also have a critical role to play as information intermediaries. The MRAi has developed a free help service to enable more meaningful access to the items contained within the RAP and beyond for community members. While the core functions of this work (reference, information literacy workshops, etc) are well within the conventional instructional librarian skill set, they are developed and delivered using a community engagement approach that seeks to break down barriers to using this service.

Some of the affective barriers experienced by community members can be bridged through careful relationship-building. Tact, sensitivity, and a good sense of humour can go a long way towards earning trust. It's important to recognize that many people may bring negative past experiences with, or stereotypical perceptions of, academic institutions and libraries. Working against a mixed reputation means you may not be starting from a blank slate, but repairing a relationship by showing up, and consistently following through on promises made. Take things slow and expect that this trust will take time to build. Over time, you can begin to understand the complex, inter-related organizations, individuals, and groups who co-exist within a given community. It can be helpful to identify gatekeepers, or those who have already established trust, as key allies in cultivating new relationships with community members. They can help you build credibility and navigate the nuanced politics that may be present.

One of the top five barriers identified in the Edmonton Public Library report is service awareness. Community members may have outdated misconceptions about what a librarian does or hold onto some library anxiety. These knowledge and affective barriers can limit the benefits they might experience from well-intentioned initiatives. Even when introducing resources and services that are community-led to the broader community, it's critical to consider how to describe them in a way that clearly communicates their value. This work requires us to think carefully about how we communicate, and avoid academic or library jargon.

*Optional short discussion prompt (2-3 min)*

- What are some academic or library jargon words that might not be clear to people outside of the profession?

**→ Activity 1: Elevator pitch**

Length: 25 min

**Objectives:** Develop skills needed to reduce service awareness barriers by clearly and effectively describing library resources and services to non-academic audiences.

Let's get some practice avoiding these terms!

*In-person instructions*

- Count off students by 2 (so half of the class is "1" and the other half is "2").
  - "1" = Scenario #1: *Describe the DTES RAP and its value*
  - "2" = Scenario #2: *Describe a free community reference service for DTES community members*
- Ask students to individually spend 5 minutes creating a 30-second elevator pitch based on their assigned scenario that describes a library resource or service to a community member from outside the university without using the academic or library jargon identified above.
- Ask students to form groups of 4, where 2 students have Scenario #1 and 2 students have Scenario #2. For approximately 10 minutes, have students take turns delivering their pitch and providing structured feedback:
  - Was the pitch clear?
  - Was it compelling?
  - What did you like?
  - What could be improved?
- Reconvene the whole class to reflect on the activity for 5 minutes. Instructor prompts could include:
  - What did you find challenging?
  - What worked well?
  - Did you have any "eureka" moments or phrases to share?

*Virtual (synchronous) instructions*

- Assign students Scenario #1 (*Describe the DTES RAP and its value*) or Scenario #2 (*Describe a free community reference service for DTES community members*).
- Ask students to individually spend 5 minutes creating a 30-second elevator pitch based on their assigned scenario that describes a library resource or service to a community member from outside the university without using the academic or library jargon identified above.
- Put students into small discussion/breakout rooms of 4 each, where 2 students have Scenario #1 and 2 students have Scenario #2 (ideally). For approximately 10 minutes, students take turns delivering their pitch and providing structured feedback:
  - Was the pitch clear?
  - Was it compelling?
  - What did you like?
  - What could be improved?
- The whole class reconvenes to reflect on the activity in a 5-minute discussion. Instructor prompts could include:
  - What did you find challenging?
  - What worked well?
  - Did you have any “eureka” moments or phrases to share?

### *Virtual (asynchronous) instructions*

- Assign students Scenario #1 (*Describe the DTES RAP and its value*) or Scenario #2 (*Describe a free community reference service for DTES community members*).
- Ask students to individually spend about 5 minutes creating a 30-second (approximately 70 words) elevator pitch based on their assigned scenario that describes a library resource or service to a community member from outside the university without using the academic or library jargon identified above.
- Students can either paste their script to a discussion board or upload an audio or video file of them delivering their pitch.
- Ask students to respond with the following structured feedback to two other pitches (max 2 responses per pitch)
  - Was the pitch clear?
  - Was it compelling?
  - What did you like?
  - What could be improved?
- Ask students to independently reflect on the following questions
  - What did you find challenging?
  - What worked well?
  - Did you have any “eureka” moments or phrases to share?

→ **Discussion: MRAi and community engagement**  
Length: 10-15 min

**Objectives:** Discuss the D’Auria (2021) article and two MRAi promotional postcards to critically reflect how the MRAi team has built on their existing knowledge of the DTES community and continues to try out different ways to share the DTES RAP.

