

Building infrastructures for university- community knowledge exchange: The role of information professionals and literacy educators

*Heather De Forest, Luanne Freund, Aleha McCauley,
Heather O'Brien & Suzanne Smythe*

Canadian Association for Information Science Conference, Vancouver, BC
June 5, 2019

STOREE

UBC LIBRARY
SFU LIBRARY
UBC LEARNING EXCHANGE
BC CENTRE ON SUBSTANCE USE

Supporting Transparent & Open Research Engagement & Exchange

Panellists



Heather O'Brien
UBC iSchool



Aleha McCauley
UBC Library



Heather De Forest
SFU Library



Luanne Freund
UBC iSchool



Suzanne Smythe
SFU Education

INTRODUCTION

Heather O'Brien

Associate Professor

iSchool, University of British Columbia

Supporting Open and Transparent Research Engagement and Exchange (STOREE)

- 3-year SSHRC Partnership Development Grant
 - Partners: [UBC Library](#), [SFU Library](#), [BCCSU](#), [UBC Learning Exchange](#)
 - History:
 - The problems with research in Vancouver's DTES: [lack of reciprocity](#) and [burden](#)
 - Goals:
 - Work to make research more [accessible](#) and [relevant](#) to and [useful](#) for *non-academic audiences*.
 - Support *researchers* in [knowledge exchange](#) and [interacting](#) with participant populations
- <https://storee.ubc.ca>

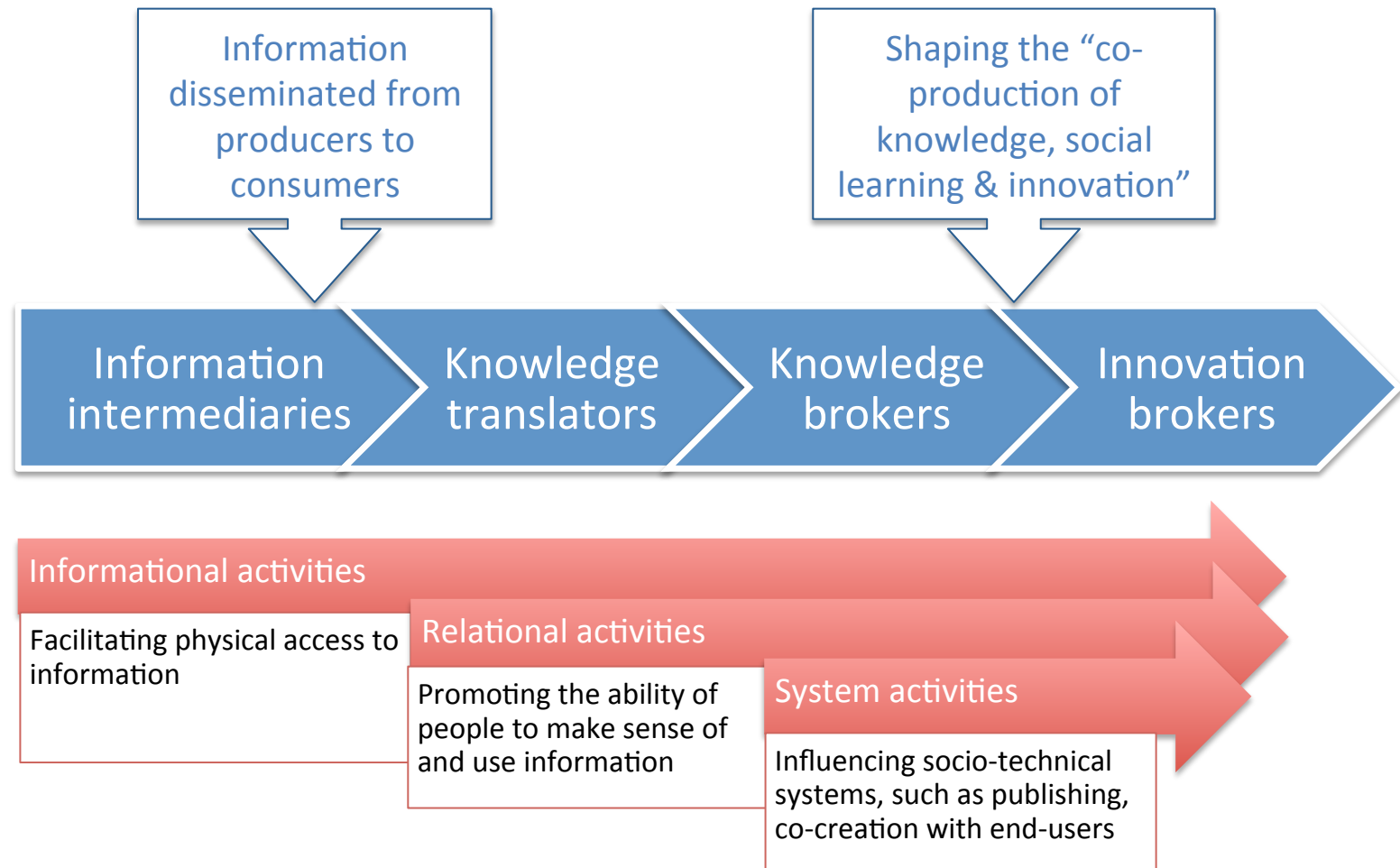
Knowledge exchange

- What is Knowledge Exchange (KE)?
- Why now?
- The role of “knowledge brokers” in KE

Knight, C., & Lightowler, C. (2010). Reflections of 'knowledge exchange professionals' in the social sciences: emerging opportunities and challenges for university-based knowledge brokers. *Evidence & policy: a journal of research, debate and practice*, 6(4), 543-556

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.). In *A concept paper emerging from the K* conference held in UNU-INWEH Hamilton, ON*. Retrieved from, http://inweh.unu.edu/wp-content/uploads/2013/05/KStar_ConceptPaper_FINAL_Oct29_WEBsmaller.pdf

The K* Spectrum (Shaxson et al., 2012)



Benefits of Knowledge Exchange

- Higher quality research that is more targeted to stakeholder needs
- Empowered research participants, increased accountability, transparency, and democracy in research
- Greater uptake and application of research findings

Esmail, L., Moore, E., & Rein, A. (2015). Evaluating patient and stakeholder engagement in research: moving from theory to practice. *Journal of comparative effectiveness research*, 4(2), 133-145, <https://doi.org/10.2217/cer.14.79>

Roles of library and information science (LIS) & literacy professionals in KE

- Help people locate, read, critique and create information meaningful to daily life
- Support researchers to develop and use context-appropriate, equitable and diverse KE strategies and media
- Be a bridge between researchers and knowledge users
- Help people manage, preserve, store and share research materials and data

