REED GARBER-PEARSON

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Digital Citizenship

Teaching Research Identity and Accountability to Undergraduates

When initially approached about contributing to this book, I was skeptical of my ability to address the culture of digital scholarship at the University of Washington (UW). My roles at the UW Libraries do not specifically address scholarship nor publishing. But as the online learning librarian, I do directly respond to and develop strategies for teaching research using available digital tools and platforms. And as the liaison to UW's online bachelor's degree completion program in Integrated Social Sciences (ISS), I collaborate on curriculum development, co-teach core courses and create online outreach projects with academic advisers. The work is highly collaborative and very much embedded in the workflow of the ISS program. My work does not center on the Libraries' collections nor the production of scholarship by faculty, but rather is about enhancing student learning and experiences. In this chapter, I hope to make a case for why every library worker who teaches or works with students has a role in changing scholarship practices through the possibilities of digital scholarship, the practices of digital citizenship, and the cultivation of conversations around researcher voice and identity. To do this, I'll begin with a meditation on some of the theories and literature related to scholarship and identity, discuss how my own background as an

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undergraduate affects how I see the possibilities for digital scholarship, and end with a look at how these pieces intersect with my work at the University of Washington.

DIGITAL TOOLS AND THE MEANING OF DIGITAL SCHOLARSHIP

The influx of digital tools and the Free Web over the past twenty years have expanded the bounds and meanings of scholarship enormously. Today's researchers and students have ready access to an abundance of information and perspectives, from peer-reviewed secondary literature to Tweets directly from the president of the United States. Digital self-publishing and social media have especially altered the landscape of whose voices *get* to be heard, breaking down traditional print-based publishing barriers. Virtually anybody with a device and the ability can now publish for free via a wide selection of online blogging platforms and services, which provide authors with the opportunity to give life to perspectives, partnerships, and voices that are not fully represented or promoted in academia.

When recognized for these qualities, we can see how the digital landscape has enormous possibilities for reframing scholarship as directly accountable to, and collaborative with, communities beyond the academy. The digital realm provides an opportunity to question what scholarship is and whom it is for, by making intentional changes not only in our theoretical understandings of scholarship and production, but also in our practices as educators and librarians. As stakeholders in information literacy, we are called to intentionally teach students to connect with and participate in a larger world of digital citizenship and scholarship. Students no longer only consume scholarship, but can actively develop it. If we can continue to frame digital scholarship as not just a product of technology, but as the practice of equity, accountability, and social justice, then we move toward more ethically driven practices of scholarship, and those that benefit a larger diversity of people and communities.

A NEW ORDER OF DIGITAL CITIZENSHIP

In 1997, Jon Katz introduced a new social class: the digital citizen. These technological activists, as Katz described them, were going to change the landscape of community and political engagement by "harnessing the power of new media and playing to a sold-out world venue."[1] That individuals would actively participate in and revolve their entire social and political lives around the internet now seems entirely unexceptional for the majority of us. But pre-2000, those who were using the internet for both speculation

and dissemination were limited to the more technical, educated, and affluent.[2] Much has evolved around the Free Web since Katz's initial writings, but there is still much we can learn from his observations, because they represent visions of engagement that many of us now take for granted. Although the vast majority of us have become indoctrinated digital citizens, many of the ways that the internet has changed community engagement have not yet reached the landscape of scholarship and publishing.

What was initially exciting about the Free Web for Katz was the way that ideas evolve. "Ideas almost never remain static," he wrote. "They are launched like children into the world, where they are altered by the many different environments they pass through, almost never coming home in the same form in which they left."[3] Today we can see the evolution of ideas through commenting features, social media shares, and even news opinion pieces. To shift public discourse can be a simple matter of having a large number of followers or finding the appropriate channel in which to share an idea. The turnaround time for this kind of openly published information can be swift, and the period for feedback nearly instant, particularly if we consider commenting features to be a form of community review. However, the speed at which information travels openly on the web is not the value that I am trying to articulate, but rather the ability it affords individuals to build on and transform ideas. Scholarship and thinking never happen in a vacuum; they are always informed by life experiences and community. The Free Web makes this overt in ways that traditional scholarship and publishing do not, particularly for students who do not actively or regularly publish their research and writing.

