

REPRESENTATION IN THE BIBLIOGRAPHY

HOW DOES THE LACK OF CONTEMPORARY AND REPRESENTATIVE RESEARCH THEMES IN READING LIST RESOURCES AFFECT STUDENT ENGAGEMENT WITH LIBRARY RESEARCH AND LIBRARIAN SUPPORT?

- Grace O'Driscoll : Academic Support Librarian for BA Fine Art Camberwell.
- Background : Research skills teaching observations.
- Case study : Fine Art Subject Guide Bibliography.
- ARP : Survey of student cohort by questionnaire.
- Next steps : action plans and opportunities

BACKGROUND : LEARNING OUTCOMES

Learning Outcomes	
LO1	Demonstrate effective technical, critical and methodological skills relevant to your ideas and intentions [Realisation]
LO2	Analyse, evaluate and critically reflect on the context of your own work and the work of others taking into account relevant questions of social, racial and/or environmental justice principles* [Enquiry]
LO3	Apply research skills in order to comprehend, synthesise, critically evaluate and support your ideas [Communication]
LO4	Ability to articulate how your art making can be situated within wider cultural, social, critical and working contexts [Knowledge]
LO5	Ability to undertake research ethically based on UAL guidelines. [Process]

Koshy et al. on Action Research:

- Situation based, context specific
- Knowledge creation at the point of application
- Problem solving (2010)

Social Justice themes are specified in research-based module learning outcomes, for example dissertation-level projects.

BACKGROUND : OBSERVATIONS

Camp

Sontag, S. (2001) [Against interpretation](#). New York: Picador. [Link to ebook](#).

Collaboration

Billing, J., Lind, M. and Nilsson, L. (eds.) (2007) [Taking matter into common hands](#). London: Black Dog.

Kester, G. (2011) [The one and the many: contemporary collaborative art in a global context](#). Durham, North Carol

Lacy, S. (1994) [Mapping the terrain: new genre public art](#). Tadworth: Bay Press.

Stimson, B. and Sholette, G. (2007) [Collectivism after Modernism: the art of social imagination after 1945](#). Minnea
[ebook](#).

Collecting (see also Museum)

Elsner, J. and Cardinal, R. (1994) (eds.) [The cultures of collecting](#). London: Reaktion. [Link to ebook](#).


Briffett Aktaş (2024)

- social justice taught as a part of the course content **plus**
- Socially just education through the learning and teaching

However Social Justice themes have been largely absent from the UAL Libraries Subject Guide Bibliography.

BACKGROUND : EVIDENCE

ual:



**ANTI-RACISM
ACTION PLAN**

and anti-racism, as well as review existing and new LibGuides to ensure they profile resources which are appropriately diverse in the coverage.

UAL (2021) www.arts.ac.uk/about-ual/strategy-and-governance/anti-racism-strategy

ActiveDashboards

ual: university of the arts london

UG Attainment

Awarding rates filtered for BAME students

College	%1st/2:1			
	2021/22	2022/23	2023/24	
Camberwell Chelsea Wimbledon	79	75	72	vs 79 overall CCW
Central Saint Martins	87	74	80	
Creative Computing Institute	0	0	0	
London College of Communication	75	71	81	vs 81 UAL overall
London College of Fashion	68	65	68	
UAL	76	71	76	

UAL Awarding Gap analysis produced for inclusive practices reflective report. Data sourced from: dashboards.arts.ac.uk.
<https://gracepgclibrarian.myblog.arts.ac.uk/2025/07/11/intervention-plan-reflective-report-draft/>

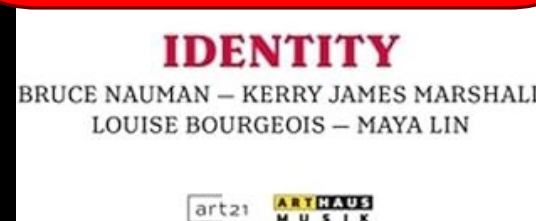
RESEARCH : THEMATIC ANALYSIS



Women x6

decolonisation of the university:

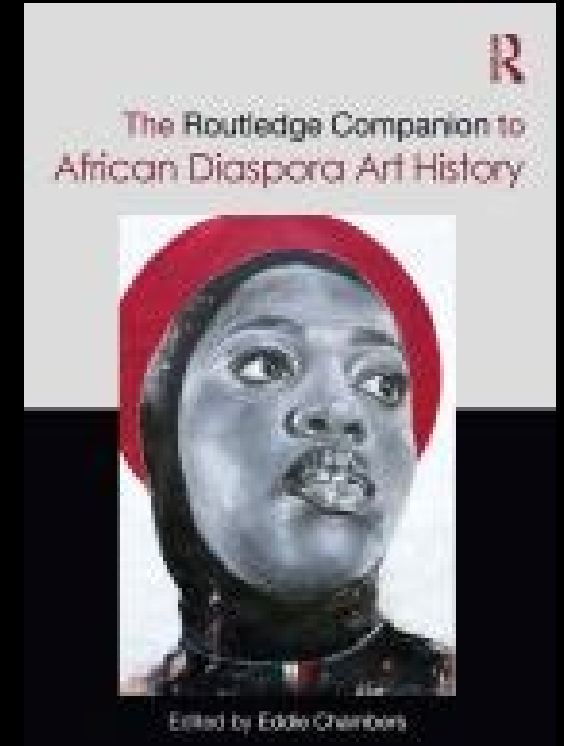
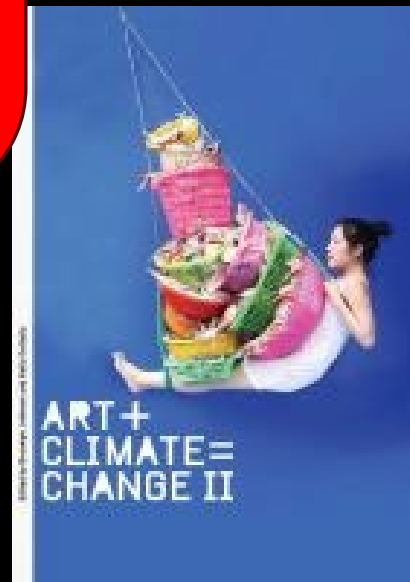
- not just about who is at the university
 - the what and the how of ... knowledge practices
 - the reduction or the fostering of difference
- Icaza & Vázquez (2018)



Identity x5



Asia x4



Diaspora x3

Environment x3

Library Services > LibGuides > Fine Art Practice, Theory and History > Welcome


Fine Art Practice, Theory and History: Welcome

Welcome Fine Art Bibliography Books/e-books and journals/e-journals

Fine Art Academic Support Librarians Welcome to the Fine Art Practice LibGuide

Camberwell College of Arts

[Grace O'Driscoll](#)



Supporting BA Computational Arts, BA Drawing, BA Painting, BA Photography, BA Sculpture. Resources Gallery

Whiteness in librarianship
(Stauffer, 2020, Ettarh,
2018, Morales et al., 2014)

RESEARCH : CULTURAL SAFETY IN ARP

LENETTE 2022:

- 'impact of activities from participants' perspectives...
- 'risks of emotional... harm... to multiply-marginalised people'
- 'people with direct experiences of, or interest in, the research topic'
- 'a paradigm shift from conventional and extractive methodologies'

