



Teaching scholarly communication using research infographics

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We acknowledge that the Making Research Accessible initiative's work happens on the unceded, traditional, and continually occupied territory of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətał (Tsleil-Waututh) peoples.

This portal is part of our ongoing commitment to changing the negative impacts of extractive ways of doing research and encouraging a more engaged and collaborative culture of knowledge exchange.



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Brent Sparrow Jr., Musqueam (2016)



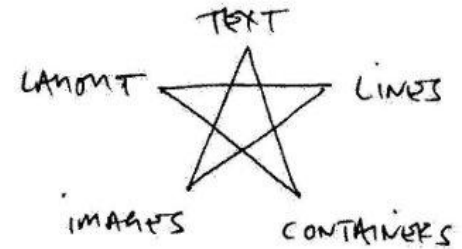


Find all of the resources mentioned in this session, and leave any questions you have, [here](#).

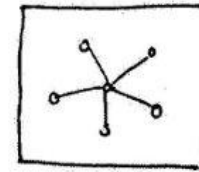
Draw the Argument

Taking a cue from "sketchnoting" or graphic notetaking:

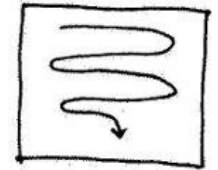
1. Think of an argumentative piece you've read recently (article, essay, op-ed, tweet thread, etc.)
2. Take out a piece of paper and try to draw the argument: summarize the piece visually.



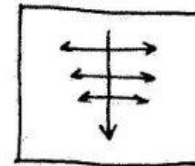
I drew this image on the whiteboard to depict the five common sketchnote ingredients



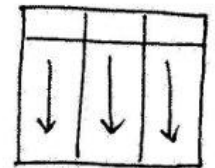
RADIAL



PATH



TOP TO BOTTOM
CENTER & OUT



DIVISION

I drew these images on the whiteboard to depict the four common sketchnote layouts



Case Study: MRAi and ASTU 100

- **Community priority** to address extractive research practices in the DTES
- **MRAi Partnership** formed to investigate and respond
- **DTES Research Access Portal** created as a resource to address this
- **Open Access** is not enough
- **Collaboration** with ASTU 100 instructors is one way we are advancing more accessible forms of knowledge exchange

Case Study: MRAi and ASTU 100

Project Overview	
Stage 1: Knowledge Translation Planning	
i.	Article selection
ii.	Author outreach
Stage 2: Class Preparation	
iii.	UBCLE & DTES orientation
iv.	Article assignment
Stage 3: Student Participation and Author Feedback	
v.	Write plain language text-based summaries
vi.	Corresponding author summary feedback
vii.	Learn infographic design principles
viii.	Make infographics
ix.	Infographic peer review
Stage 4: Stakeholder Approval	
x.	Team infographic evaluation
xi.	Corresponding author infographic evaluation
Stage 5: Licensing and Access	
xii.	Publication and dissemination
Stage 6: Reflection and Renewal	
xiii.	Debrief and reflection





Case study results and use

- Over three years, 269 students created 55 infographics. 17 were published on the DTES RAP
- Infographics have been downloaded 1001 times as of Nov 2022
- Community focus groups conducted by Shannon confirmed value and sharpened our toolkit
- Popular at outreach events in the community, such as pop up libraries
- Being used as part of a Knowledge Cafe program at the LE to facilitate conversations about research



Case Study: MRai and ASTU 100

What we've learnt:

- First-year students as “apprentice researchers”: they appear to excel as **scholarly interlocutors**
- Students demonstrate impressive **digital facility**
- Project offers students an **authentic writing situation** as well as a **publication opportunity** (rare at the undergraduate level)
- Participate in meaningful **research advocacy** and **knowledge mobilization**
- CEL project allows students to work with an over-researched community without adding further burden to DTES residents

The Public Humanities Hub Perspective



Making Infographics

In this toolkit, you will find:

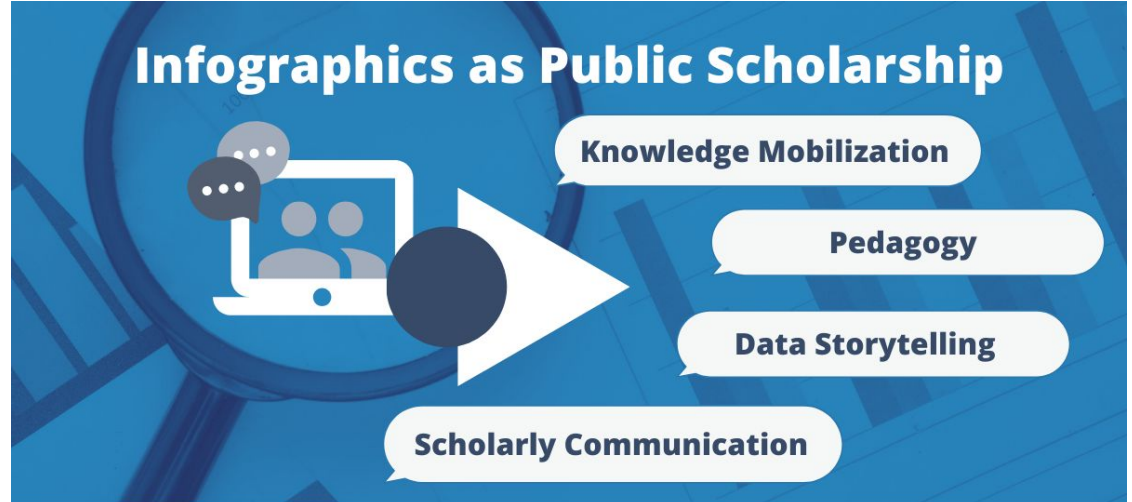
- Resources for getting started in making, disseminating, and teaching with infographics
- Examples of infographics from other scholars
- Tools and software for making infographics



Podcasting

In this toolkit, you will find:

- Podcasts produced by other academics on various topics and formats
- Recording facilities, training, and learning resources on and off campus
- Information about where to host your podcast files
- Popular podcast directories and more



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange
Public Humanities

Thursday, March 24 | 1-2:30 PM (PST) | Online

Let's explore!

Infographics Toolkit

Table of Contents

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Why infographics?

Infographics, or information graphics, are graphic visualizations that combine data, illustrations, text, and images to tell a story.

Infographics are commonly used to share health and medical information, news stories, or to disseminate scholarly research. While infographics may differ in terms of content, their goals remains the same – to present information in a way that is easy to understand, engaging, and aesthetically-pleasing. Scholars can use infographics to share their work with other academics, as well as with broader audiences outside their field of study. As a pedagogical tool, infographics can assist students in understanding the importance of accessible research dissemination, alternative genres of output, effective communication, knowledge mobilization, and community engagement.

This toolkit builds on the advice and resources shared by participants in our roundtable on infographic creation and accessible research dissemination. This toolkit will provide additional information on accessible research dissemination and infographics as pedagogy and will offer recommendations on creating infographics.

On March 24th 2022, the Public Humanities Hub co-hosted with UBC Library and the UBC Learning Exchange a roundtable discussion by scholars about the creation and use of infographics as an alternative, or complementary, mode of research dissemination.

Panelists:

- **Kirby Manià**, Lecturer, Coordinated Arts Program and Journalism, Writing, and Media (University of British Columbia) and **Evan Mauro**, Lecturer, Coordinated Arts Program and English (University of British Columbia) [[5:00](#)] on teaching scholarly research and community engagement with infographics.
- **Lupin Battersby**, Knowledge Mobilization Officer (Simon Fraser University) [[38:31](#)] on using infographics for knowledge mobilization.
- **Valerie Hruska**, Knowledge Mobilization & Communications Officer (University of Guelph) [[56:18](#)] on infographics for research enterprise.