My own experiences with writing and research as a student reinforce these observations about the transformative power of the web. Much of the research I took part in as an undergraduate student during the early 2000s consisted of visiting the library and conducting ethnographic interviews with people in my physical proximity. The sources for my course research came almost entirely from the university library, as if all the knowledge and theories applicable to academic research was contained and housed by the library itself. The library's collections appeared to represent knowledge depth on any given topic. If I wanted information or perspectives outside of what I could find in the library, I had to talk to someone with the necessary expertise, either by traveling to them in person or by contacting them over the phone. But, of course, that assumes that I could identify the existence of those gaps in the first place.

Although this story may at first appear to extoll the value of libraries in my own learning development, it is actually quite the reverse. The fact that I believed an academic library, even that of a large R1 university, could adequately represent knowledge in all its fullness is a testament to the limited kinds of research that were promoted and valued during my time as an undergraduate student. And my faith in the library system to contain and represent

that totality of perspectives and information was a barrier to seeking out information from and connecting to people with experiences that could inform my ideas and practices. At one point, for example, I was doing research on the judicial processes that undocumented migrants go through in Southern Arizona when detained crossing the border. I uncovered government documents and court reports, newspaper articles, and even some research studies. But there was no database of oral histories to draw from, nor were there sources made by and for migrant voices that could adequately represent those experiences. I did not find this odd, because my experience with academic research led me to believe that those kinds of experiential voices were not expert enough to be included in scholarly research conversations. I eventually found a researcher on campus who incorporated me into a study that involved going directly to communities most impacted by migration policies. This researcher made explicit the requirement that I stand witness to the activism happening around migrant rights, and explained that to be an effective volunteer, I would need to spend time gaining trust and building relationships. I spent my weekends with No Más Muertes placing water in strategic areas along the Arizona-Mexico border.[4] I sat in on countless trials at the detention center and offered my labor and time to organizers in the community. I followed the people already invested in the work and collected their stories. The resulting testimonies were a stark contrast to those of the government documents and data that had earlier informed my research understandings. This discrepancy is a flaw of scholarship and higher education that can only be addressed through a research platform that includes and is driven by more public voices. We must strive both to find gaps in what information is available and to fill those gaps. Digital scholarship practices offer opportunities for more voices to aid and facilitate this expansion through community participation.

My own experiences as an undergraduate student are a helpful lens to examine the role of digital tools in the general work of student researchers. The development of digital tools allows students to be in conversation with writing and community projects outside of the scholarly world, something that many students understandingly find challenging during short quarter and semester terms. Incorporating community partners online does not preclude the importance of making direct and meaningful connections with people and conducting one's own methods for research, but it expands the possibilities drastically. I find it encouraging when the students I work with already gather information outside of formal research channels by expounding on their own experiences and knowledge, speaking with family and peers, and using free search engines to surface social media discussions. These skills are often informally acquired, but digital scholarship practices require that information literacy instruction intentionally emphasizes them in an academic context, all while calling critical attention to the lack of openness in proprietary library sources. This kind of openness in the emergence of ideas and

gathering of information is the new digital citizenship that will enable students to participate actively in shaping their communities.

PUBLIC VOICES: SUPPORTING RESEARCHER IDENTITY AND ACCOUNTABILITY

One of the challenges for students who are considering adding their voices to the scholarly record is the lack of real and perceived support for the inclusion of personal identity in the same space as research output. Traditional scholarship has left the researcher's identity largely out of the writing and publishing process, creating a misconception that scholarship can be neutral and anonymous, or that research questions can be asked outside of our own identities and cultural contexts. Because scholarship is a form of power, those who wield it must ask questions that are itself grounded in self-reflection and interrogate how their work may be affecting other communities' lived experiences. Brittney Cooper, professor of Women's and Gender Studies and Africana Studies at Rutgers University, and cofounder of the Crunk Feminist Collective, expands on this dilemma when writing about the highly contested scholarship produced to justify transracial identity claims. Cooper exemplifies this using the example of Rachel Dolezal, a white woman and former Washington State NAACP president, who was called out by the media for identifying as Black. In 2017, scholar Rebecca Tuvel, a white cisgender woman, theorized on the justification of Dolezal's identity claim in the prominent journal *Hypatia* by pursuing the connections among the socially formed designations of transgender and transracial. Tuvel argued that "since we should accept transgender individuals' decisions to change sexes, we should also accept transracial individuals' decisions to change races."[5]