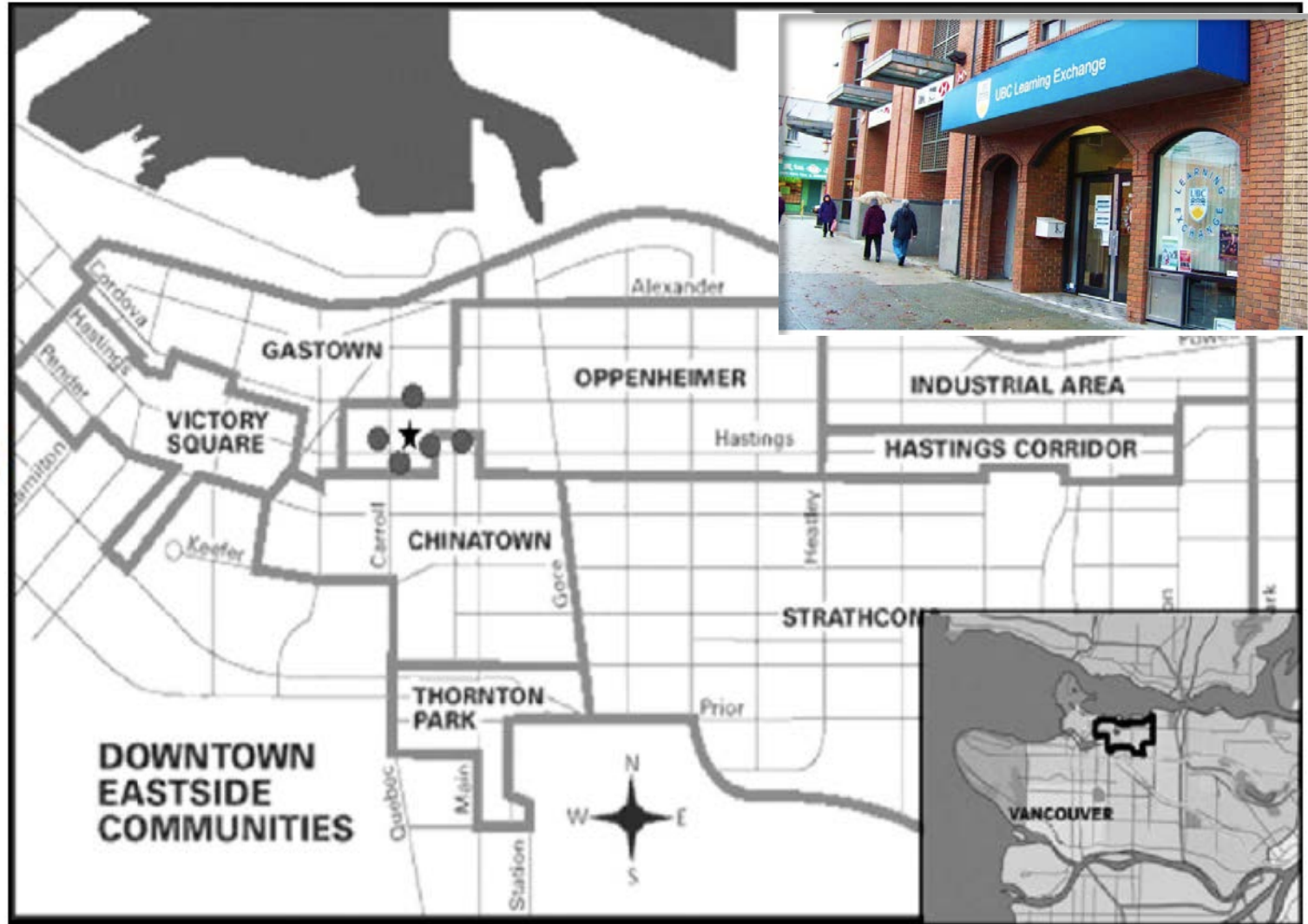
Structure of the panel

- Focal questions:
 - How are professionals currently breaking ground in terms of the projects they are undertaking and the communities with which they are engaging? [\[McCauley & De Forest\]](#)
 - How might we think about KE in community-based settings? Why is co-production of knowledge so fundamental to literacy education and outcomes? [\[Smythe\]](#)
 - What training and professional development opportunities are required to enhance LIS and literacy professionals participation in the K* spectrum? [\[Freund\]](#)
- Questions and discussion

Making Research Accessible: Developing the Downtown Eastside (DTES) Research Access Portal

Aleha McCauley
Librarian, UBC Library
aleha.mccauley@ubc.ca

Vancouver's Downtown Eastside



Design mock-ups



Search articles

Search



Latest Items

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore



March 9th 2019

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March 9th 2019

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March 9th 2019

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Object Title Could Well Be Quite Long And Fill Space

Jane Smith and Francis Beardsley

Jan. 8, 2017

Description:

Padfoot snargaluff seeker: Hagrid broomstick mischief managed. Snitch Fluffy rock-cake, 9 % dress robes I must not tell lies. Mudbloods yew pumpkin juice phials Ravenclaw's Diadem 10 galleons Thieves Downfall. Ministry-of-Magic mimubulus mumbletonia Pigwidgeon knut phoenix feather other minister Azkaban. Hedwig Daily Prophet treacle tart full-moon Olivanders You-Know-Who cursed. Fawkes maze raw-steak Voldemort Goblin Wars snitch Forbidden forest grindylows wool socks

Topics: [Art and Culture](#) [Public Space](#)

Organizations: [Firehall Arts Centre](#)

[Show full metadata record](#)

Available Online



This resource is free to use and accessible to anyone.

UBC Library Open Collections

<https://open.library.ubc.ca/cdlr/collections/ubctheses/831/items/1.0228843>

[Print item information](#)

[Get help accessing this item](#)

Related Materials



Creative Work

Interview with primary researcher
Infographic, Network



Tools and Guides

Study Guide Title
Toolkit and Guide



News and Information

Collection of news clippings title
Scholarly Article, Editorial, Other



News and Information

Interview with Researchers Title
Podcast

Infohub News

STOREE

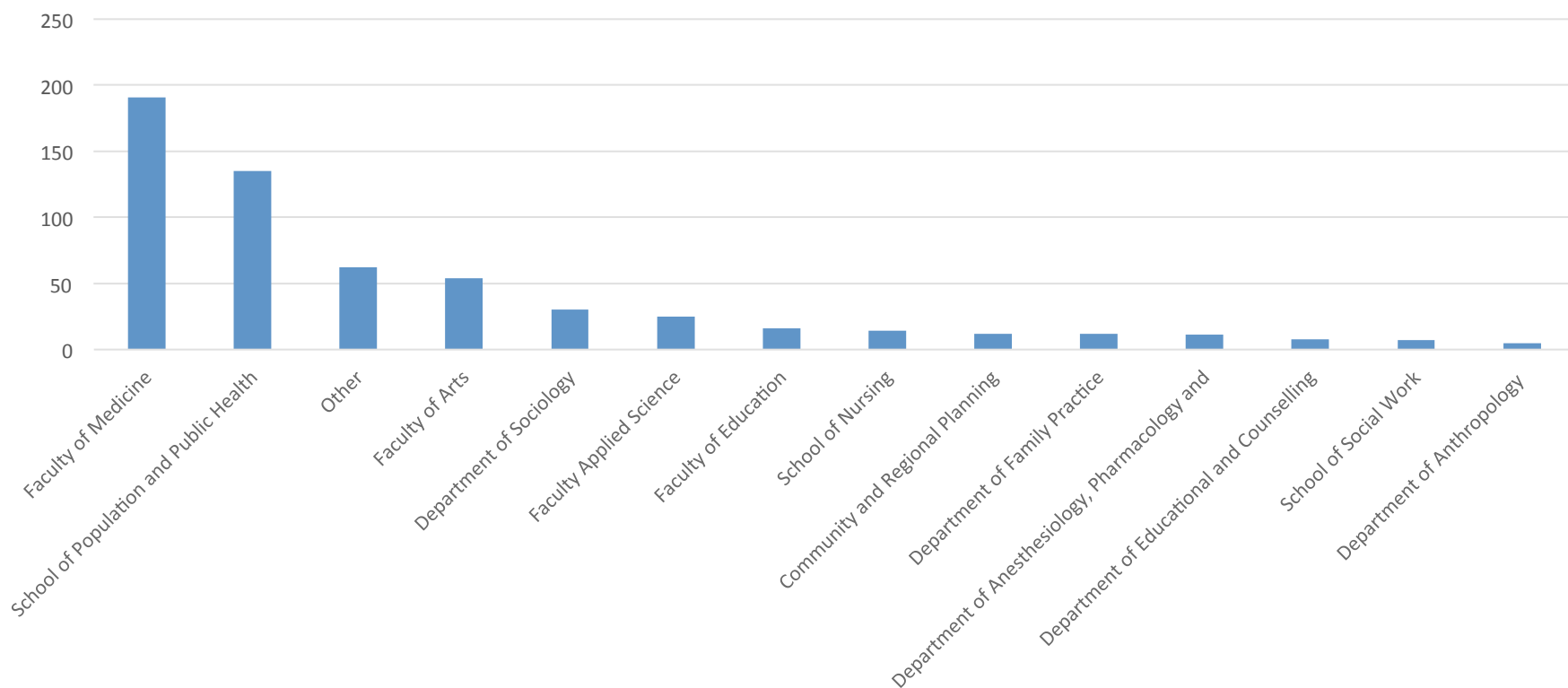
Supporting Transparent & Open Research Engagement & Exchange

