Citation Politics: what is it and why should we care?

Sara Lil Middleton

18/02/2026

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Created by: Sara Lil Middleton *0000-0001-5307-8029*

Reviewed by: Sarah von Grebmer zu Wolfsthurn

Acknowledgements: Flavio Azevedo

Speaker Notes These are the **speaker notes**. You will a script for the presenter for every slide. In presentation mode, your audience will not be able to see these speaker notes, they are only visible to the presenter.

Instructor Notes There are also **instructor notes**. For some slides, there will be pedagogical tips, suggestions for acitivities and troubleshooting tips for issues your audience might run into. You can find these notes underneath the speaker notes.

Prerequisites

> ❗ Important
>
> Before completing this submodule, please carefully read about the necessary prerequisites.

- You will need access to a piece of your **own work** (a report, essay, journal article, blogpost, presentation) containing a **bibliography** with **10 or more references**, preferably in **.bib** or **.txt** file format (this is needed for the GBAT assessment).

Speaker Notes

Before we start, a reminder towards the end of the session, we will be doing an activity where we assess the bibliography in our own work.

Instructor Notes

For submodule delivery in person:

- You will need an account set up with Particify

- Post it notes and pens

  In advance of delivery of submodule:

- Send out the pre-submodule survey questions to learners using Particify (they will appear between slides X and Y)

- Remind learners i that they will need to have access to a computer and internet connection and a piece of their own work for GBAT assessment.

- Their work can be from anywhere (previous schooling, organisation, personal writing project)

Questions from previous submodule

- **Aim**: This first slide is dedicated to clarifying questions from the previous submodule and/or to discuss assignments.
- Additional slides may need to be added depending on the nature of the homework assignments.
- Critical for the learning process to ensure that students are on the same page and have been able to achieve the learning goals of the previous workshop.
- Not applicable if this set of slides corresponds to the first submodule of a new module.

Speaker Notes Script for the presentation here.

Before we start: Results of survey!

Speaker Notes

Let's take a look at the results of the short survey that was sent out before class. We will then compare our answers at the end of class.

How *familiar* are you with the concept of citational politics?

Scale 1 to 5: 1 = never heard of it, 5 = extensive knowledge.

1. Never heard of it
2. Basic knowledge, but cannot describe in detail
3. Some knowledge and can discuss
4. Some knowledge, can discuss and relate to with other issues
5. Extensive knowledge

How would you rate your *confidence* to carry out an audit of your citational practices on your work?

Scale 1 to 5: 1 = Not confident at all , 5 = Completely confident)

1. Not confident at all
2. Slightly confident
3. Somewhat confident
4. Very confident
5. Completely confident

List three adjectives that you expect or hope to *feel* at the end of the class

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Where are we at?

Speaker Notes:

Here are the results from the survey

Instructor Notes:

- Briefly examine the answers given to each question interactively with the group

- Use visuals from the survey to highlight specific answers.

- Make it clear to the group that there will be a similar post-submodule survey to examine understanding and learning progress.

Aim and overview of submodule

Aim: Examine the concept of citational politics, its links to knowledge production and dissemination and learn to use some tools and practices for more contentious citations.

There are **five** sections to this submodule:

- **Section 1**: Introduction and pre-submodule survey
- **Section 2:** Citation politics: the mechanisms and consequence of citational inequities
- **Section 3:** When should we think about citations?
- **Section 4:** Conducting a citational self-audit
- **Section 5:** Wrap up and what can we do to move towards citational equity?

Speaker Notes:

The over all of this submodule is to examine the concept of citational politics, its links to knowledge production and dissemination and learn to use some tools and practices for more contentious citations.

There are five sections to this submodule where the first two sections focus on the issues and the third and fourth sections focus on solutions.

We will end with wrap up session and think about what next.

Section 1: Learning goals and overview

Section 1 is all about learning the key terms and definitions and to get you thinking about the *what* and the *why* of citations.

Activity: "Think-pair-share" discussions

After completing section 1 you should be able to:

- **Recognize** the social and political context of citations
- **Explain** why citational practices are not neutral

Speaker Notes:

After completing section 1 you should be able to:

- **Recognize** the social and political context of citations
- **Explain** why citational practices are not neutral

Section 2: Learning goals and overview

In Section 2 we will examine the *mechanisms* and *consequences* of citational inequities.