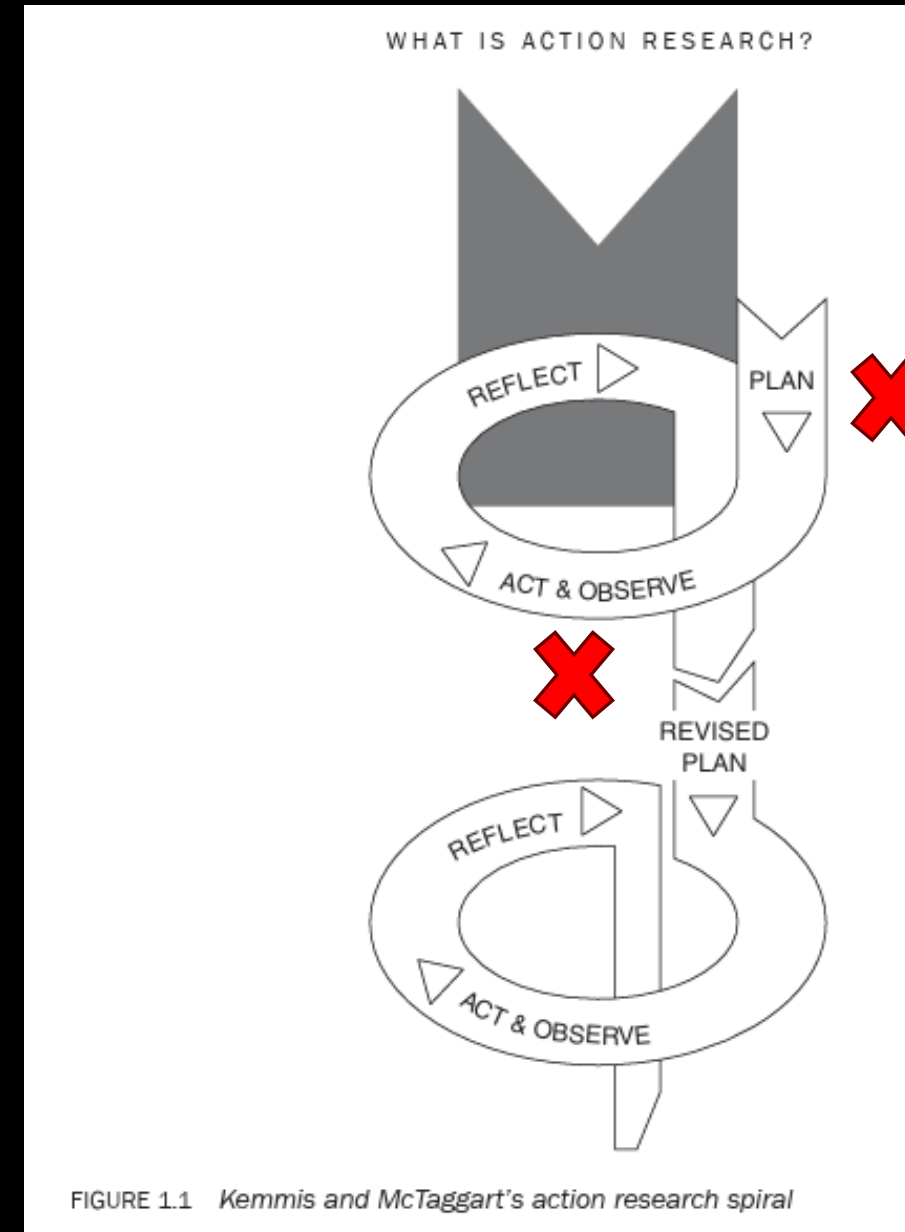
**CILIP library and information sector workforce mapping 2023:
95% white, 75% female, 63% age 45+, [40% 20 years+ experience]**

ACTION RESEARCH CYCLE

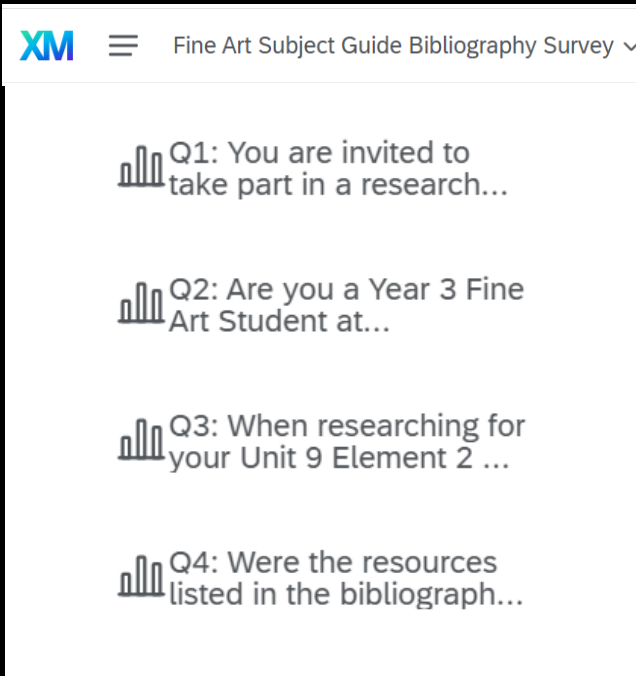
KOSHY ET AL. 2010:

- 'the process may not be as neat as the spiral... of planning, acting and observing..'
- 'initial plans will quickly become obsolete in the light of learning'
- 'the process is likely to be more fluid, open, and responsive.'