Working together

- Foster a mutually-beneficial ongoing partnership
- Curate a variety research materials, from academic articles, conference proceedings to research snapshots or summaries (e.g., knowledge translation outputs)
- Be responsive to local communities' needs
- Support Open Access to DTES research; and make library collections more discoverable
- Preserve relevant materials in UBC's institutional repository
- Support life-long learning

Current collection snapshot

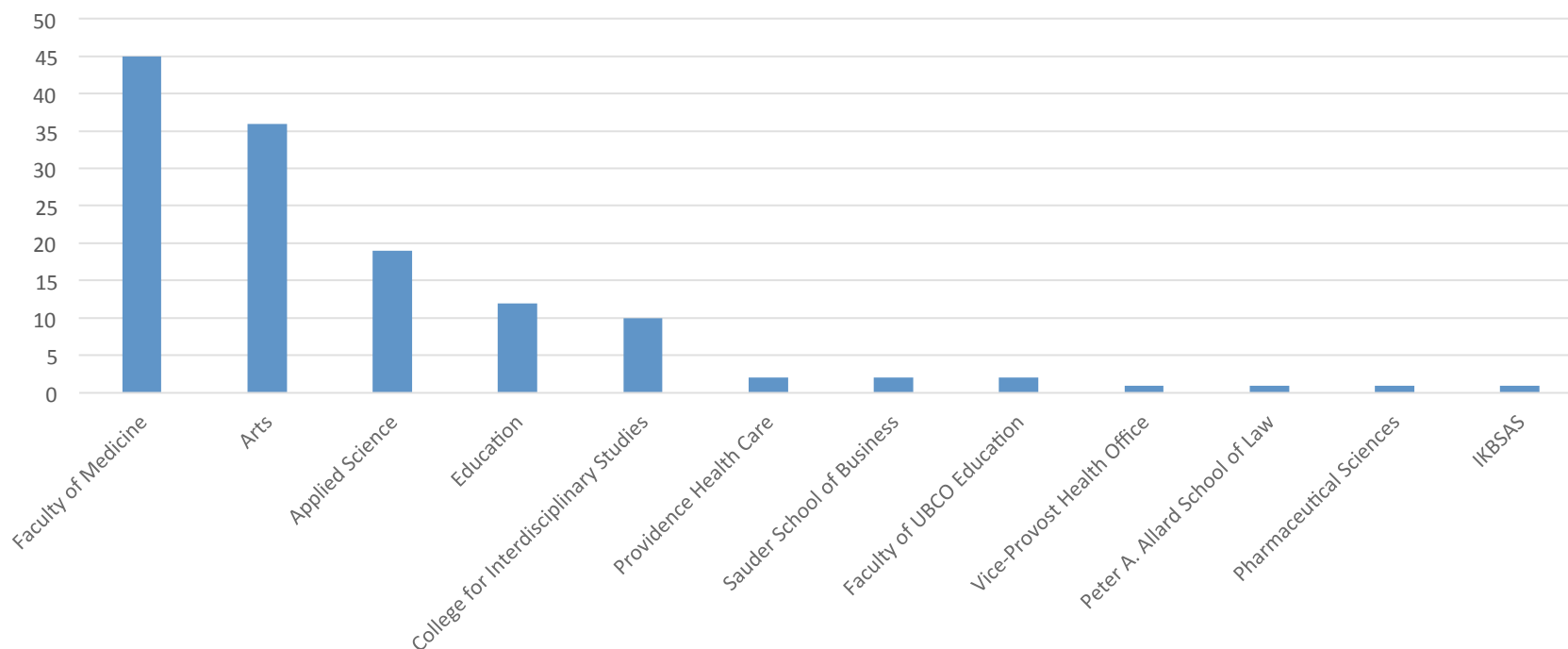
X= UBC Faculty/School/Department
Y = Number of items



UBC active research projects

X = UBC Faculty/School/Department

Y = number of active projects



Responding to shifting priorities

| New DTES Portal | Institutional Repository |
|--|---|
| To organize and collection a body of knowledge on a a variety of topics; correlate related items | Preserve organizational output (student, faculty, and approved community content) |
| University affiliated personal owner or defined group (admin interface) | Library managed |
| Include community created materials; foster community identity; | Showcase organization research; foster academic identity |
| Created descriptions for curated digital content, OA materials and licensed materials | Preserve open access materials |
| Custom metadata schema with custom controlled vocabularies, | Strictly enforced institutional repository metadata schema |
| To create opportunities for new DTES research connections and exchanges | To attract new students, faculty and supporters to university |

MLIS competencies & gaps for K*

Existing competencies

- Designing information systems
- Project management skills
- Core MLIS values
- Issues in Scholarly Communications
- Community-led library practices

Seeking to grow my capacity

- Facilitation
- Plain language courses
- Leadership
- Design thinking

Next steps for DTES Portal



Many thanks!