Activity: Pass the discussion (ball)

After completing Section 2 you should be able to:

- **Describe** some of the mechanisms and effects of citational inequities
- **Identify** the key principles of citational equity
- **Give** examples of how consequences of citational disparities impact individuals and the research ecosystem

Speaker Notes:

After completing section 2 you should be able to:

- **Describe** some of the mechanisms and effects of citational inequities
- **Identify** the key principles of citational equity
- **Give** examples of how consequences of citational disparities impact individuals and the research ecosystem

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Section 3: Learning goals and overview

Section 3 looks at which stages in our work we should think about citations.

Activity: 4 corners (small group discussions)

After completing Section 3 you should be able to:

- **Recognize** the main stages of research from ideas to producing a report, essay, journal article
- Be able to **classify** which citational tools and practices can be used during each of the four major research stages: planning, project, paper and publication.

Speaker Notes:

After completing section 3 you should be able to:

- **Recognize** the main stages of research from ideas to producing a report, essay, journal article
- Be able to **classify** which citational tools and practices can be used during each of the four major research stages: planning, project, paper and publication.

Section 4: Learning goals and overview

Section 4 is all about putting to practice what you have learned and conducting your own citational self-audit!

Activity: Citational self-audit for gender diversity

After completing Section 4 you should be able to:

- **Assess** the gender diversity in a bibliography from your own work.

Speaker Notes:

After completing section 4 you should be able to:

- **Assess** the gender diversity in a bibliography from your own work.

Section 5: Learning goals and overview

In the last section (5) we will recap the previous sections

Activity: End of submodule quiz (open book)

After completing Section 5 you should be able to:

- **Summarize** the key terms relating to citational politics (citations, citational politics, citational cliques)
- Be able to **explain** how to conduct a self-audit of their citation practices

Speaker Notes:

After completing section 5 you should be able to:

- **Summarize** the key terms relating to citational politics (citations, citational politics, citational cliques)
- Be able to **explain** how to conduct a self-audit of their citation practices

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Warm up question to get us started!

What are citations, and why do we cite?

1. *think* about answer on your own
2. *discuss* answer with neighbor and *write* out a joint answer
3. we will *share* our answers in class

Speaker Notes:

We will now do a think-pair-share activity based on a two part question: What are citations, and why do we cite?

On your own you will first think about the answer. Then find a partner to discuss your answers before writing out a collective response to the question. We are aiming for a sentence or two answer. Then we will come together and each pair will report back their answers before we discuss as a class.

Instructor Notes:

Activity delivery mode:

If an in-person class: Learners first think about answers individually. Learners then discuss in pairs their answers and write a collective response on a post it note. Invite learners to explain their answers, one pair at a time. Stick their post it notes answers on the class board.

Online class (Zoom): Have learners think independently before discussing answers in pairs in break out rooms. Ask pairs to submit their answer in a pre-prepared Mentimeter and project onto Zoom whiteboard

Hybrid class: Particify (requires in person learners to have access to device to participate). Follow steps outlined in online class mode, where in person learners and online learners pair up respectively.

*Accessibility tip:*Explain to learners why the tasks are designed the way they are (link to learning objectives). Setting out expectations of the class should increase engagement (e.g. improved note taking and in class discussions)

What are citations?

> 💡 Definition
>
> - A reference to an information *source*, where the original author is given *credit.*
>
> - Citations map out the lineage of ideas upon which scholarship is built and informs what knowledge we *value* and whose knowledge we *platform.*
>
> - Citations are a key *currency* in academia where more citations equal more *prestige* (e.g. H index) (Sauve *et al.,* 2025).

For example, this definition cites work by Sauve and colleagues from 2025 where the full reference will appear in the bibliography at the end.

Speaker notes In everyday life we use citations, perhaps without realizing, for example verbal citations "X said this y".

This is the basis for the basic definition of a citation: a reference to an information source, where the original author is given credit.