Although Cooper acknowledges that scholars must ask difficult questions that challenge current thinking, and may even be unpopular or harmful, she pays close attention to how and when identities are used to privilege and leverage research questions. For example, Tuvel's scholarship ignores the deep history of harm in racial appropriation, while also associating trans people with gender appropriation. The history of the two are distinct and cannot be conflated, and Tuvel's scholarship threatens harm to people who experience continued discrimination due to racism and/or cisnormativity. It also lends permission to white people by ignoring the complex systems of whiteness and white privilege that are inevitable to living as a white person in the United States. Trans women of color are four times more likely to be victims of violence than the general public.[6] Tuvel's research cannot be separated from these systems of violence and may even contribute to it. Tuvel asks these questions as a white cisgender woman, a position from which she can speak without facing the repercussions of her theories. As a Black woman, Cooper

does not have the privilege of being uninvested in the politics of a transracial identity. "If I woke up one day, told people I identified as a white woman, and insisted that I be able to move about the world as one," Cooper writes, "well, I hope you see the absurdity of such a position."[7] This scholarship around transracial and transgender identity teaches us that standard research practices do not necessarily take into account the causal or implied impacts on lived experiences. Academic research and publishing have the power to inflict harm on individuals and communities; changing the tide of traditional scholarship and publishing requires that we actively train researchers to value community relationships and be accountable beyond the borders of a classroom, peer-review circle, or institution. If we leave accountability and subject responsibility up to the peer-review process and Institutional Review Boards, as in the example above, we risk providing safety only to the institution and to the largely white body of researchers who produce academic scholarship.

The importance of accountability also comes up in the work of Indigenous scholars such as Shawn Wilson, who have been practicing, writing about, and teaching decolonizing methodologies and participatory action research before digital scholarship became a way to bridge community and scholarly interests. Wilson articulates an Indigenous research paradigm as one that values relational accountability. The researcher must establish respectful and genuine relationships with the ideas being studied, including understanding the development of the self in a cultural context. This Indigenous praxis of relational accountability is meant to ensure that the research conducted by Indigenous scholars "will be honoured and respected by their own people."[8] Wilson's entire text builds a relationship with readers. Through various experiences and relationships, such as letters to his sons, stories from his own life, and interview segments from those that influenced him, we learn to understand how Wilson developed his research questions. Although these principles were written specifically to guide working with Indigenous communities, I believe they have the capacity to guide accountable research practices more broadly. If all research that works with people and communities can be framed as needing to be held directly accountable to and building relationships with those people, then we have a more ethical praxis for producing scholarship that echoes community-driven interests and creates pathways for building trust between research practices and communities.

Digital scholarship in itself offers the possibilities to connect researchers with communities more smoothly. Depending on the community, communication and trust can be established across various platforms with information being shared and exchanged more frequently. The publication of that scholarship acquires more possibilities for being accessible outside of the academic context. Most importantly, students can more easily hold themselves accountable to making their work more widely available and accountable to those they wish to impact. An example I continually return to is the work of Moya Bailey, professor of Culture, Societies and Global Studies at Northeastern University

and sustainer of the Allied Media Conference. Bailey sought consent from Black and transgender women, including Janet Mock, to look at the hashtag #girlslikeus and how it shapes health and visibility for Black trans women.[9] Bailey's line of questioning guides my own teaching practices, and is one that all library workers who are involved in research can evaluate and incorporate into their practice, as they look to not only identify community collaborators in research, but also to create new resources for communities and to transform the self through new research understandings (see appendix A for sample questions used with students to reflect on community accountability). Each reflective question at the end of Bailey's essay leads to building collaborative consent and making sure that the research itself is answering questions that are not only valuable to a scholarly context, but also to the community being examined.

