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- **WHEN PEER-REVIEW WON'T DO:**
- **EXPLORING EXPERTISE**
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Presenter: Justin Torres

# OUR ROADMAP

- ① Learning Objectives
  - ② Issues with Peer-Review
  - ③ Student Perception of Expertise at CPP
  - ④ Incorporating Non-Traditional Resources
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# LEARNING OBJECTIVES

- Participants will assess the importance of challenging traditional academic sources
- Participants will be able to design instructional strategies that enhance a student's ability to find sources that exist outside traditional academia





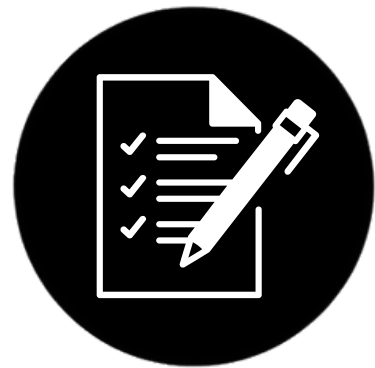
**WHY IS THIS TOPIC  
IMPORTANT?**



# TRADITIONAL EXPERTISE



Formal education



Peer-review

- “‘gold standard’, it is considered a requirement for affirming validity and quality, as well as for codifying disciplinary boundaries” (Potvin, 2017)



Monographs, presentations, dissertations, etc.


# ISSUES WITH PEER-REVIEW



- Colleges were made for “privileged individuals and promote the norms of white individuals” (Payne, T., Muenks, K., & Aguayo, E., 2021)
- No standards to enforce "good" or "fair" reviewing (Fisher & Parisi, 2015)
- Gender bias

# ISSUES WITH PEER-REVIEW

- From a survey of 202 Librarians, 79.1% agree it is valuable and 98% mention it in their instruction (Wood, Mariko, & Keer, 2021)
- After graduation, many students lose access to peer-review journals and scholarly sources
  - It's necessary to:
    - Teach students skills to evaluate non-scholarly sources
    - Promote life long information literacy skills



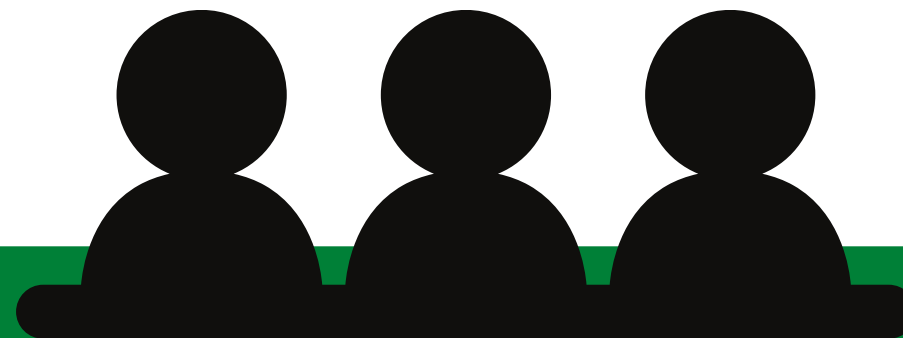
**HOW DO STUDENTS  
AT CPP PERCEIVE  
EXPERTISE?**