### *In-person instructions*

- As a class, discuss:
  - What did you notice about the Q & A in the D’Auria (2021) article?
  - How effective do you think it would be in explaining this work to a community member? What about a researcher or student?
  - This Q & A was created 1 year after the introductory video we watched during the first part of today’s lesson. Did you notice any differences in the way the RAP and help services were described?
- Show the class the 2 MRAi promotional postcards (Example 1 & 2, below).
- As a class, discuss:
  - What do you think of the design of these postcards? What design elements are effective?
  - What could potentially be improved to make these postcards more accessible or effective?

*Virtual (synchronous) instructions*

- As a class, discuss:
  - What did you notice about the Q & A in the D’Auria (2021) article?
  - How effective do you think it would be in explaining this work to a community member? What about a researcher or student?
  - This Q & A was created 1 year after the introductory video we watched during the first part of today’s lesson. Did you notice any differences in the way the RAP and help services were described?
- Show the class the 2 MRAi promotional postcards (Example 1 & 2, below).
- As a class, discuss:
  - What do you think of the design of these postcards? What design elements are effective?
  - What could potentially be improved to make these postcards more accessible or effective?

*Virtual (asynchronous) instructions*

- Assign students to different discussion groups.
- Share the 2 MRAi promotional postcards (Example 1 & 2, below) with all groups.
- Ask the groups to discuss the following questions:
  - What did you notice about the Q & A in the D’Auria (2021) article?
  - How effective do you think it would be in explaining this work to a community member? What about a researcher or student?
  - This Q & A was created 1 year after the introductory video we watched during the first part of today’s lesson. Did you notice any differences in the way the RAP and help services were described?
  - What do you think of the design of the two MRAi promotional postcards? What design elements are effective?
  - What could potentially be improved to make these postcards more accessible or effective?

*MRAi promotional postcards*

Example 1:



The **Downtown Eastside Research Access Portal** provides free access to hundreds of research items related to the DTES. It also has information about research projects and researchers.

[dtesresearchaccess.ubc.ca](http://dtesresearchaccess.ubc.ca)

THE UNIVERSITY OF BRITISH COLUMBIA

With contributing partners:

VPL

STU LIBRARY

Example 2:



Access free, one-on-one support to find the research you need for community advocacy, funding applications and more. Contact us through the Help page on the **Downtown Eastside Research Access Portal**.

[dtesresearchaccess.ubc.ca](http://dtesresearchaccess.ubc.ca)



❖ **Wrap-up**  
 Slide: 51  
 Length: 5 min

Effectively communicating library services to diverse community members requires intention, practice, and iteration. And it doesn't necessarily come easily after immersing ourselves in an LIS program among colleagues, practitioners, and instructors who often share similar vocabulary, background, and information privilege. Our desire as information professionals to be precise can sometimes inhibit our ability to opt for simpler language that might more meaningfully describe our work to patrons. Yet this is an important way for us to translate our professional knowledge to a public audience.

Of course, your decisions about how to meaningfully talk about these resources will shift depending on the community you're engaging with. The ability to "speak many languages" is core to the intermediary/connector role that information professionals play within the scholarly communication sphere. The important thing is to continue refining your approach and reflecting on how well your attempts seem to resonate with different groups.

In this pathway, we have explored some strategies and techniques to support community members to access research evidence. As we wrap up, I'd like you to reflect on what kind of skills are needed to support this work. How might you cultivate these skills as you prepare to enter the profession?

## Resource List

### ❖ Core

#### For instructors

- Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G., Joe, D. J., ... & Pham, S. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

#### For students

- Chapman, J., Crier, N., Marsh, S., McLeod, J., Neufeld, S., Common, S., Holroyd, H., Ris, D., Krabbe, J., Timler, K. (2022). "Don't read us the book we wrote..." *Telling the story of the Downtown Eastside Community Research Ethics Workshops*. <https://open.library.ubc.ca/cIRcle/collections/ubccommunityandpartners/publicati/52387/items/1.0416738>
- Ubels, N., McCauley, A., Towle, A., De Forest, H. & Baron, D. (2020). Working together to mitigate information privilege with the Downtown Eastside Research Access Portal. *BCLA Perspectives*, 2(1). <https://bclaconnect.ca/perspectives/2020/11/30/information-privilege/>