UNDERSTANDING MY OWN EXPERIENCES WITH RESEARCH IDENTITY

After graduating from college, I made an intentional decision to work outside of higher education, putting my time into community-driven projects in order to better understand my own place within the larger communities I inhabited socially, politically, and geographically. However, prior to that time, I loved being an undergraduate student. As a white, middle-class person with two educated parents, it was an expectation that I would attend college, and I did not encounter any financial barriers to attending an in-state university. Space and resources allowed my family to prioritize education and so I was able to make learning an almost full-time job. That comfort allowed me to expand and question the world around me in ways that I do not see as available to a majority of the current students I work with, due to their financial limitations and family or work responsibilities. In my junior year, I was offered opportunities to take graduate seminars where I proudly cited Judith Butler, Michel Foucault, and Gayatri Spivak. I spent countless nights at the university library unpacking and trying to echo the language of the scholars I was reading for class. At home alone, I would sometimes read my own papers aloud with wonder, thinking "this sounds so smart—I wrote this!" But persistent questions of doubt found me nevertheless: "What does this even mean? Where does all this information go now?" My experiences had allowed me to explore many theoretical understandings of inequities, yet overall I found school an inadequate means for translating these theories into actionable projects, particularly in terms of research practices (I had not yet gotten involved in the migrant research project).

My final project for a Chicana Feminisms course was a zine I created in partnership with *Las Sinfronters,* a queer women's organization I had been working with. Because I had been struggling to apply my theoretical learning

to the work I was doing outside of school, I proposed the idea of a zine to my professor as an alternative final project. The zine included an extensive bibliography of community resources as well as a literature review of the scholarly sources that had shaped my construction of the project. The bulk of the zine was populated with interviews with local activists working in queer and immigrant women's health. Upon completion, the zine was distributed to a local zine library and community organizations and was read not only by my classmates and professor, but also by the community of people I had interviewed and was writing about. This was a rare moment in my undergraduate career, and one that still shapes my relationship to academic research. Although the level of consent I created with my collaborators was minor compared to projects like Bailey's, I expanded my audience and therefore knew that I had to be accountable to reflecting not only the voice representation, but the needs of the community. My project had to provide a pathway for improving conditions and structural barriers and had to be dispersed to the right people to have an effect. Community-engaged research was not a standard component of my learning, but something I asked special permission to try. Today this zine project could still be a zine, or be a web page, a series of social media posts, blog entries, or even a BuzzFeed list, and through all these platforms could be distributed widely and among many communities.

MY GUIDING WORK: THE INTEGRATED SOCIAL SCIENCES PROGRAM

As an online librarian who works in an instructional design unit at the University of Washington, I often hear from my library colleagues about their concerns for effective teaching. Some of the more common issues that I have heard include not being integrated into the academic process, and not understanding fully the needs of the students we work with. It can be challenging to provide useful feedback and guidance on a research project without understanding a student's process and context. I am fortunate to work within a program that has integrated me so thoroughly into the context and core operations of the degree, which has allowed me to collaborate and experiment with faculty, students, and academic advisors in ways that might be difficult for many liaisons. I know that not all library workers have the privilege of close networking within their departments and programs, so my own experiences may help to provide ideation and inspiration for building digital scholarship ethics into your own programming and teaching.

Integrated Social Sciences is a fully online bachelor's degree–completion program, providing a curriculum that teaches skills transferable outside of the University. The mission of the program is to provide equitable access to education, use technology to enable community connection, and inspire holistic learning. Through seven thematic areas in the social sciences, the curriculum

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uses self-reflection and integrated activities to encourage an examination of how an individual's experiences shape the world. Students in the program are often older than "traditional" college students, and the majority work full-time and have significant family obligations. Although some students intend to apply to graduate school, many want to complete their degree for personal reasons or to move forward in their career trajectories. The program's high-touch academic advising model ensures that students experiencing academic or personal barriers get personalized help in navigating their courses early on. Because of this the completion rate is astoundingly high for a program of its kind.

When I started working with the program in 2016, my involvement as co-instructor, curriculum co-developer, and librarian were all implicitly expected. This expectation has enabled me to understand better the needs and interests of students, get to know them more deeply than I would otherwise, and take part in shaping the curriculum from an information literacy perspective. "Embedded" doesn't quite describe the inherently strong collaboration we have between faculty and staff.