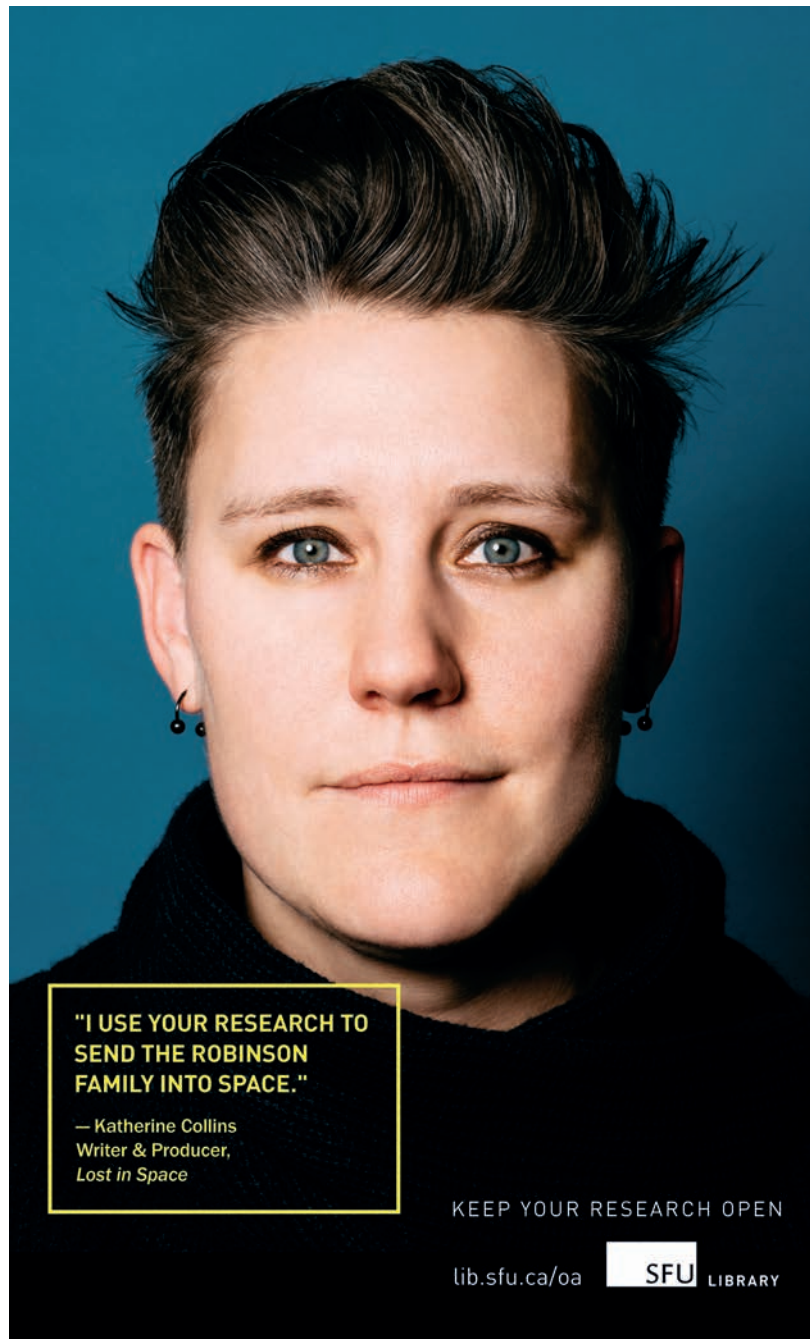
- Angela Towle, Academic Director & Kathleen Leahy, Director, & Heather Holroyd, Community Based Coordinator, Learning Exchange & Making Research Accessible Steering Committee
- Olu Ajayi, IT Project Manager
- Paul Joseph, Librarian, UBC Library
- Schuyler Lindberg, IT Digital Projects Interaction Designer
- Gordon Yusko, Assistant Director, & Sandra Wilkins, Acting Director, Irving K. Barber Learning Centre
- Brilliant graduate Students: Zach Foote, Bob Yeates, Blake Hawkins, Alina McKay, and more!
- Tara Stephens, Digital Repository Librarian and her team
- STOREE co-investigators and the leadership team

THE COMMUNITY SCHOLARS PROGRAM

Heather De Forest

Community Scholars Librarian

Simon Fraser University Library



**"I USE YOUR RESEARCH TO
SEND THE ROBINSON
FAMILY INTO SPACE."**

— Katherine Collins
Writer & Producer,
Lost in Space

KEEP YOUR RESEARCH OPEN

lib.sfu.ca/oa






"I USE YOUR
RESEARCH
TO HELP MY
CLIENTS
HEAL."

— René Botha
Tattoo Artist

KEEP YOUR RESEARCH OPEN
lib.sfu.ca/oa

SFU LIBRARY



**"I USE YOUR
RESEARCH TO
ADVOCATE FOR
EVIDENCE-BASED
POLICY."**

— Laura Dilley
Executive Director,
PACE Society

KEEP YOUR RESEARCH OPEN
lib.sfu.ca/oa

SFU LIBRARY

K* IN COMMUNITY-BASED LITERACY INITIATIVES

Suzanne Smythe

Associate Professor

Faculty of Education, Simon Fraser University

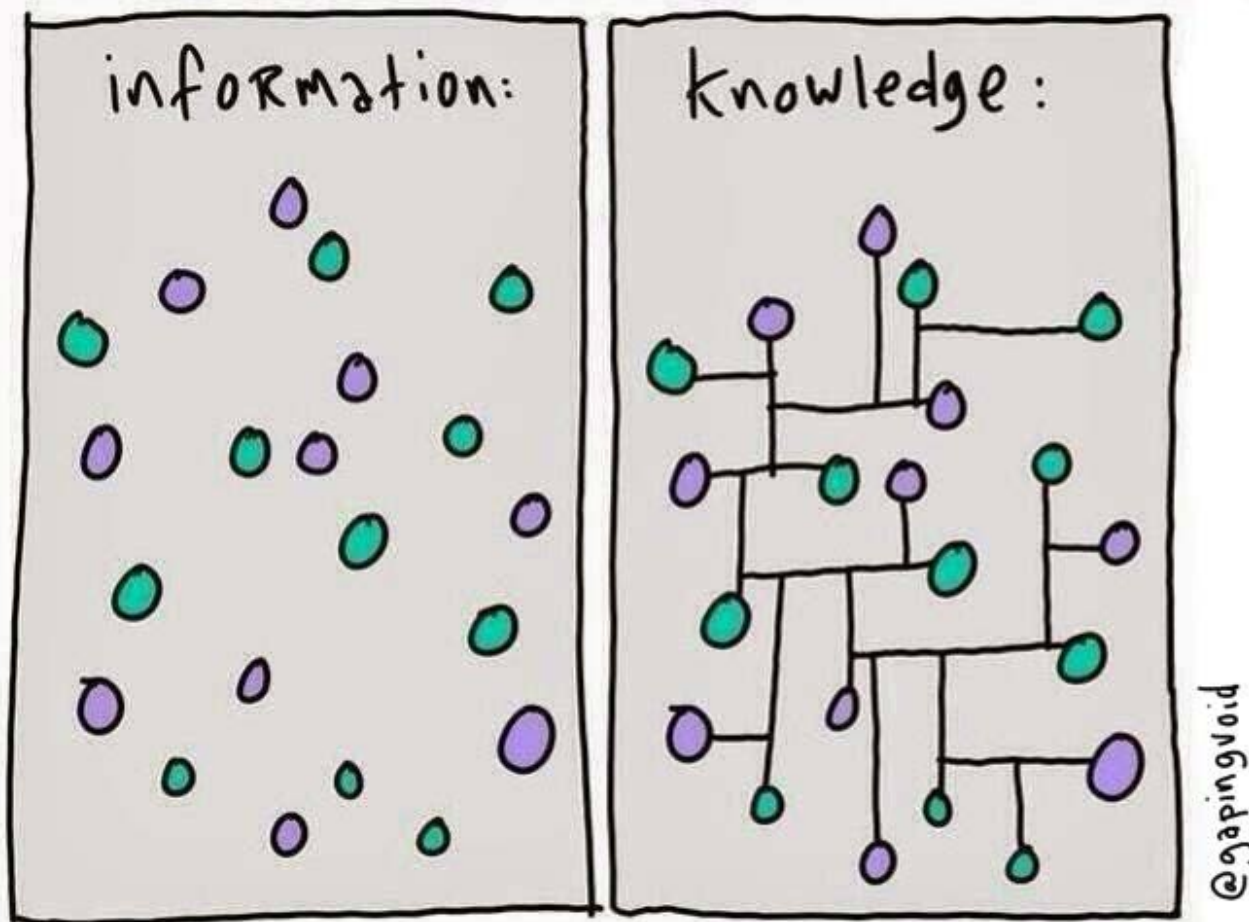
Revisiting the goals of KE

- Help people locate, read, critique and create information meaningful to daily life
- Support researchers to develop and use context-appropriate, equitable and diverse KE strategies and media
- Be a bridge between researchers and knowledge users
- Help people manage, preserve, store and share research materials and data

Information and Knowledge in Literacy Education

Literacy education is about supporting people to find and make sense of information, but the heart of the work is *moving information into understanding and knowledge* through critical reading, writing and discussion.