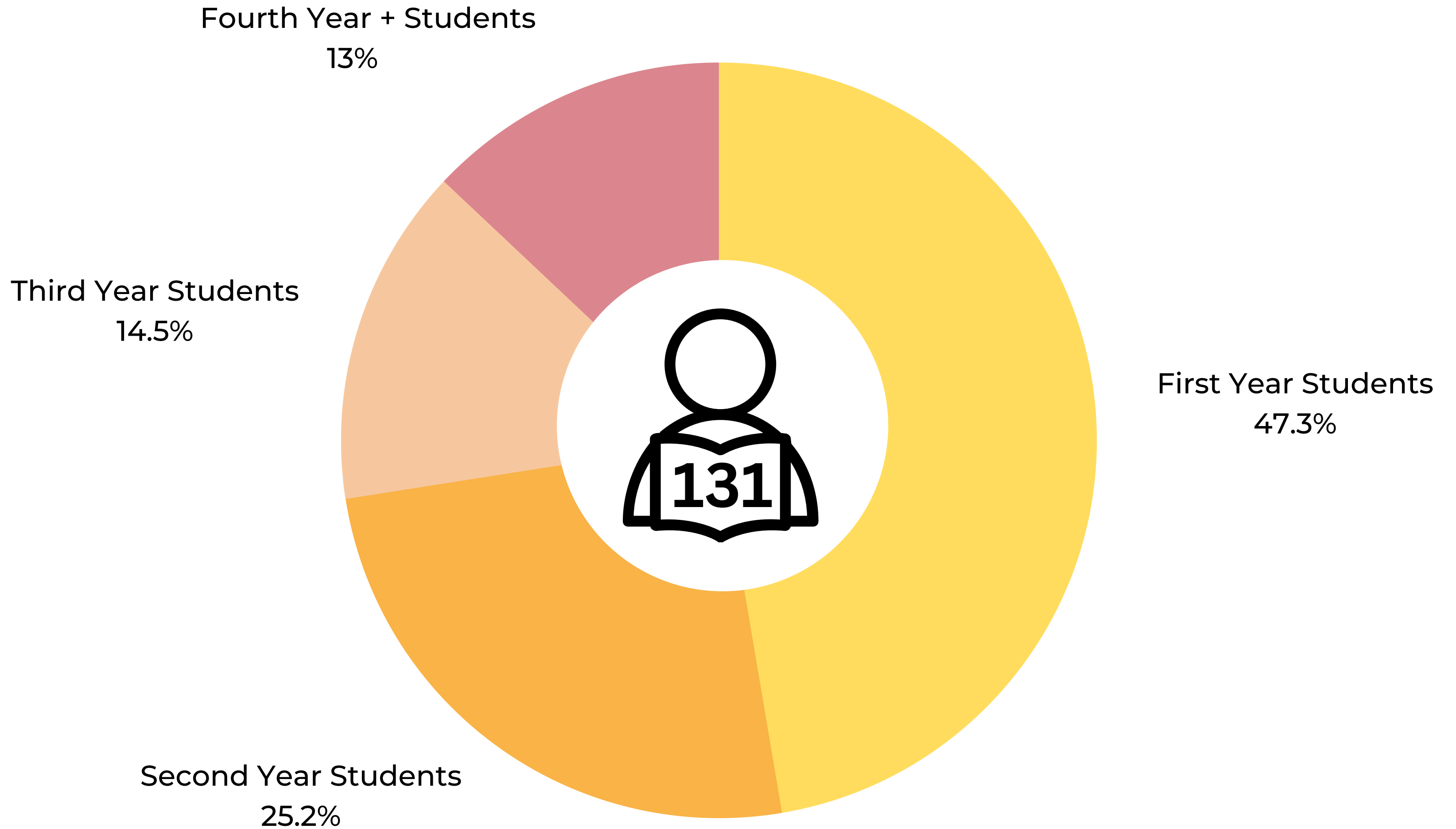


# HOW DID I FIND OUT WHAT THEY THINK?

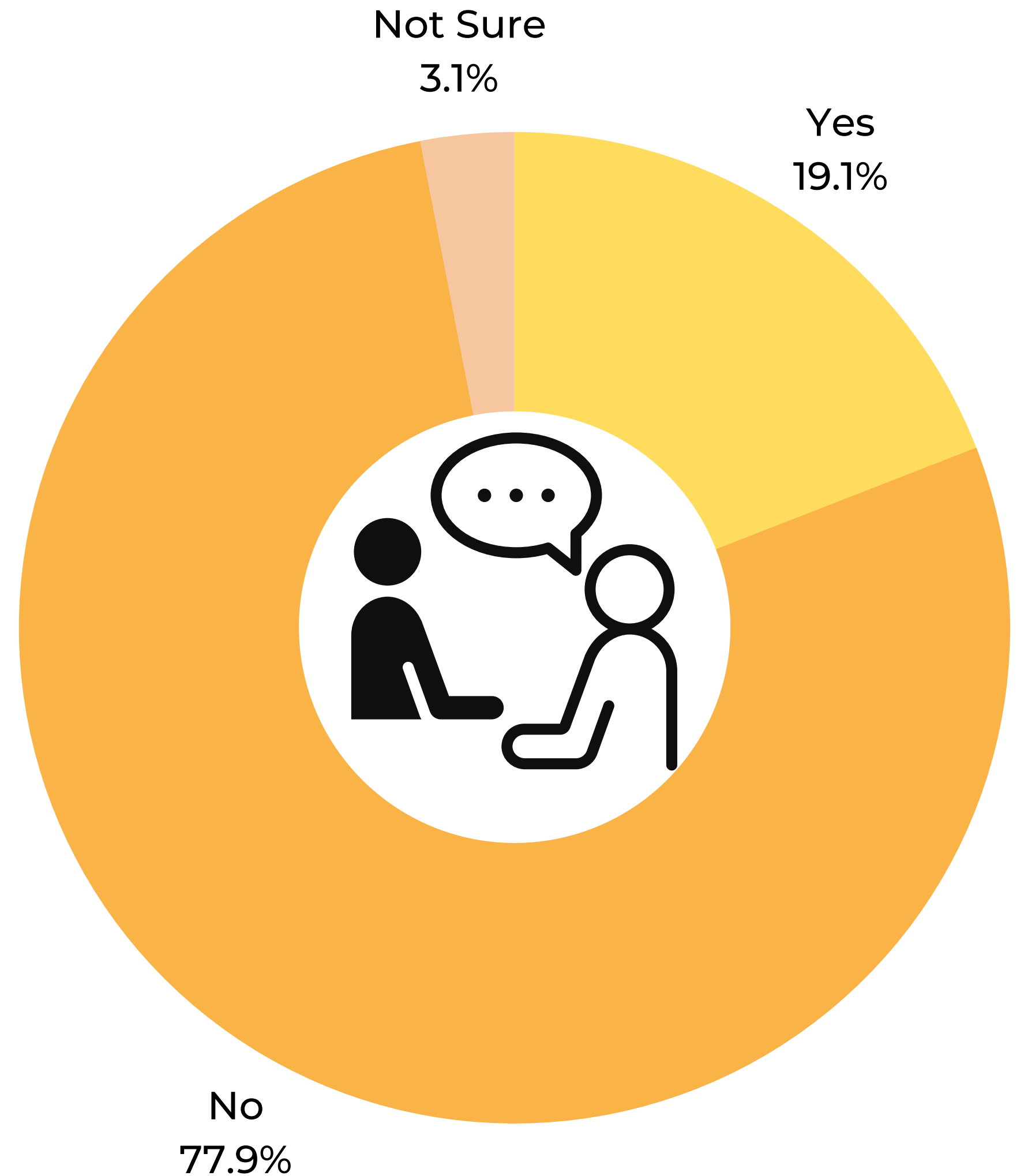
- During the 2022-2023 academic year, a pre-assessment survey was conducted across various instruction sessions to assess student perceptions of expertise
  - Instruction sessions were provided to courses ranging from 1000 to 4000 level
  - Collected a total of 131 student surveys containing four questions