Because of the nature of collaboration and freedom I have within the curriculum, and the program's emphasis on highlighting research skills beyond the classroom, I get to continually practice incorporating research skills that speak to transforming scholarship practices. Two cornerstones of the curriculum are a set of social science "keywords" that students create throughout their time in the program and an electronic portfolio that serves as a capstone project for degree completion. Students are expected to research each keyword in historical and semiotic contexts and to have implications beyond theory. Writing and researching social science keywords within the context of the program require that students know *why* they are interested in their keywords and what impacts they would hope to see from their research inquiries. All of these keywords live in an electronic portfolio created through Google Sites, which also houses a biography, bibliographies, various media created by students, and personal statements on learning. Our most recent collaborative project is building an assignment based on digital storytelling that will have students create digital narratives that will be central to presenting their electronic portfolios.

The level of meta-reflection that is already built into the curriculum lends enjoyment to talking with students about voice, positionality, and accountability. Unlike peers in other programs, ISS students are publishing their writing on the web, and are often sharing these portfolios with employers, prospective graduate schools, and their peers. They are already producing digital scholarship and through the many assignments that require personal statements are positioning themselves within the larger landscape of research and inquiry practices.

Negotiating the tensions between students creating digital works and ensuring student privacy is a concern that is still being addressed through lessons on citation, copyright, and intellectual property, and through the use of

an institutional Google account. Entire lessons in the curriculum are devoted to understanding the specific communication contexts and tools of a website, and students are encouraged to think of their work as personal and scholarly websites. Lessons on citation practices in research stress that students own whatever they create in the program and is their intellectual property. Portfolios are created in UW Google Sites and are, by default, only accessible to those with a UW affiliation. Students are not required to publicize their portfolios but are given directions on how to make their work openly available and searchable and to consider the purposes of doing so in relation to their identified audience and purpose. What is still missing from these lessons is the presence of intentional and overt conversations on privacy risks associated with creating web content outside of an institutional account.

STRATEGIES FOR TEACHING RESEARCH SKILLS

In an effort to make this chapter not only theoretically compelling but practical, I will now review four tangible applications of digital scholarship for library workers that teach, based on my own experiences with online, hybrid, and face-to-face instruction.

1. Blogs

When I started my position as the UW Libraries' ISS librarian, my first order of business was updating the ISS research guide to include community organizations, blogs, and other non-scholarly sources as centerpieces of the program.[10] My revised research guide intentionally highlights very few proprietary resources, due in part to the potentially short amount of time that ISS students may stay in the program, but also due to the nature of the program itself. My guide's focus is on teaching students to find many different source types through open and free platforms, with the goal of having students fluent in an array of research strategies, including those based in the Free Web.

Blogs are one of the most powerful resources on the Free Web for examining the ways that inquiries emerge. When I work with students, they are often seeking general arguments to establish their own claims; however, these general arguments are rarely found in peer-reviewed journal articles. Students do not see the "conversation" that emerges in the shaping of inquiry, and blog articles offer a lens into the construction of these ideas and arguments. As a librarian instructor, I have been influenced by the teaching practices of Anne-Marie Deitering and Kate Gronemyer, who use blogging networks to teach students how scholars produce knowledge in conversation with one another.[11] My own interpretation of this examination of knowledge formation is a "jigsaw" activity, which I have used frequently in teaching lower-level

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composition students (see appendix B). In a jigsaw, students divide into several groups, each of which reviews a preselected piece of information around a chosen topic. After the initial examination, they divide into groups that have one representative from each original group. Working in these formations, students compare and contrast the preselected pieces of information using a worksheet or other method of source evaluation. Through the activity, their line of discussion is directed toward observing how each piece of information may inform others and be "in conversation." This activity works well as a twenty-five minute in-class exercise and can be done online through asynchronous discussion groups. An individual activity or assignment alternative to the jigsaw is to have students search blogging networks like ResearchBlogging to find recent developments in assigned research topics.[12] A series of prompted questions or worksheet can lead students through "seeing" the conversations develop between writers and researchers. Jigsawing blog articles and other popular forms of digital writing is a mechanism for students to delve into how inquiries are developed with more general language. By using blogs and other forms of digital writing to teach inquiry, my hope is that students can see how their own work and voices can be represented and integral as part of larger research conversations.

2. Assignment Types

Undergraduate students get a lot of practice writing papers, and the majority of those papers rarely leave the confines of the classroom or are set in larger conversation with current inquiry. As an instructor I am continually interested in consulting with faculty about alternative assignments that may prompt their students to contribute differently to (digital) scholarship. By providing students with a multitude of assignment types to express their learning and knowledge, instructors create better opportunities to examine writing for a general or specific public audience, creating works that can be consumed outside of academia. Exploring assignments that are digitally produced more easily places student voices and experiences in conversation with current scholarship. With this consciousness, I have listed some assignment alternatives that I currently use or am in process of incorporating into my teaching.