Transforming information into knowledge requires relational learning: integration into schema, making connections to other information and experiences, developing confidence with reading different kinds of texts and time to percolate.



And even then...

Our positionalities and epistemological framings matter for how we make sense of information and how information becomes knowledge (Fenwick & Farrel, 2012; Boyd, 2019)

Many marginalized communities do not see their lives or realities reflected in information/ data/ research/evidence they are asked to process;

And literacy educators can't always (or often) draw on academic literacy research because their actual, real-world practice is so different; So knowledge translation becomes knowledge engagement and co-production; a reworking and reclaiming of research knowledge for local needs.

Research-in-Practice



*Improvements..... no
less than Heroic*

*Harm Reduction and Learning
in Vancouver's Downtown Eastside*

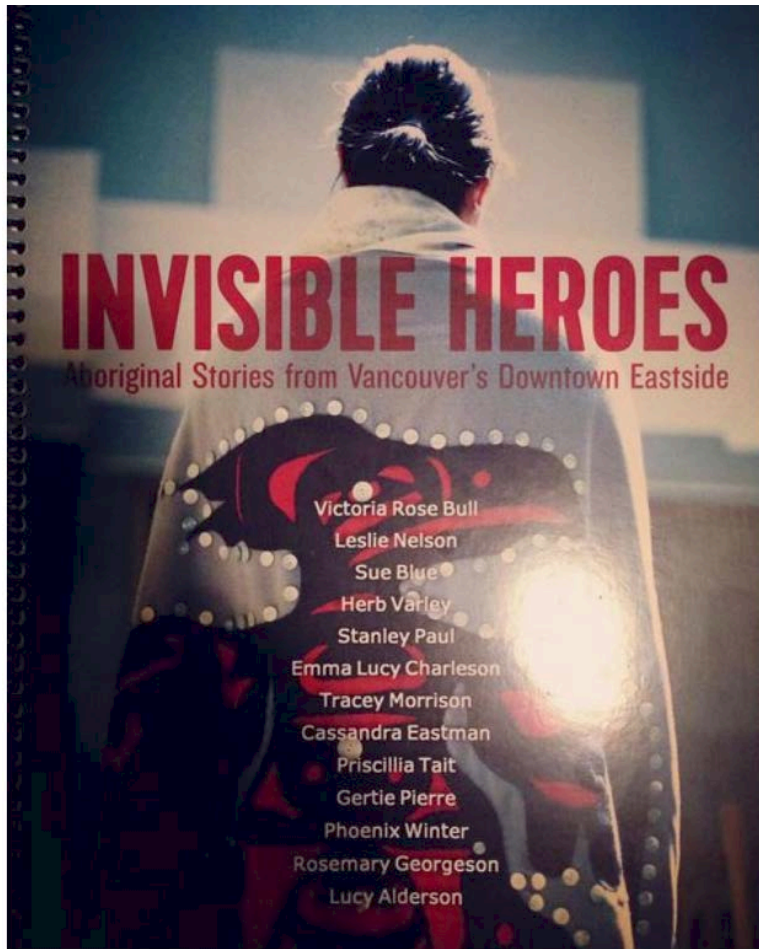
Betsy Alkenbrack

Both RiP and Harm Reduction challenge traditional ways of working and ways of knowing - and whose knowledge matters.

Both are, fundamentally, about respecting people on the ground: valuing their expertise and validating knowledge that is learned through experience and practice.

Harm Reduction challenges the “abstinence only” approach to working with participants – both in health and education – while RiP challenges notions that all the expertise is housed in universities.

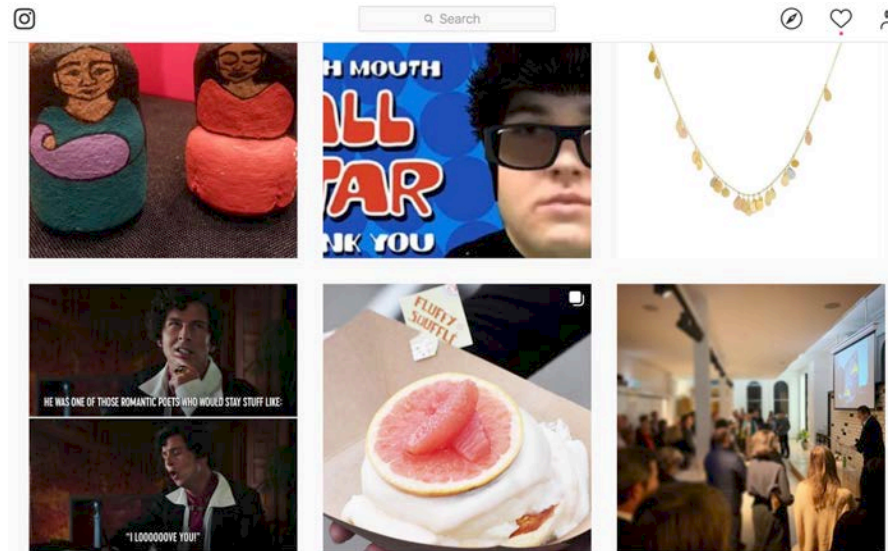
Co-research projects (Carnegie Learning Centre and Cap U)



- Undoing stigma
- Decolonizing research methods
- Making stories recognizable and accessible
- Building community capacity
- Resources for further learning

New challenges : Automation and algorithmic literacies

How young people access news and information depends increasingly on the nature of their online activity so that the “news follows them” (Data & Society, 2018).



Information and knowledge in digital ecosystems

“We need to imagine new possibilities in the area of information access and knowledge generation, particularly as headlines about “racist algorithms” continue to surface in the media with limited discussion and analysis beyond the superficial. ” (Noble, 2018, p. 9)