But citations are more than referencing an information source

In the current academic system, patterns of citations reflect dominant world views (Western, racialized white men, Anglophone, non-disabled, higher socio-economic status)

How and who we cite informs what type of knowledge we value and whose knowledge we platform

Instructor Notes: Link definition presented here to answers learners gave in the warm up question

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Citations as a knowledge map

- *Bibliometric* analyses reveal patterns in citation practices (e.g. most cited papers or scholars)
- A *node* is like a busy urban center that is linked to other nodes via highways, where several nodes can form *clusters*
- Example: the Changning, Hongkou, Yangpu districts (*nodes*) have closer *links* forming city of Shanghai (*cluster*) compared to districts in Jiaxing >100 km away
- Figure adapted Lin *et al.* (2022)

Speaker Notes:

- We can map knowledge relationships made up of nodes that link together using Bibliometric analyses
- This colorful network maps out citations of documents relating to the medical field of Coronary microvascular dysfunction. Different color indicates different clusters. The size of the nodes represents the counts of citations. The distance between the two nodes indicates their correlation.
- We can also see how these knowledge maps change through time
- This particular figure was made using VosViewer

Instructor Notes:

- To add an interactive element to this slide you can ask learners to guess which paper is cited the most based on figure from Lin *et al.* (2022). Answer is the largest node labelled as "paulus (2023)" - the red one on the top left of the image.

Citations as a politic

Citations are more than a technical formality.

> 💡 Definition
>
> - Citations reflect *choices* scholars make in who they cite and who they overlook in their work.
> - There are inherent *biases* and *systemic inequalities* that result in epistemic hierarchies – that is the recognition and legitimization of *dominant* world views at the *exclusion* of others knowledge systems (Sauve *et al.,* 2025).

Speaker Notes:

- As we saw with the example knowledge map, it is evident when we see a highly cited paper.

- Citations reflect *choices* scholars make in who they cite and who they overlook in their work.

- It is just not about merit - there are inherent *biases* and *systemic inequalities* that result in epistemic hierarchies – that is the recognition and legitimization of *dominant* world views at the *exclusion* of others knowledge systems (Sauve *et al.,* 2025).

- In the next section we will look at citation politics in more detail

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Section 2: Citation politics: the mechanisms and consequence of citational inequities

Speaker Notes Script for the presentation here.

Practical exercise 2

- **Aim**: Design more practical exercises for students to apply the new skills in practise.

- Depending on the topic, the exercises should be in accordance with the learning objective(s).

- Add a description of the task, as well as a checklist as an overview of that your students need to be doing.

☒ Step 1

☐ Step 2

☐ Step 3

Speaker notes For students who advance faster: Prepare extra exercises.

Relevance and implications

- **Aim**: To work out the relevance of the topic to your students.
- In an interactive setting, discuss how the new skills could be applied in practise with specific examples.
- Examine downfalls and practical obstacles.

Speaker Notes Script for the presentation here.

Take-home message

Aim: End lesson on clear take-home message that are interactively compiled by students.

> 💡 Tip with Title
>
> Add one practical tips or take-home message.

Speaker Notes Script for the presentation here.

Assignment

- **Aim**: Explain the homework assignment and the rationale behind the homework.
- Examine whether/how it will be assessed
- Mention scoring rubrics, if applicable
- Design a peer-review system for assignments to place students in role of reviewer and author

Speaker Notes Script for the presentation here.

To conclude: Survey time!

- **Aim**: This post-submodule survey serves to examine students' current knowledge about the sumodule's topic.
- Use free survey software such as or other survey software (particify, formR) to establish the following questions (shown on separate slides):

Speaker Notes Script for the presentation here.

What is your level of familiarity with [Topic] (e.g., basic concepts, terminology, or tools)?

a. I have never heard of it before.

b. I have heard of it but have never worked with it.

c. I have basic understanding and experience with it.

d. I am very familiar and have worked with it extensively.

Which of the following concepts or skills do you feel most confident about in relation to [Topic]? (Select all that apply)

a. Concept 1

b. Concept 2

c. Concept 3

d. Concept 4

e. I am not sure about any of these concepts.

On a scale of 1 to 5, how comfortable are you with using [specific tool/technology] related to [Topic]? (1 = Not comfortable at all, 5 = Very comfortable)

a. 1

b. 2

c. 3

d. 4

e. 5

Discussion of survey results

- **Aim**: Briefly examine the answers given to each question interactively with the group.
- Compare and highlight specific differences in answers between pre- and post-survey answers

Speaker Notes Script for the presentation here.

References

- Provide literature you refer to throughout this lesson.

Speaker Notes Script for the presentation here.

Thanks!