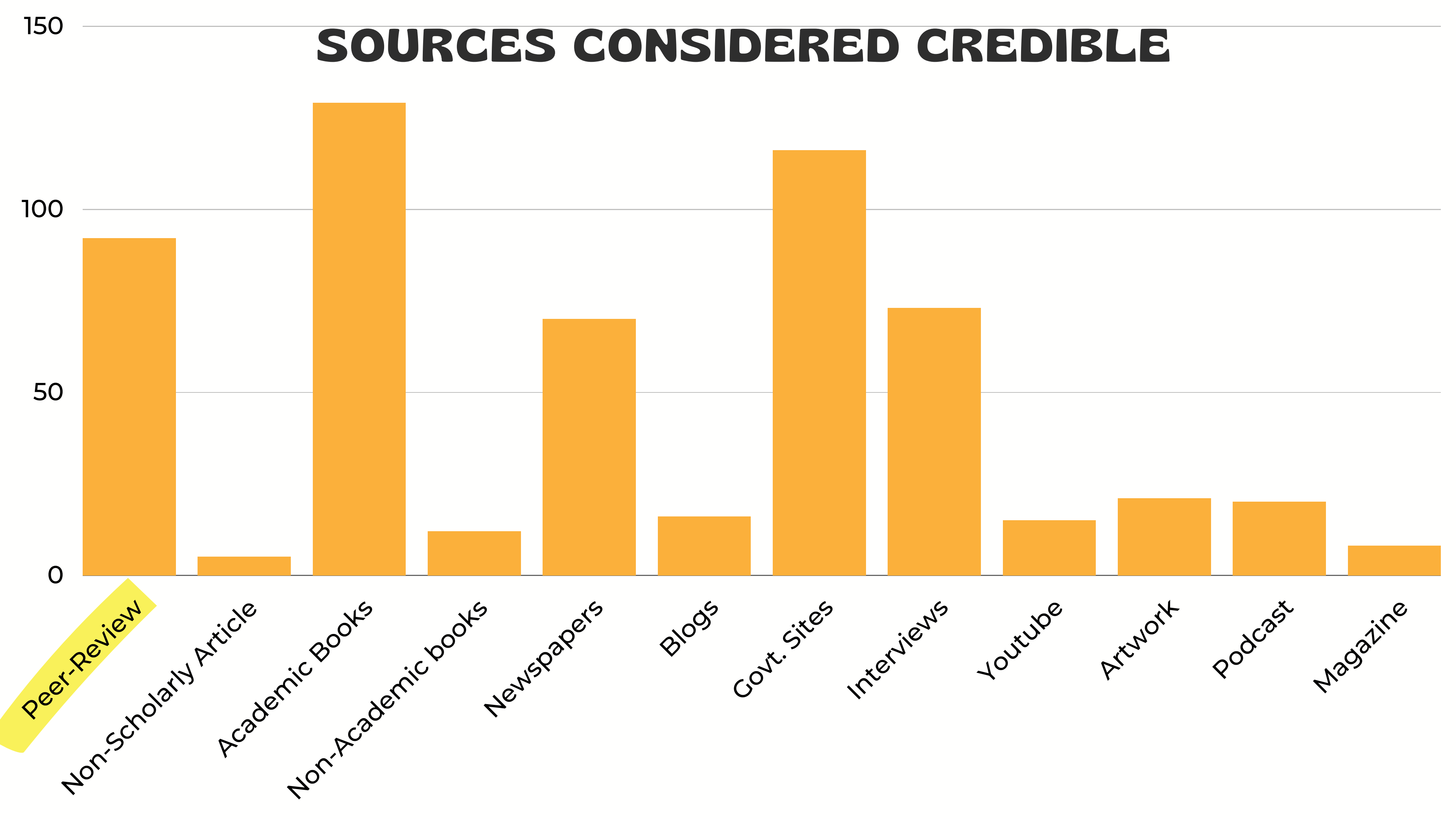
# STUDENTS SURVEYED



**ATTENDED A  
LIBRARY  
WORKSHOP,  
INSTRUCTION  
SESSION, OR  
MET WITH A  
LIBRARIAN?**



# SOURCES CONSIDERED CREDIBLE



# DECIDING IF A SOURCE IS CREDIBLE

## FIRST YEAR STUDENTS

- Domain
- Author/creator
- "Peer-review"
- Content
- Relevancy test

## SECOND YEAR STUDENTS

- Content
- Author/ creator
- "Peer-review"
- Domain
- From the library
- Alternate resources

## THIRD YEAR STUDENTS

- "Peer-review"
- Content
- Author/ creator
- Non-biased
- From the library

## FOURTH + YEAR STUDENTS

- Author/creator
- "Peer-review"
- Domain
- Assigned
- Community resources

# TAKEAWAYS



- Students predominately rely on peer-review
  - Even when 77.9% of students surveyed had no experience interacting with the library
- There's a need to transform students' relationship with information
  - Must be a collective effort across disciplines, not just in the library

# SHIFTING AWAY FROM PEER-REVIEW

- Not a call to end the use of peer-review
- While heavily relied on for the Sciences, Business, etc., it's still important to incorporate other sources!
  - Example: PHD candidate from Yale robotics program
    - Women of color in tech
    - Can attest to both the struggles and existing within a white male dominated space

# WHAT CAN NON-TRADITIONAL EXPERTISE LOOK LIKE?



- Community Voices
  - Generally exist in the open web
    - Independent publishing
    - YouTube
    - Podcasts
    - Associations/Movements - Landback, Cite Black Women, BLM, etc.
    - Blogs
    - Social Media
    - Speeches or oral histories
- These experts in the field are not generally associated with scholarship but rather preservation of their culture, educating community, or simply living life and their customs