Co-moderators:

- **Shannon Murray**, MRAI Student Librarian, University of British Columbia
- **Nick Ubels**, Community Engagement Librarian, Irving K. Barber Learning Centre and UBC Learning Exchange

📄 Download the [transcript](#) or view the video below.

Student-created infographics

The LinkVan Project : infographic

Gustavson, Kalyn; Macaskill, Sloane; Rioux, Anne; Trabouisee, Alex
2020-04-25



← Item record on the RAP

Description

This infographic is based on the following article : Smythe, S., Pelan, D., & Breshears, S. (2018). The LinkVan project: Participatory technology design in Vancouver. *Language & Literacy (Kingston, Ont.)*, 20(3), 9-25. This undergraduate student work is a product of a collaboration between the Making Research Accessible initiative (MRAI), researchers, Dr. Evan Mauro and the students of ASTU 100 at UBC. This student work has been reviewed by the lead author of the original item. Revisions provided by the lead author have been incorporated into the student work with support from the UBC Learning Exchange and members of the MRAI. The reader should bear in mind that this is a student research report and is not an official document of UBC.

Full Metadata Record

Click linked terms to start a filtered search.

Topics: Labour, Income, and Social Services
Education, Literacy and Digital Access

Affiliations: Faculty of Arts, UBC
Coordinated Arts Program, UBC
UBC Learning Exchange

Categories: Academic Research

Genres: Infographic

Type(s): Text

Collection: DTES

Contributors: Smythe, Suzanne
Pelan, Dionne
Breshears, Sherry
Mauro, Evan

Show Less +

Related Materials

The LinkVan Project:
participatory technology
design in Vancouver
Smythe, Suzanne and others

→ Infographic hosted by cIRcle



THE "LINKVAN" PROJECT: Participatory Technology Design in Vancouver

Smythe, S., Pelan, D., & Breshears, S. (2018). The LinkVan project: Participatory technology design in Vancouver. *Language & Literacy (Kingston, Ont.)*, 20(3), 9-25. doi:10.20360/langandlit29406

WHAT IS "LINKVAN"?

LinkVan is a user-friendly online directory of essential services. "LinkVan" was developed with, and for, the DTES community. "LinkVan" also offers just-in-time digital literacy to help people find resources.

Quick Facts:



Many people in the DTES have no consistent access to digital technology



Unstable housing is related to unreliable internet access



The rising cost of the Internet excludes many community members from the online world



Digital literacy education should be part of an adult education system

WHY IS DIGITAL INEQUALITY A PROBLEM?



Digital literacy and access to technology are more important than ever, with many essential resources, information, and services now offered completely online. When community members participate in the creation of the technology, these designs are more user friendly. When communities aren't included in decisions about technology, and when they don't have access to technology, this creates **digital inequality**.

58 DTES Community Members were interviewed by LinkVan:

We asked 58 members from the DTES how they use technology, and what kind of technology they have access to.



● Relied on public spaces for internet access
● Did not rely on public spaces for internet access

HOW TO REACH DIGITAL EQUALITY:

This paper identifies three solutions on how to reach digital equality

1



INTERNET

Increase access to affordable and reliable internet

2



DESIGN

Include people in decisions about technology

3



EDUCATION

Increase access to digital literacy educational resources

Infographic prepared by Kalyn Gustavson, Sloane Macaskill, Anna Rioux, and Alex Trabouisee in April, 2020

This undergraduate student work is a product of a collaboration between the Making Research Accessible initiative (MRAI), researchers, Dr. Evan Mauro and the students of ASTU 100 at UBC. This student work has been reviewed by the lead author of the original item. Revisions provided by the lead author have been incorporated into the student work with support from the UBC Learning Exchange and members of the MRAI. The reader should bear in mind that this is a student research report and is not an official document of UBC.





Questions



References

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