Digital Storytelling. As mentioned earlier, the culminating project of the ISS program is an electronic portfolio in which students display their scholarship and interests. Much of this portfolio work has been heavily text-based, so I am working with an ISS faculty member to translate their course paper assignment into a digital storytelling project. In the assignment, students use psychoanalytic theories to examine how collective memory creates trauma around an international phenomenon. They use narrative to create a multimodal,

multimedia object that they are encouraged to make a part of their portfolios. Digital storytelling provides a project for knowledge translation, whereby students produce research findings to be disseminated and understood by a more generalized audience, rather than being relegated solely to the realms of academic readership. Digital storytelling inherently creates more space for creativity to emerge, bringing identity and experiential knowledge into the formal learning space.[13]

BuzzFeed List. This one is somewhat more difficult to get faculty on board with, as BuzzFeed is so far outside the regular norms of academic scholarship practices. BuzzFeed Community is a platform that allows users to create their own lists.[14] It's a fantastic way to create space for students to generate objects that feel both playful and approachable in digital places. The idea behind this assignment is that students use skills and knowledge developed through course topics to create a publicly searchable list that uses evidence to explain a topic or argue a point.

Wikipedia Editing. Although I have not yet done this in any of my teaching, I have been in conversation with faculty colleagues about the value of requiring students to edit an existing Wikipedia page (or create new pages based on their topics of interest). Wikipedia editing provides students a direct application toward digital and public scholarship, and also demonstrates a collaborative process toward creating knowledge via a widely accessed digital platform.

3. Research Examples

One of my favorite examples to show students when talking through research accountability is the many projects associated with the slogan "nothing about us without us." This slogan has been used by disability-rights organizations since the 1990s to ask that members of the group(s) affected by policy decisions be invited to participate in those decisions. It has been used by organizations affiliated with HIV rights, LGBTQIA rights, and sex workers' rights to call for more community participation in research projects and policy making. For teaching purposes, the slogan is often enough to denote to students the significance not only of including voices of those impacted by the research questions being asked, but of collaborating with the people who are most impacted by the topic of study. For example, when teaching ISS students how to research HIV and sex workers rights, I sometimes use the report *Nothing About Us Without Us* as a resource in a jigsaw activity.[15]

Other examples that I use of community-accountable research are those produced locally on campus by the UW Center for Human Rights. The Center's hands-on research practices take students to communities impacted and seek

directly to involve a community's concerns and needs in the research process. Of particular relevance to my teaching are the reports generated by the Center around law enforcement, immigration rights, and border detainment in Washington State. For library instructors at other universities, it can be especially useful to find nearby research centers and identify professors who may work in these communities and therefore be familiar to the students you teach, thus illustrating that research practices can be very local and can have very tangible effects. I dedicate workshop time during class for students to identify their own questions of accountability. These same questions can be used for an online quiz or assignment (see appendix C for a sample worksheet.)

4. Consultation Prompts

Working one-on-one with students in a face-to-face class is one of my favorite teaching scenarios, as it's where I'm most likely to learn enough about students' interests and background to better support them in their research. If a face-to-face instruction session is long enough, I may spend a majority of the time walking around and talking briefly with each person. When online, this technique often takes the form of a discussion board or open office hours. In my ISS librarian role, I recently created an optional assignment (see appendix D) where students can receive extra credit by meeting with me one-on-one online. In preparation, students are asked to devise a series of questions about their research or the research process, and then meet with me synchronously (via phone, video conferencing, or in-person). Questions may be simple and broad; for example, "can you help me to understand what is expected of me?" They may also be very specific, for example, "which article database and search terms can you suggest I use for my topic?" After the meeting, students write a summary of what they have learned and reflect on their next steps. In the rush to complete their assignments, many ISS students, leave out key components of their research, such as personal interests and possible social impacts. It's quite easy to fall into the habit of following the path of least resistance when there is only a short amount of time to complete an assignment. However, I have found that once I get students talking about their personal investment in a particular topic (rather than what has already been written about a topic), their excitement for completing the research project intensifies. Here is a list of questions I use to help students reflect on their own research accountability.