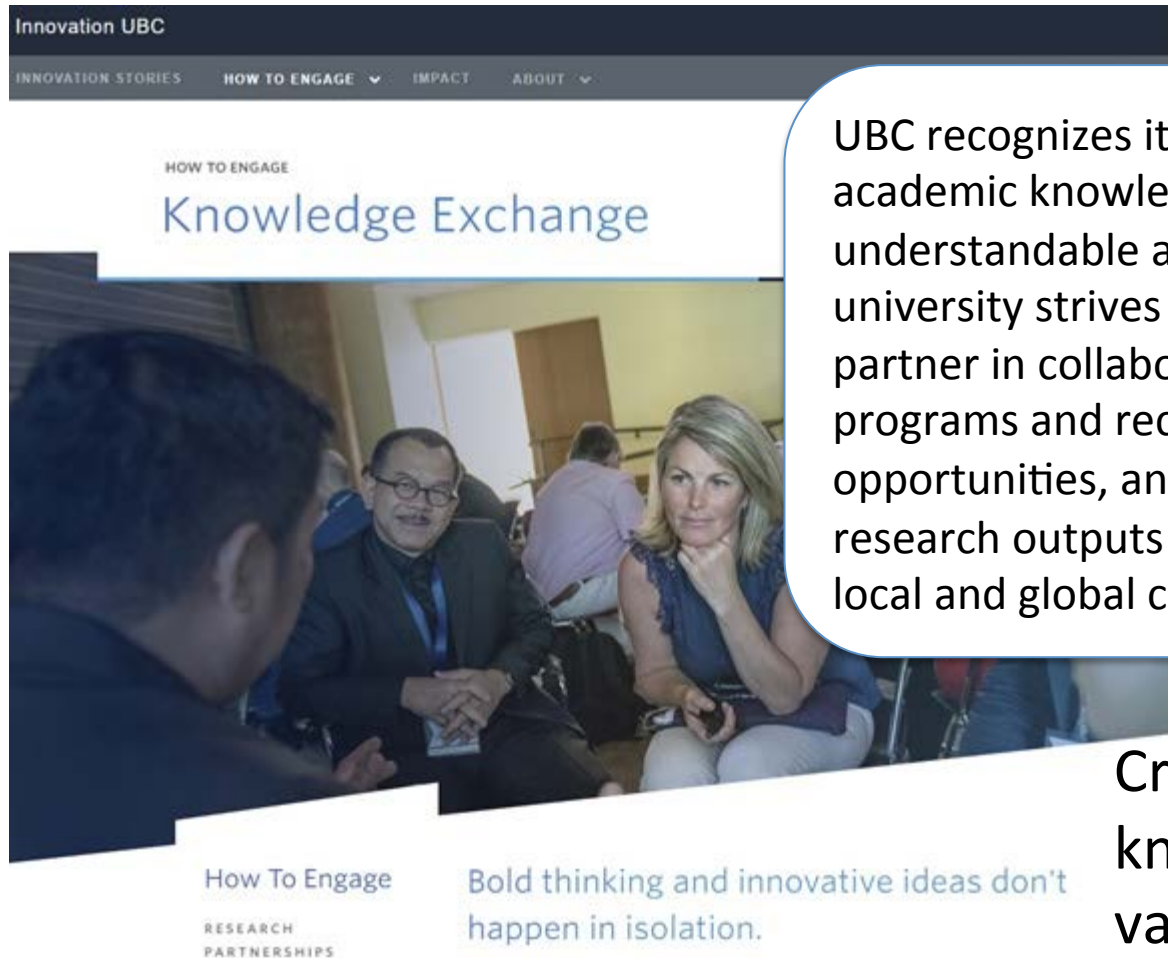
LIS EDUCATION IN SUPPORT OF KE

Luanne Freund

Director and Associate Professor

iSchool, University of British Columbia

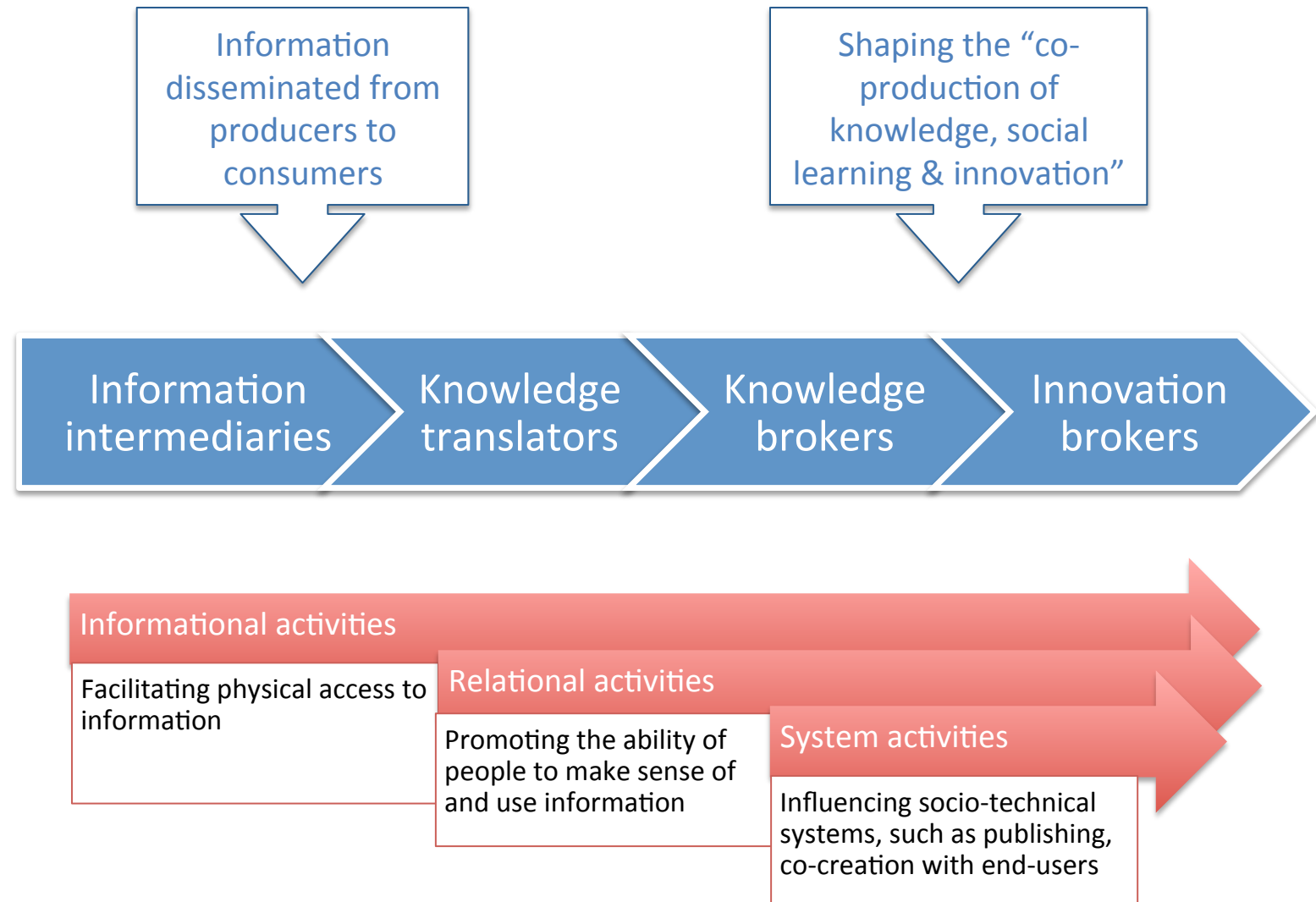
KE as a need & opportunity



UBC recognizes its responsibility to make academic knowledge more accessible, understandable and relevant. The university strives to be a unique, engaged partner in collaborative research programs and reciprocal educational opportunities, and in the sharing of research outputs that enrich the lives of local and global communities