Reflect: using CRT tenets framework:
Leung & López-McKnight (2021)



RESEARCH : DATA GATHERING



Nine survey questions total, with maximum eight per respondent. Two free text questions, others multiple choice and sliding scales.

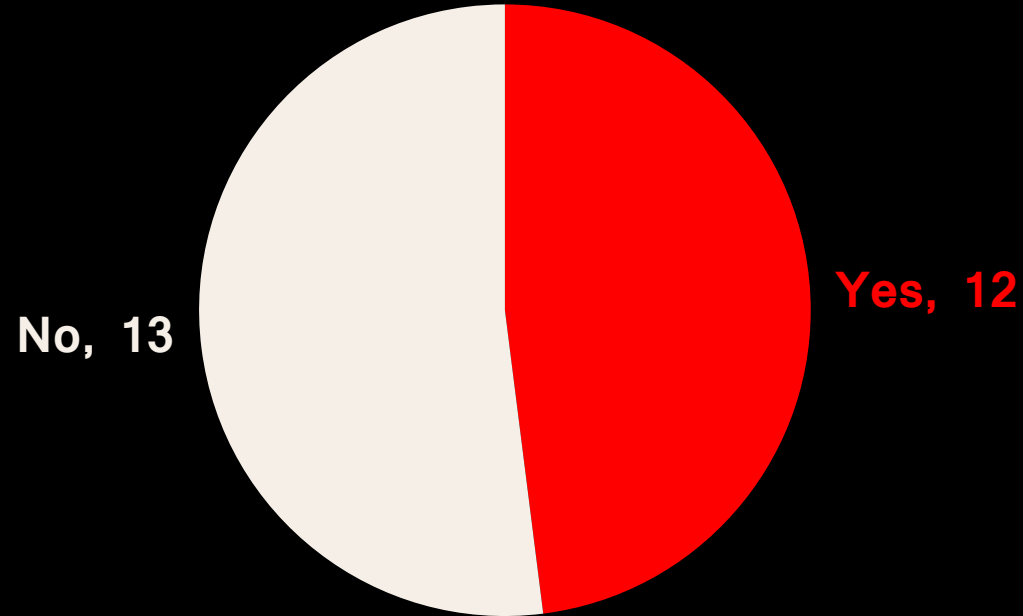


Distributed initially by email, then by QR flyers in studios and the library space - early December after dissertation-level project submission.



Unpacking the unexpected themes and findings arising in the survey has broadened the scope of the project.

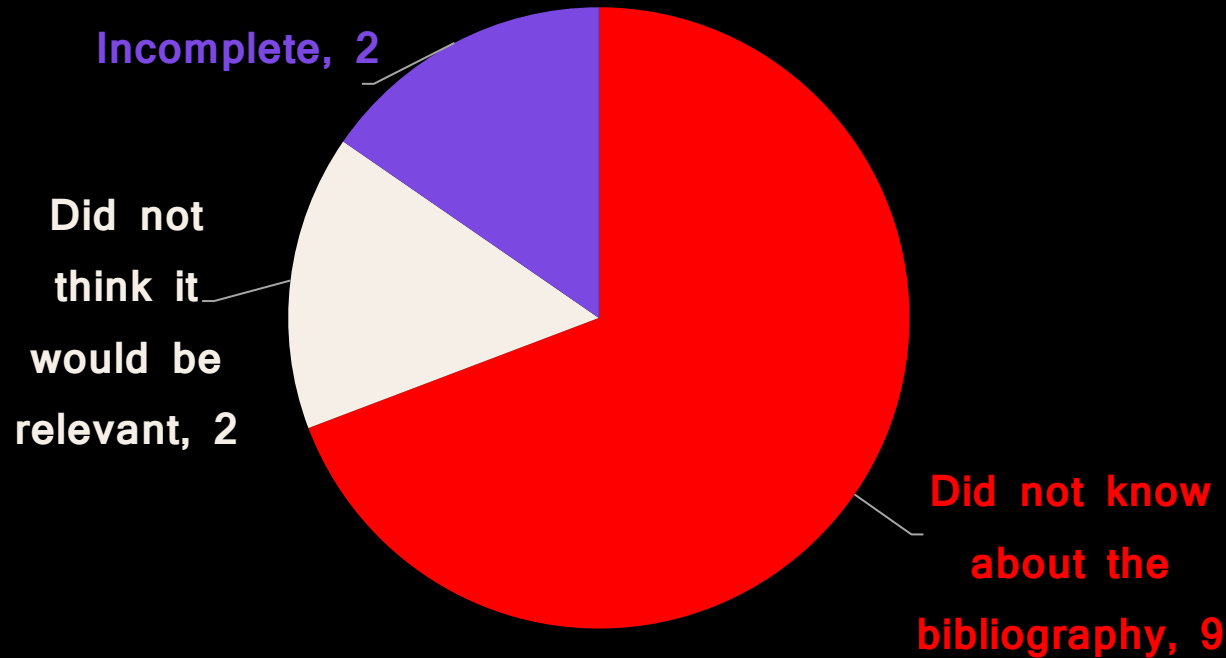
WHEN RESEARCHING FOR YOUR UNIT 9
ELEMENT 2 DID YOU ACCESS THE FINE
ART SUBJECT GUIDE BIBLIOGRAPHY?