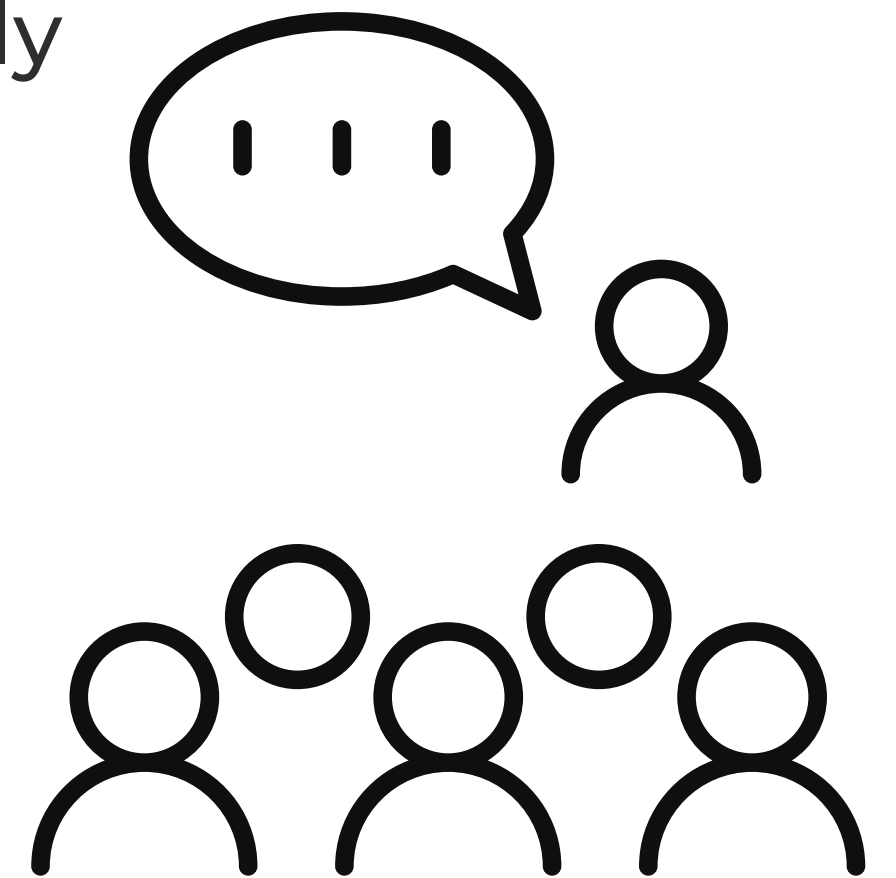


# **WHY IMPLEMENT NON-TRADITIONAL EXPERTISE?**

- Lack of research on marginalized communities within peer-review
- Non-traditional resources fosters a more inclusive research environment
- Gives voices to marginalized communities
  - Hearing directly from the source rather than a secondary voice
  - Oftentimes information is misinterpreted, skewed, or incorrectly portrayed

# HOW CAN WE BEGIN IMPLEMENTING NON-TRADITIONAL EXPERTISE?

- Whether at the reference desk or providing instruction, acknowledge:
  - Biases exist within research and in academia broadly
  - Voices are excluded within databases and journals



# HOW CAN WE BEGIN IMPLEMENTING NON-TRADITIONAL EXPERTISE?

- After introducing library services such as databases, journals, etc. in instruction sessions
- When discussing alternative resources
  - Mention to double check with professor to ensure alternative resources are ok to use!
  - Does not hurt to talk with faculty prior to instruction