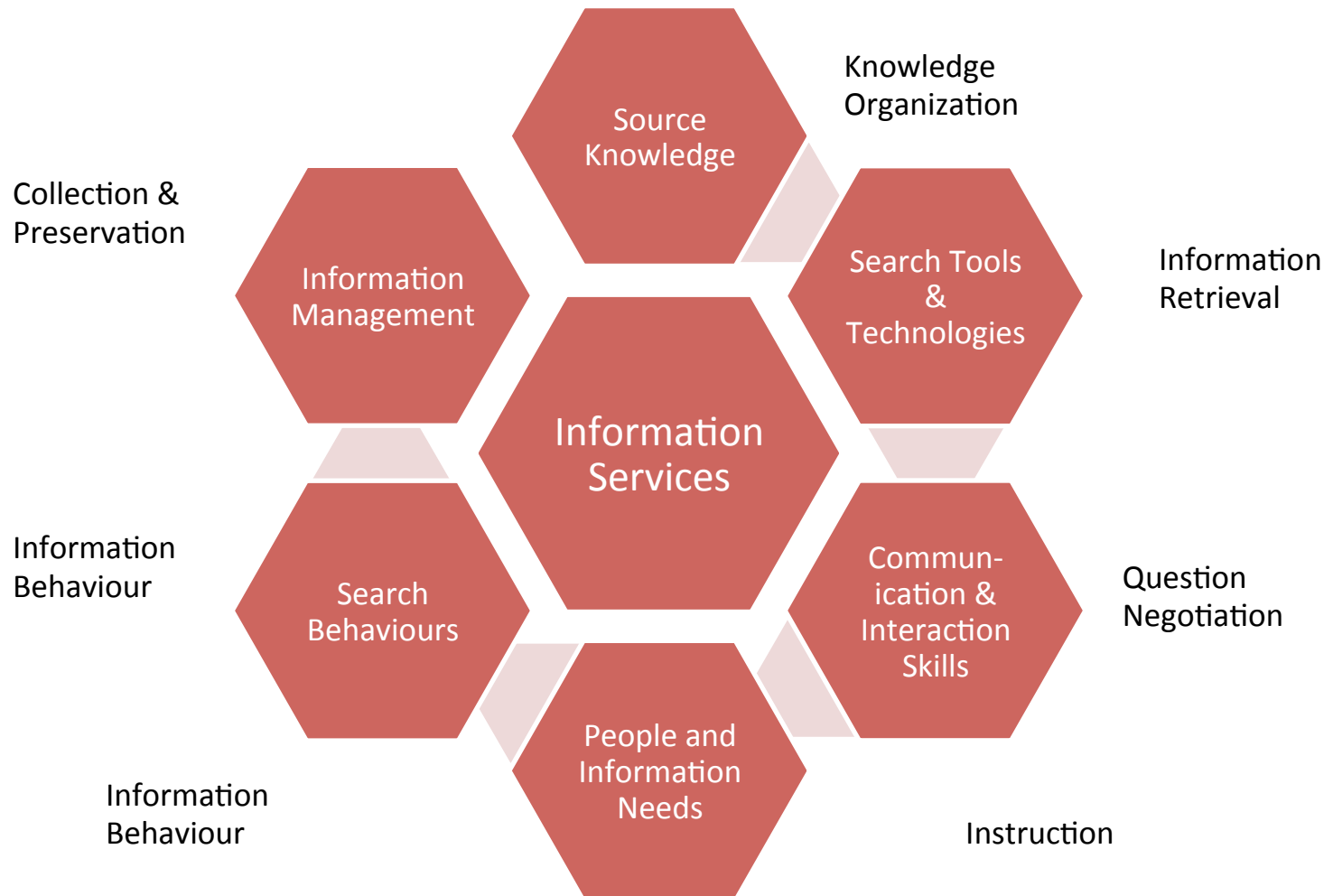
Critical role for LIS knowledge and values in KE