RESEARCH FINDINGS : AWARENESS

- Only 48% of target cohort used the Bibliography

FOR THOSE WHO DID NOT USE THE
BIBLIOGRAPHY THIS WAS BECAUSE



RESEARCH FINDINGS : AWARENESS

- Of those who didn't use the Bibliography, 69% reported not knowing about it.

Action: Communication and dissemination of the improved resource on completion and ongoing.

RESEARCH FINDINGS : RELEVANCE

Sliding Scale/100	How well do you feel the subject guide represents the library's resources - Breadth of resources listed	How well do you feel the subject guide represents the library's resources - <i>Relevance</i> to subjects of interest	How well do you feel the subject guide represents the library's resources - Quality of resources recommended
Average	74.2	66.6	77.4

‘it is insufficient to only point to the unjust gaps, omissions and silences... what must be engaged with is ... what difference their inclusion would be for understanding’ Belluigi citing Bhambhra

RESEARCH FINDINGS : USE

Fine Art Bibliography

This bibliography presents a number of key texts arranged into an alphabetical A-Z list of subjects and concepts in Fine Art that could relate to your practical and contextual research. Search the library catalogue for more details including availability online and/or in print.

A

Abjection

Foster, H. (1996) '[Obscene, abject, traumatic](#)', [October](#), 78, pp .106-124.

Houser, C, Jones, L. C., Taylor, S. Ben-Levi, J. (1993) [Abject art: repulsion and desire in American art](#). New York: Whitney Museum of American Art.

Kristeva, J. (1982) [Powers of horror: an essay on abjection](#). New York: Columbia University Press.

Abstraction

Fer, B. (2000) [On abstract art](#). New Haven: Yale University Press.

Lind, M. (ed.) (2013) [Abstraction](#). London: Whitechapel Art Gallery.

Rajchman, J. (1998) 'Abstraction' in [Constructions](#). Cambridge, MA: MIT Press.

Library Catalogue Search

Find books, e-books, journal titles and fi

Keyword Search ▾

Search Catalogue

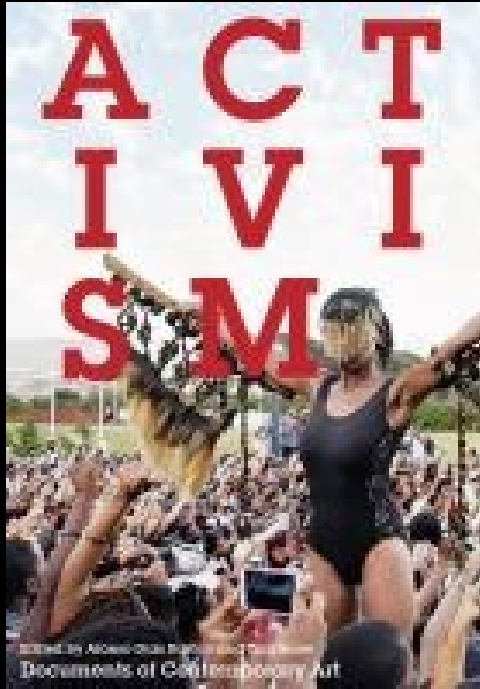


Student responses:

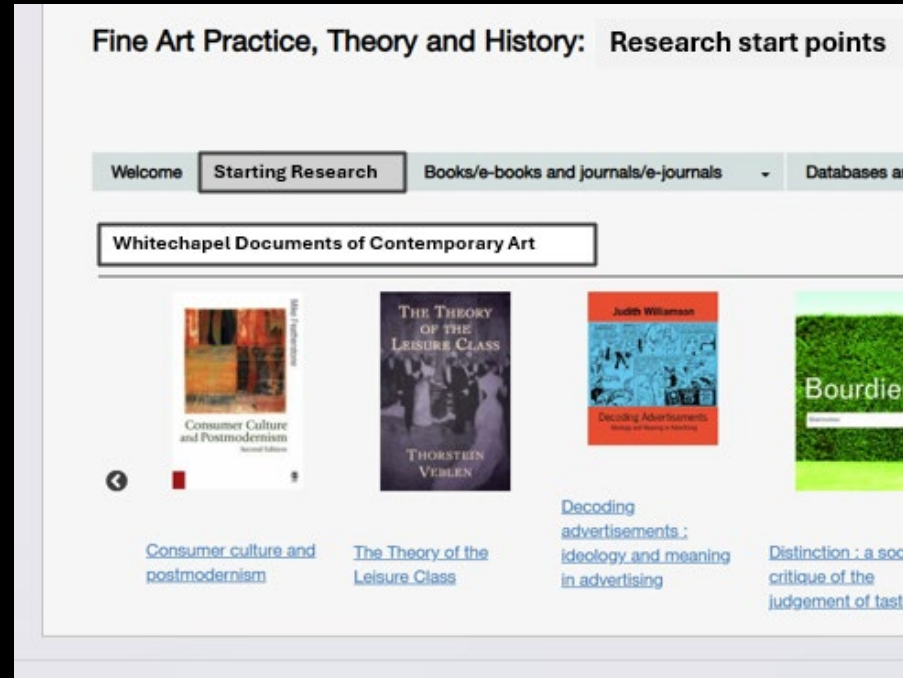
'It seems unclear what you can do on the page'

'in a library drop in session... she talked me through... which was very helpful'

NEXT STEPS : PLANS IN PLACE



Continue to populate Social Justice and activist research themes on the Fine Art Bibliography. Promote for tutorials.



Introduce a 'Starting Research' page, formatted using cover images for visual learners, including key Social Justice themes, based on borrowing data for title selections to capture student voice.