- What do you already know about this topic?
- What questions do you still have that, when answered, will help you to understand this topic in more depth?
- What is your personal relationship with this topic? What events or contexts in your life have led you to study this topic? (Note that I don't ask students to share this with me, but only encourage them to think about it. They often do share it, however.)

- Who might be impacted by this topic? How might you include their voices in your bibliography? Is there a way that you can collaborate with those individuals or communities?
- What are your unique contributions to this topic? What impact do you intend your research questions to make?
- What are your social and/or ethical responsibilities in representing this topic?

A NEW ETHICS OF SCHOLARSHIP

In this chapter, I have attempted to demonstrate how digital scholarship practices are tied to a set of ethical shifts that have the ability to aid in transforming traditional scholarship into community-driven projects that intentionally advance equity and could break down structural barriers to access. There is space in this project for each of us in all our capacities. You need not be a dedicated scholarly communication librarian or publishing librarian. I have focused on teaching practices that initiate a shift from scholarly expertise to experiential knowledge, but there are many ways that library workers can be involved in promoting equitable information through digital scholarship—from examining licensing agreements and vendors to shifting the resources that are highlighted in a research guide.

As library workers and educators, it is our responsibility to champion this shift in scholarship to be more open and inclusive, so that students not only see themselves represented in research but are also actively producing it. Shifting this landscape of publishing requires library workers to examine how we talk about scholarship, how we teach scholarship, and how we use technologies and digital spaces to communicate. It should compel each of us to promote and practice scholarship that is equitable and accountable. I find that the more I question the traditional roles of a librarian in maintaining hierarchies in scholarship and publishing, the more spaces I find relevant to my own work in the field. The relevance of our jobs can only become more important as we imagine and create new publishing landscapes.

Finally, I want to advocate for the use of imagination in the process of teaching scholarship differently. It can be difficult to imagine what an entirely new landscape could look like without a hierarchy of expertise, proprietary platforms, or physical library collections. But it's worth the effort to reconstruct an imagined reality and to work for a new set of ideals that put students and learners at the center. Our individual and collective imaginations will be critical in expanding and shaping emerging practices in publishing, and without an inventive fantasy of equitable scholarship we risk continued hierarchy, increasing prices, and limited voice representation.

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Takeaways

- Digital scholarship practices are inextricably tied to a set of ethical shifts that have the ability to help transform traditional scholarship into community-driven projects that intentionally promote and further equity and social justice.
- Being a student researcher in the digital era involves connecting to and participating in a larger social world of digital citizenship, which opens up many new possibilities for expanding the definition of scholarship.
- It's part of our responsibilities as teaching librarians to instill basic ethics of research accountability and impact in library and research instruction at all levels.

NOTES

1. Jonathan Katz, "The Digital Citizen—A New Type of Grassroots Activism," *Webroot,* https://www.webroot.com/us/en/resources/tips-articles/digital-citizenship.
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4. "No More Deaths," http://forms.nomoredeaths.org/en/.
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9. Moya Bailey, "#transform(ing)DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics," *Digital Humanities Quarterly* 9, no. 2 (2015), www.digitalhumanities.org/dhq/vol/9/2/000209/000209.html.

10. See University of Washington Libraries, "Integrated Social Sciences Research Guide," http://guides.lib.uw.edu/research/iss.
11. Anne-Marie Deitering and Kate Gronemyer, "Beyond Peer-Reviewed Articles: Using Blogs to Enrich Students' Understanding of Scholarly Work," *Portal: Libraries and the Academy* 11, no. 1 (2011): 489–503.
12. "Research Blogging," http://researchblogging.org/.
13. For more about digital storytelling at UW, see chapter 5.
14. Information on BuzzFeed Community is available at https://www.buzzfeed.com/community. For a great example of this assignment, see Christina Katopodis, "Using BuzzFeed to Teach Melville," January 31, 2016, https://christinakatopodis.net/2016/01/31/using-buzzfeed-to-teach-melville/.
15. Sharmus Outlaw et al., *Nothing About Us Without Us: Sex Work, HIV, Policy, Organizing* (Best Practices Policy Project and Desiree Alliance: 2015), www.bestpracticespolicy.org/nothing-about-us-without-us/.