innovation.ubc.ca



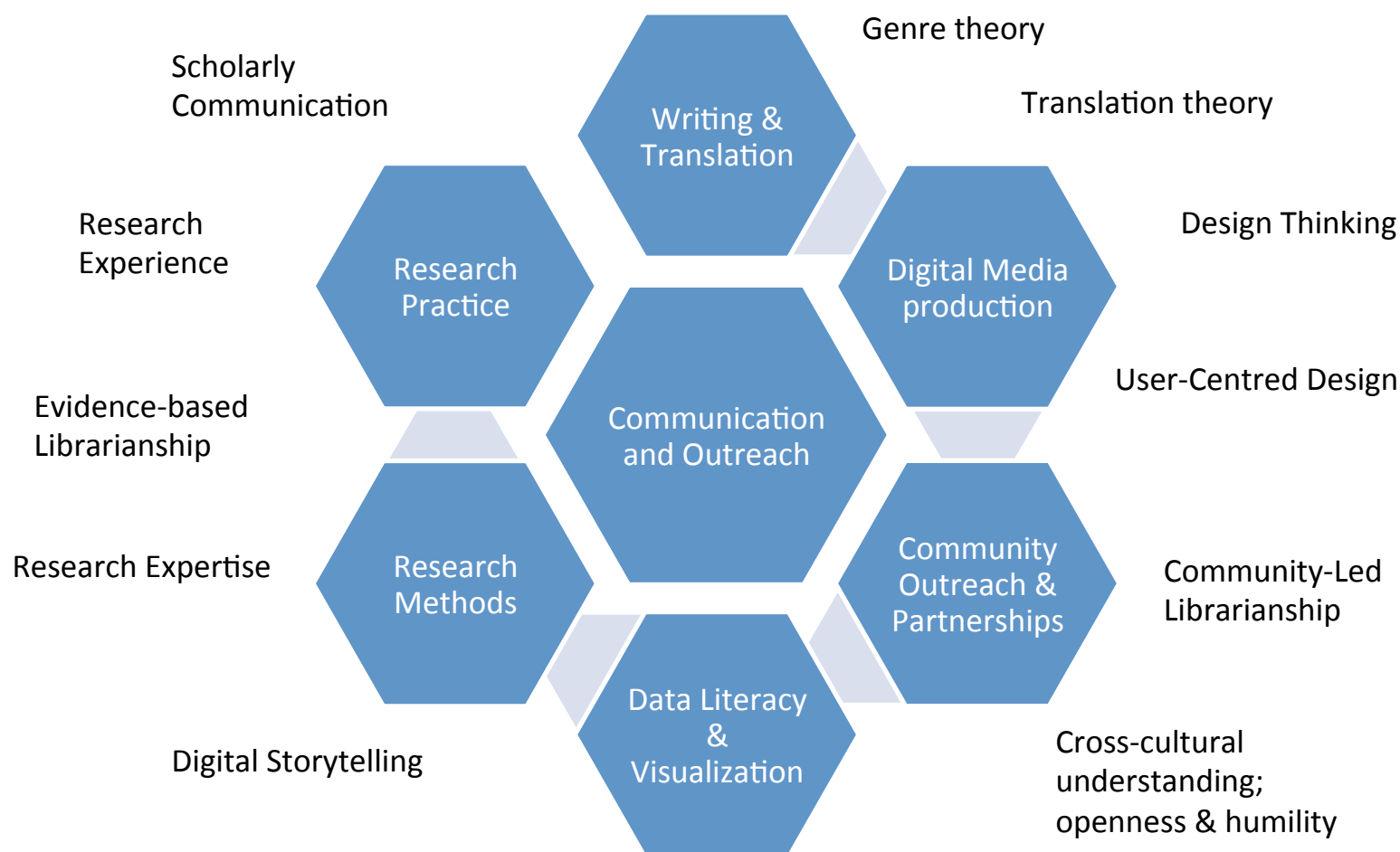
Information Intermediaries

Connecting people with existing information



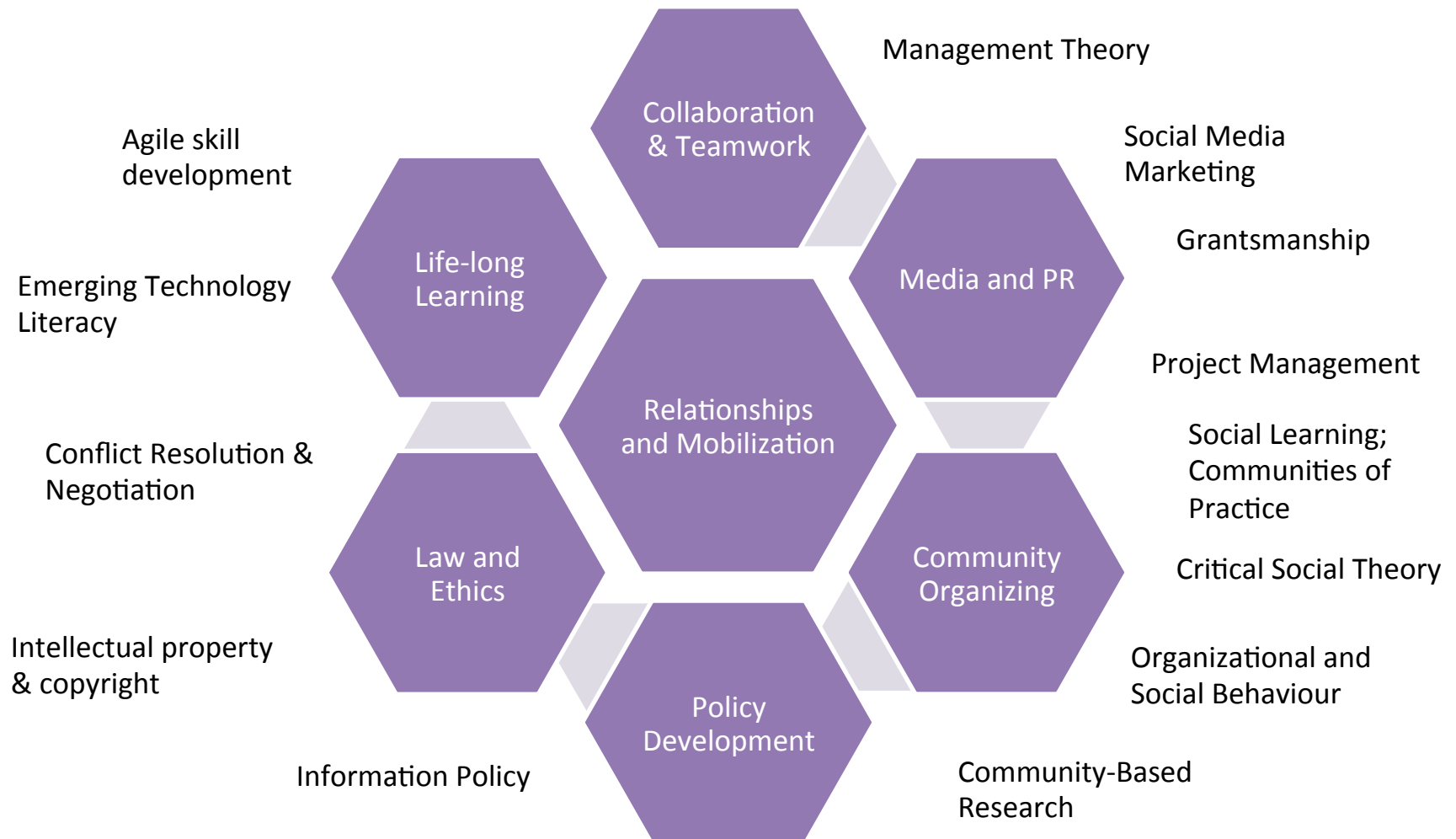
Knowledge Translators

Creating and customizing information for people

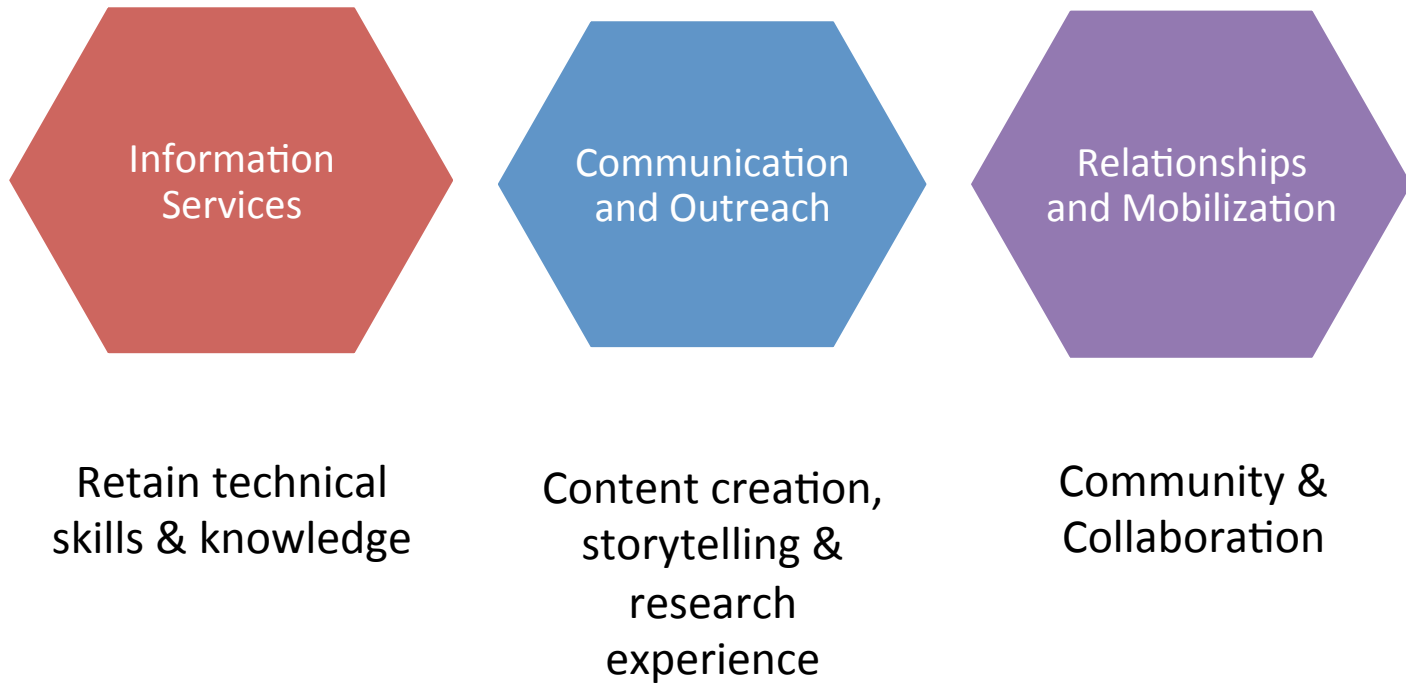


Knowledge Brokers

Working with information; creating connections



Areas of Focus



Closing thoughts

- Researchers are increasingly being asked to make their research more accessible to non-academic audiences. LIS and literacy professionals are **well positioned to increase KE capacities** within universities and other research settings.
- Literacy educators conduct research and co-create knowledge with community to enhance the **trustworthiness** and **“place-based” value** of the information that is generated.
- LIS and literacy professionals are already integrated into the K* spectrum, but could be supported through **further training, professional development, and recognition**.

THANK YOU! QUESTIONS?

Questions for consideration

- How is the work of LIS professionals and literacy educators synergistic and distinct, and what are their unique contributions to KE?
- How does understanding the socio-technical systems of both local communities (e.g., gatekeepers, political dynamics, local history) and university communities (e.g., tenure and promotion, academic publishing) position librarians and literacy educators to act as bridges?
- As automation is increasingly shaping how people access and process information, what does this mean for knowledge exchange activities and outcomes?