Dashboard

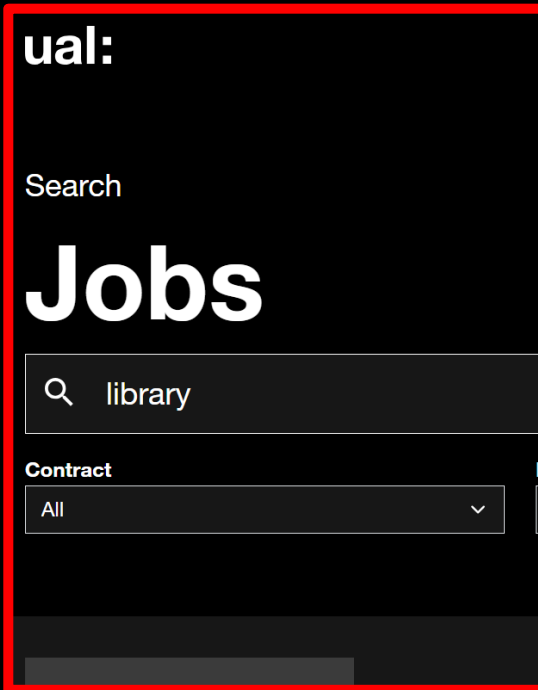
Recently accessed courses



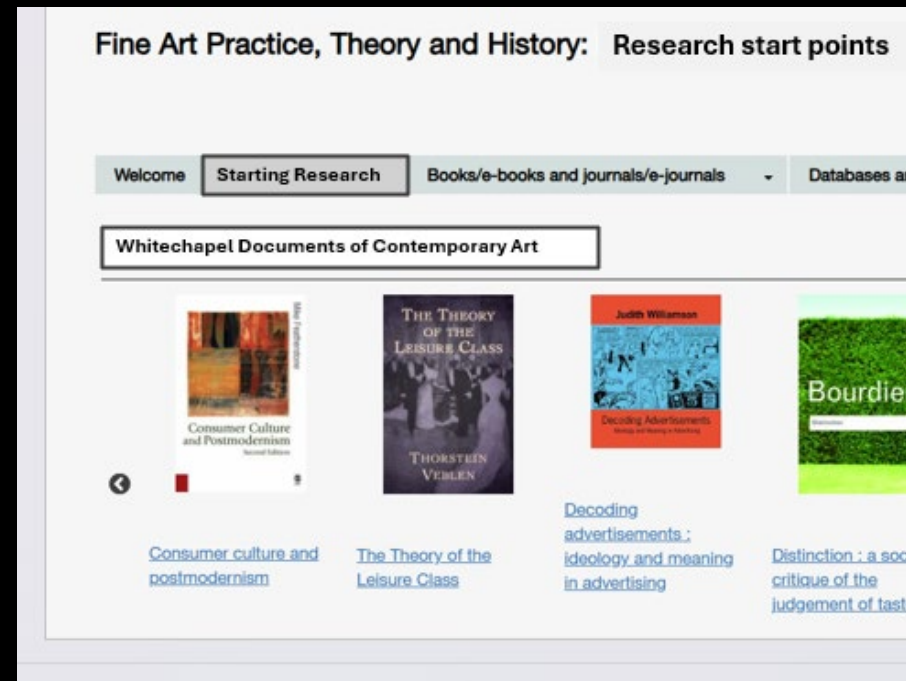
Camberwell Fine Art Programme
25/26 Unit 9: Practice and Articulation Element 2

Improve clarity and consistency of library presence on Moodle, to include links to Starting Research page. Trial QR posters in studios.

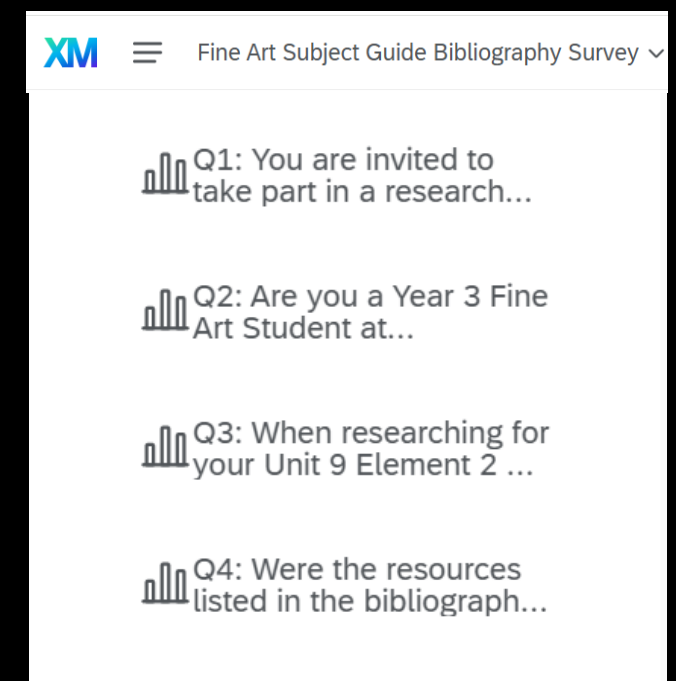
NEXT STEPS : FURTHER RESEARCH / PLANS



Highlight / escalate continuity planning and resource ownership to minimise risk of stagnant LibGuides .



Introduce a cyclical review process to ensure student needs, Learning Outcomes and course focus across UAL Fine Art courses is represented in the resource. Build in academic and cross libraries input.



Repeat the survey periodically to monitor student needs and feedback. (potentially using Mentimeter in sessions)

THANK YOU

SLIDES BIBLIOGRAPHY

- For a full project bibliography please see blog post ARP.7

Slide.2

UAL (2025) 25/26 Unit 9: Practice and Articulation Element 2. Available at: moodle.arts.ac.uk/course/view.php?id=88168 (accessed on 16/01/2026).