# HOW CAN WE BEGIN IMPLEMENTING NON-TRADITIONAL EXPERTISE?

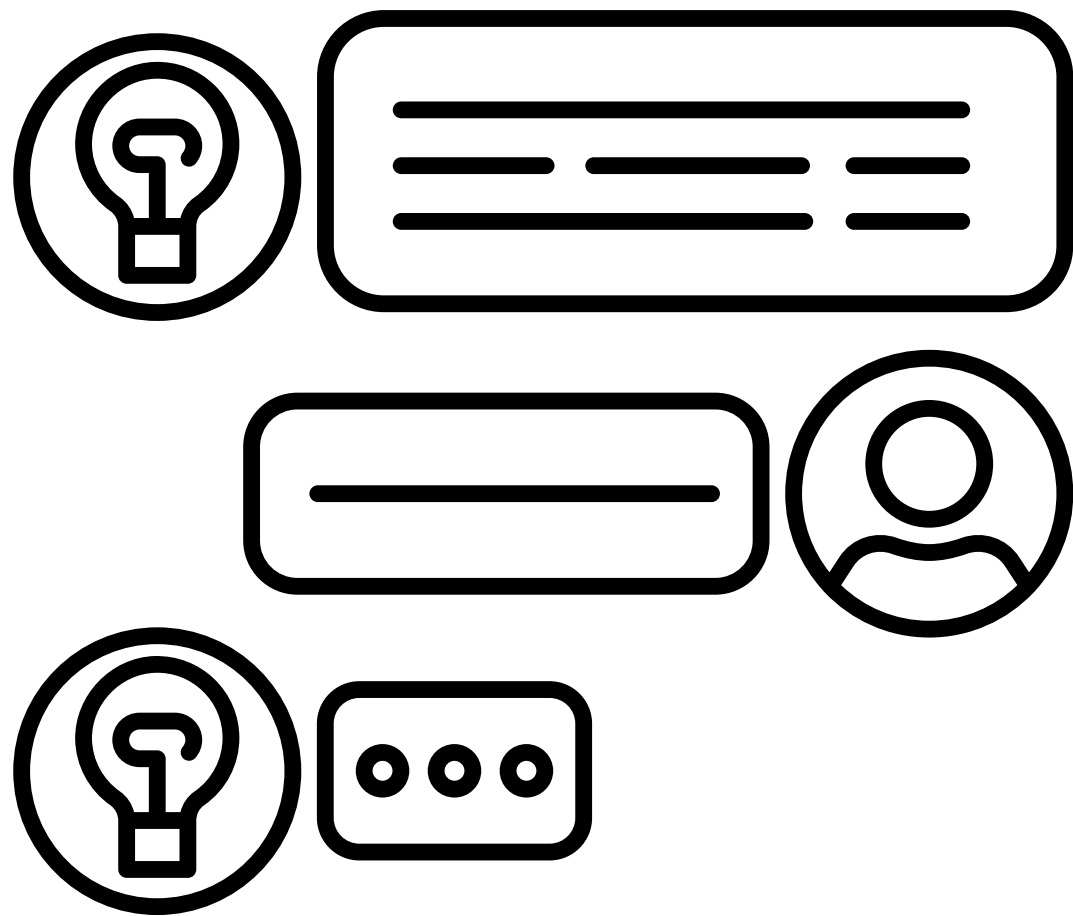
- Demo an open web search for a topic after conducting a library search
  - "Street vendors"
  - Can go over articles/books found on the library website and highlight .gov sites, magazines, blogs, YouTube, etc. in the open web
- Provide a check list to assist students in determining if a source is credible



# CHECKLIST

- Author/Creator - Who are they? Previous works?  
Community member?
- About Us - What are they trying to accomplish?
- Contact Us - Are they open to questions?
- Domain - .gov, .com, .edu
- Overall look

# HOW CAN WE BEGIN IMPLEMENTING NON-TRADITIONAL EXPERTISE?



- Offer a workshop
- Be mindful of information overload but start the conversation!

# ● ● ● **PREVIOUS WORKSHOP @ CPP** ●

- *Exploring Expertise and Knowledge in Indigenous Cultural Practices*
  - Discussed inequalities of peer-review
  - Alternative sources outside the realm of traditional academia
  - Credible sources within the Native American Community
  - The importance of what is and isn't appropriate to research
  - Appropriate language when referring to Native Americans
  - Leaders and knowledge sources within the Native American Community
- In collaboration with Ethnic and Women's Studies Faculty and Staff and the Native American Student Center



# **REFLECTION & BRAINSTORM ACTIVITY**



# REFERENCES

Fisher, D., & Parisi, N. (2015). Social influence and peer review: Why traditional peer review is no longer adapted, and how it should evolve. *EMBO Reports*, 16(12), 1588–1591.

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Wood, L. M., & Keer, G. (2021). Problematizing Peer Review: Academic Librarians’ Pedagogical Approaches to Peer Review. *Journal of Librarianship and Scholarly Communication*, 9(1), eP2399–. <https://doi.org/10.7710/2162-3309.2399>