See you next class :)

Pedagogical add-on tools for instructors

- This section is dedicated to ideas on how to incorporate pedagogical tools into teaching for this specific submodule topic. This could mean:
  - Information about the scientific evidence on the theory of the pedagogical add-on tool and the evidence for its efficacy.
  - Discussion/reflection on how tools can be incorporated into the teaching for this particular content.
  - Extra exercises for faster students.

Additional literature for instructors

- References for content
- References for pedagogical add-on tools

- Other resources (videos etc.)

Formatting elements for instructors

- **Aim**: This section contains templates for different formatting elements, which can be modified and adapted for the instructor's individual purposes.

Text with example links

- [Quarto Documentation]
- [Reveal.js Documentation]
- [Markdown Guide]
- [GitHub]

Basic text formatting

- **Bold: **bold** → bold**

- *Italic: *italic* → italic*

- ~~Strikethrough: ~~text~~ → text~~

- Inline code: `code` → code

- Blockquote: > Quote →
  "This is a quote"

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Figure with caption

- Centered image and caption below in italics

This is a Penguin.

Figure with bullet points

- First bullet point
- Second bullet point
- Third bullet point

Side-by-side figures

Stacked figures with text

- First bullet point
- Second bullet point
- Third bullet point

Two-column text slide

Column 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Vivamus lacinia odio vitae vestibulum vestibulum.
Cras venenatis euismod malesuada.

Column 2

Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris.

Three-column text slide

Column 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Vivamus lacinia odio vitae vestibulum vestibulum.

Column 2

Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris.

Column 3

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla
pariatur.

Simple table

Column 1	Column 2	Column 3
Row 1 Cell	Row 1 Cell	Row 1 Cell
Row 2 Cell	Row 2 Cell	Row 2 Cell
Row 3 Cell	Row 3 Cell	Row 3 Cell
Row 4 Cell	Row 4 Cell	Row 4 Cell

Complex table

Column 1	Column 2	Column 3
Row 1 Cell	Row 1 Cell	Row 1 Cell
Row 2 Cell	Row 2 Cell	Row 2 Cell
Row 3 Cell	Row 3 Cell	Row 3 Cell
Row 4 Cell	Row 4 Cell	Row 4 Cell

Task list

- ☒ Done
- ☐ To do

Embedding videos

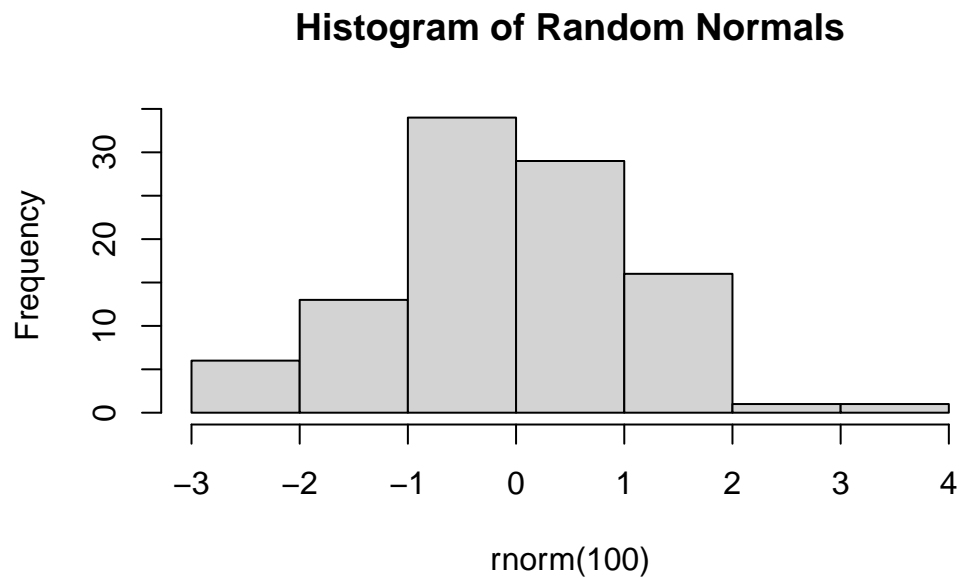**Code blocks**

```r
# A basic R code chunk
x <- 1:10
mean(x)
```

```
[1] 5.5
```

```r
# A simple plot
hist(rnorm(100), main = "Histogram of Random Normals")
```

Histogram of Random Normals

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Example attribution (for previous slide)

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