Koshy, E., Koshy, V., & Waterman, H. (2010). 'What is action research?' in E. Koshy, V. Koshy & H. Waterman (eds) *Action Research in Healthcare*. SAGE Publications Ltd. Pp. 1-24.

Slide.3

Briffett Aktaş, C. (2024) Enhancing social justice and socially just pedagogy in higher education through participatory action research, *Teaching in Higher Education*, 29(1), pp. 159-175. doi: doi.org/10.1080/13562517.2021.1966619.

UAL (no date) 25/26 Fine Art Practice, Theory and History: Fine Art Bibliography. Available at: <https://arts.ac.libguides.com/c.php?g=366075&p=4849900> (accessed on 16/01/2026).

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Slide.4

O'Driscoll G. (2025) Inclusive Practices Intervention : Reflective Report. Available at: <https://gracepgclibrarian.myblog.arts.ac.uk/2025/07/11/intervention-plan-reflective-report-draft/> (accessed on 16/01/2026).

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UAL (2025) Active Dashboards. Available at: <https://canvas.arts.ac.uk/News/257450/census-updates-and-new-active-dashboards-homepage> (accessed on 16/01/2026).

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O'Driscoll G. (2025) ARP.6 Data Analysis, appendix 2. Available at: <https://gracepgclibrarian.myblog.arts.ac.uk/2025/12/30/arp-data-analysis-and-project-presentation/> accessed on (18/01/26).

Icaza, R. & Vázquez, R. (2018) 'Diversity or decolonisation? Researching diversity at the University of Amsterdam' in G.K. Bhabra, et al. *Decolonising the University*. Pluto Press. pp. 110-127.

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CILIP (2023) Workforce Mapping 2023. Available at: www.cilip.org.uk/page/workforcemapping (accessed on 18/01/26).

Clarke, M. (2020) 'Liberate our library: doing decolonisation work at Goldsmiths library', *Art Libraries Journal*, 45 (4), pp. 148-154.

doi: doi.org/10.1017/alj.2020.23

Crilly, J., Panesar, L., and Suka-Bill, Z. (2020) 'Co-constructing a liberated / decolonised arts curriculum', *Journal of university teaching & learning practice*, 17 (2), article 9.

Ettarh F. (2018) 'Vocational awe and librarianship: The lies we tell ourselves', *In the library with the lead pipe*, 10th January. Available at: www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/ (accessed on 29/12/2025).

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Lenette, C. (2022) 'Cultural safety in participatory arts-based research: how can we do better?', *Journal of Participatory Research Methods*, 3 (1).
doi: doi.org/10.35844/001c.32606.

Morales, M., Knowles, E.C., and Bourg, C., (2014) 'Diversity, social justice, and the future of libraries', *portal: Libraries and the Academy*, 14 (3), pp.439-451.

Stauffer, S.M. (2020) 'Educating for whiteness: Applying critical race theory's revisionist history in library and information science research: A methodology paper', *Journal of Education for Library and Information Science*, 61 (4), pp.452-462.

Slide.7

Koshy, E., Koshy, V., & Waterman, H. (2010). 'What is action research?' in *Action Research in Healthcare*. Chapter doi: doi.org/10.4135/9781446288696.n1.

Leung, S. Y., & López-McKnight, J. R. (2021). 'Introduction: This is only the beginning', in S. Y. Leung and J. R. López-McKnight (eds.) *Knowledge justice: Disrupting library and information studies through critical race theory*. The MIT Press, pp. 1-41.
Chapter doi: [Doi: doi.org/10.7551/mitpress/11969.003.0002](https://doi.org/10.7551/mitpress/11969.003.0002)

SLIDES BIBLIOGRAPHY

Slides.9,10,&11

O'Driscoll G. (2025) ARP.6 Data Analysis, appendix 1. Available at: <https://gracepgclibrarian.myblog.arts.ac.uk/2025/12/30/arp-data-analysis-and-project-presentation/> accessed on (18/01/26).

Slide.11

Belluigi, D.Z. (2023) 'Why decolonising "knowledge" matters: Deliberations for educators on that made fragile', in L. Czerniewicz and C. Cronin (eds.) *Higher education for good*. Cambridge, UK: Open Book Publishers, ch.5. pp. 137-159.