#### Communities within a community podcast

- Wong, T. (2022). The history and future of Chinatown. *Communities Within a Community*. Listen via SoundCloud [private link]
- Wong, T. (2022). Hogan's Alley. *Communities Within a Community*. Listen via SoundCloud [private link]
- Wong, T. (2022). Sex work and stigma. *Communities Within a Community*. Listen via SoundCloud [private link]
- Playlist of all three episodes: Listen via SoundCloud [private link]

#### DTES history and context

- Masuda, J. R., Franks, A., Kobayashi, A., & Wideman, T. (2020). After dispossession: An urban rights praxis of remaining in Vancouver's



Downtown Eastside. *Environment and Planning D: Society and Space*, 38(2), 229–247. <https://doi.org/10.1177/0263775819860850>

- Neigh, S. (Host). (2016, June 8). Organizing very low-income tenants in the Downtown Eastside [Audio podcast episode]. In *Talking Radical Radio*. <https://dtesresearchaccess.ubc.ca/object/oc.6339>
- Neufeld, S. D., Chapman, J., Crier, N., Marsh, S., McLeod, J., & Deane, L. A. (2019). *Research 101: A process for developing local guidelines for ethical research in heavily researched communities*. <http://dx.doi.org/10.14288/1.0379928>
- Vescera, Z. (2019, May 27). How (not) to report on Vancouver’s Downtown Eastside. *Canadaland*. <https://www.canadaland.com/how-to-report-on-vancouver-downtown-eastside/>

### DTES communities

- Black Strathcona. (2014, February 13). *Black Strathcona: Hogan’s Alley* [Video]. YouTube. <https://dtesresearchaccess.ubc.ca/object/ext.6350>
- Don, A. (2019). Remembering the legacy of Shirley Chan: Saving Vancouver's Chinatown neighbourhood. *Planning West*, 61(1), 12-14. <https://dtesresearchaccess.ubc.ca/object/ext.5515>
- Li, J., Moore, D., & Smythe, S. (2017). Voices from the “heart:” Understanding a community-engaged festival in Vancouver’s Downtown Eastside. *Journal of Contemporary Ethnography*. [doi.org/10.1177/0891241617696808](https://doi.org/10.1177/0891241617696808)
- The University of British Columbia. (2015, March 18). *Where Are We in the World? - Chinatown 唐人街 In the Making of Vancouver* [Video]. YouTube. <https://dtesresearchaccess.ubc.ca/object/ext.6349>

## ❖ Pathway 1

### For instructors

- Murray, S. (2021). Accessible research dissemination through data visualization : Promising practices for the creation of infographics. University of British Columbia Library. <http://dx.doi.org/10.14288/1.0402361>

### For students

- Murray, S. (2021). Accessible research dissemination through data visualization : Promising practices for the creation of infographics. (**Focus on pp. 1-17; skim “Evaluative Checklist” and “Infographic Creation Guide”**). University of British Columbia Library. <http://dx.doi.org/10.14288/1.0402361>

## ❖ Pathway 2

### For instructors

- Jane-Finch Community Research Partnership. (n.d). <https://janefinchresearch.ca/>
- Maron, N., Kennison, R., & Bracke, P. (Eds.). (2019). *Open and equitable scholarly communications*. Association of College & Research Libraries. <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/boosanddigitalresources/digital/resec.pdf>
- Nathan, L. P., Kaczmarek, M., Castor, M., Cheng, S., & Mann, R. (2017). Good for Whom?: Unsettling Research Practice. In *Proceedings of the 8th International Conference on Communities and Technologies* (pp. 290–297), Troyes, FR, June 26 - 30, 2017. New York: ACM Press. <http://dx.doi.org/10.14288/1.0398209>

### For students

- McFarland, D., Shuttleworth, K., McCabe, K., Neifer, S. [BC Library Association]. (2020, May 27). *The Community Scholars Program: Helping Local Non Profits to Access Research Beyond the Paywall* [Video]. YouTube. <https://www.youtube.com/watch?v=g-EuHA9Em6g&feature=youtu.be>
- O’Brien, H.L., Smythe, S., De Forest, H., McCauley, A. & Sinammon, L.S. (in press). Reconfiguring knowledge systems: Librarians and literacy educators in knowledge exchange work. *Journal of Higher Education Outreach and Engagement*.
- Simon Fraser University Library (n.d.). *Community Scholars Program – Home*. <https://www.lib.sfu.ca/about/overview/services-you/community-scholars>

### ❖ Pathway 3

#### For instructors

- Kupersmith, J. (2012). Library terms that users understand. UC Berkeley Library. <https://escholarship.org/uc/item/3qq499w7>

#### For students

- D’Auria, G. (2021). The librarian is in (the DTES). UBC Learning Exchange. <https://learningexchange.ubc.ca/2021/10/26/the-librarian-is-in-the-dtes>
- Edmonton Public Library. (2014) Top five barriers to library access and recommendations for removing those barriers <https://www2.epl.ca/public-files/reports/BarriersReport.pdf>
- Stevenson, S. (2020) Community-Led Librarianship Demands an Asset-Based Community Development Approach. ALISE 2020 Proceedings. <http://hdl.handle.net/2142/108812>

### ❖ Other recommended resources

- Alberta Addiction & Mental Health Research Partnership Program (2015). *Creative KT: Ideas and Resources*. Alberta Health Services. <https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-creative-kt.pdf>
- Anderson, C. R., & McLachlan, S. M. (2016). Transformative research as knowledge mobilization: Transmedia, bridges, and layers. *Action Research*, 14(3), 295-317. DOI: 10.1177/1476750315616684
- Booth, C. (2014). *On information privilege*. Info-mational. <https://infomational.com/2014/12/01/on-information-privilege/>
- Christen, K. [OCLCVideo]. (2017, July 21). *We have never been neutral: Search, discovery and the politics of access* [Video]. YouTube. <https://www.youtube.com/watch?v=rMd6-IS3cmU>
- Duarte, M.E. (2017). *Network Sovereignty: Building the Internet Across Indian Country*. Seattle: University of Washington Press.
- DTES Research Access Portal (n.d.). *About*. <https://dtesresearchaccess.ubc.ca/about>

- Gaudry, A. J. P. (2011). Insurgent research. *Wicazo Sa Review*, 26(1), 113-136. <https://doi.org/10.1353/wic.2011.0006>
- Harley, D., Acord, S. K., Earl-Novell, S., Lawrence, S., & King, C. J. (2010). Assessing the future landscape of scholarly communication: An exploration of faculty values and needs in seven disciplines. Final report. Center for Studies in Higher Education. University of California, Berkeley, Berkeley, CA. Retrieved from <https://cloudfront.escholarship.org/dist/prd/content/qt15x7385g/qt15x7385g.pdf>
- Kretzmann, J.P. & McKnight, J.L. (1993). Introduction. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Evanston, IL: Institute for Policy Research. <https://resources.depaul.edu/abcd-institute/publications/Documents/GreenBookIntro%202018.pdf>
- Kupersmith, J. (2012). *Library terms that users understand*. UC Berkeley Library. <https://escholarship.org/uc/item/3qq499w7>
- Lankow, J., Ritchie, J., & Crooks, R. (2012). Importance and efficacy: Why our brains love infographics. In *Infographics: The power of visual storytelling*. Hoboken, NJ: John Wiley & Sons, Inc.
- Misawa, M. (2010). Queer Race Pedagogy for Educators in Higher Education: Dealing with Power Dynamics and Positionality of LGBTQ Students of Color. *International Journal of Critical Pedagogy*, 3 (1), 26-35. Retrieved from <http://libjournal.uncg.edu/ijcp/article/view/68>
- Morrison, H. (2013). Economics of scholarly communication in transition. *First Monday*, 18(6). Retrieved from <http://firstmonday.org/ojs/index.php/fm/article/view/4370/3685>
- Nathan, L.P., Kaczmarek, M., Cheng, S., Mann, R. et al. (2017). Good for whom? Unsettling research practice. In *Proceedings of the 8th International Conference on Communities and Technologies* (pp. 200-297). ACM, <https://doi.org/10.1145/3083671.3083685>
- O'Brien, H.L., De Forest, H., McCauley, A., Sinnamon, L.S., & Smythe, S. Reconfiguring knowledge ecosystems: Librarians and adult literacy educators in knowledge exchange work. *Journal of Higher Education Outreach and Engagement*, accepted.
- Research Impact Canada. (n.d.). Resources. <https://resources.researchimpact.ca/#Research%20Summaries>

- Stevenson, S. (2020) Community-Led Librarianship Demands an Asset-Based Community Development Approach. ALISE 2020 Proceedings. <http://hdl.handle.net/2142/108812>
- Towle, A., & Leahy, K. M. (2016). The Learning Exchange: a shared space for the University of British Columbia and Vancouver's Downtown Eastside Communities. *Metropolitan Universities* 27(3), 67-83. <http://dx.doi.org/10.14288/1.0378618>
- Vancouver Public Library. (n.d.). Working Together: Community-Led Libraries Toolkit. <https://www.vpl.ca/working-together-community-led-libraries-toolkit>