Working at the Intersections of Information Literacy and Scholarly Communication

New Models for Engaging Students, Faculty, and Librarians

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#acrlintersections

Our Panelists

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#intersections

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Intersections of Scholarly Communication & Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment

Intersection 1: Economics of the Distribution of Scholarship *The changing nature of scholarly publishing, and the education of students to be knowledgeable*

Intersection 2: Digital Literacies
Teaching new content formats, and the emergence of multiple types of non-textual content

Intersection 3: New Roles for Librarians
The imperative to contribute to the building of new infrastructures for scholarship and to be deeply involved with evolutions in teaching
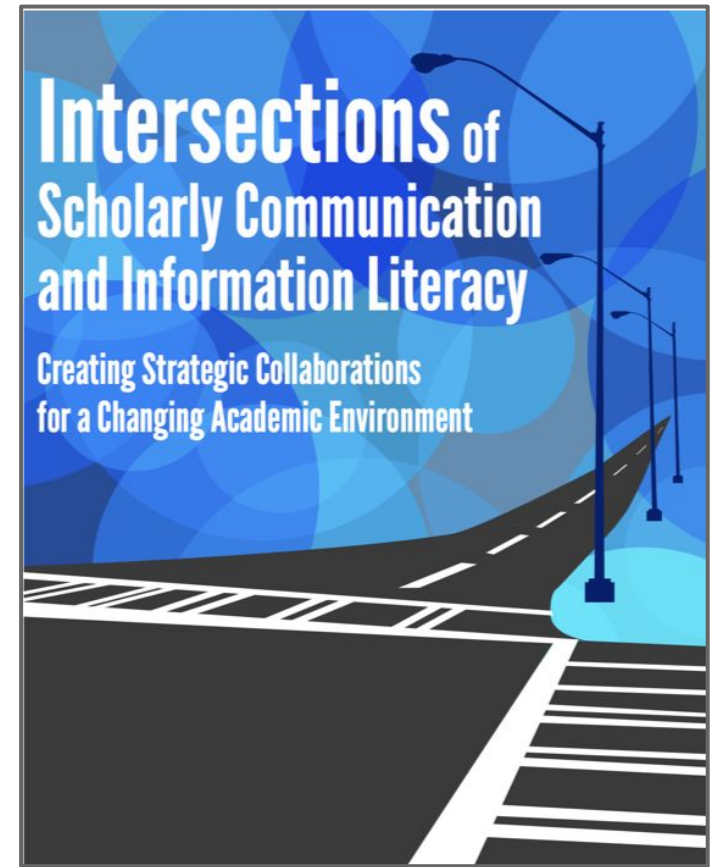
Why the #intersections white paper didn't go far enough

"The *Intersections* and the *Framework* strive to address our challenges by laying a foundation to work from, providing a shared vocabulary, and connecting our pedagogy to students' development as scholars and creators in their own right."

~Stephanie Davis-Kahl

"... if it generates conversations at all levels in academic libraries and at professional conferences about ways librarians can embrace new roles and work across traditional boundaries to prepare students, faculty, and administrators to take full advantage of the dynamic digital environment for scholarship and teaching."

Intersections of Scholarly Communication and Information Literacy

Creating Strategic Collaborations for a Changing Academic Environment

How the white paper realizes success …

Lifelong learning requires lifelong access.

~Joyce Ogburn

Keep in mind as we listen …

Where might intersections live on your campus?

What are you already doing on your campus, how to make it more robust?

Intersection:

Embedded Library Instruction for Upper-Class Undergraduates

Amanda Makula, University of San Diego

Ethnic Studies 494:
Native American Indigenous Activism

Context:

- Embedded library instruction – one-shot
- Upper-class undergraduates
- Two hours
- Setting: a digital lab

Learning Outcomes of the Course

Critically analyze the local history of colonization and Indigenous resistance to colonialism and settler colonialism in the local context of San Diego County.

Ability to critically analyze and understand the connections between readings, course lectures, and the community-based learning experiences to fully understand Native American and Indigenous resistance.

Develop a commitment to becoming politically aware and socially responsible, and evaluating personal choices from this perspective.

Assignment

Wikipedia has quickly become the main source of information on the internet even though Wikipedia itself warns against its use. Issues of diversity affect the quality of the information presented with over 80% of Wikipedians being male and English-speaking. This assignment will require you to edit or create a Wikipedia page that focuses on Native American or Indigenous activism including events, activists, and organization. You will work in partnership with a member of the local Native American community to develop the idea and to find sources you can reference to ensure the page complies with Wikipedia guidelines and policies, while also centering Indigenous knowledge and perspectives.

The Library Instruction Session

• Diagram the process by which academic, peer-reviewed research / scholarship is produced, distributed, and consumed in order to visualize the complex machinery of scholarly communications.

• Distinguish between traditional models of scholarly communication and the open access movement in order to articulate the advantages and complications of each, and to articulate the value of open access.

• Follow bibliographic citations to locate the full text of articles with different levels of "openness" in order to identify the impact on accessibility for readers.

• Analyze two examples of copyright transfer agreements in order to illuminate the process of negotiation between authors and publishers.

# Connection to the Information Literacy Framework

- ## Information Has Value

  "Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socio-economic interests influence information production and dissemination."
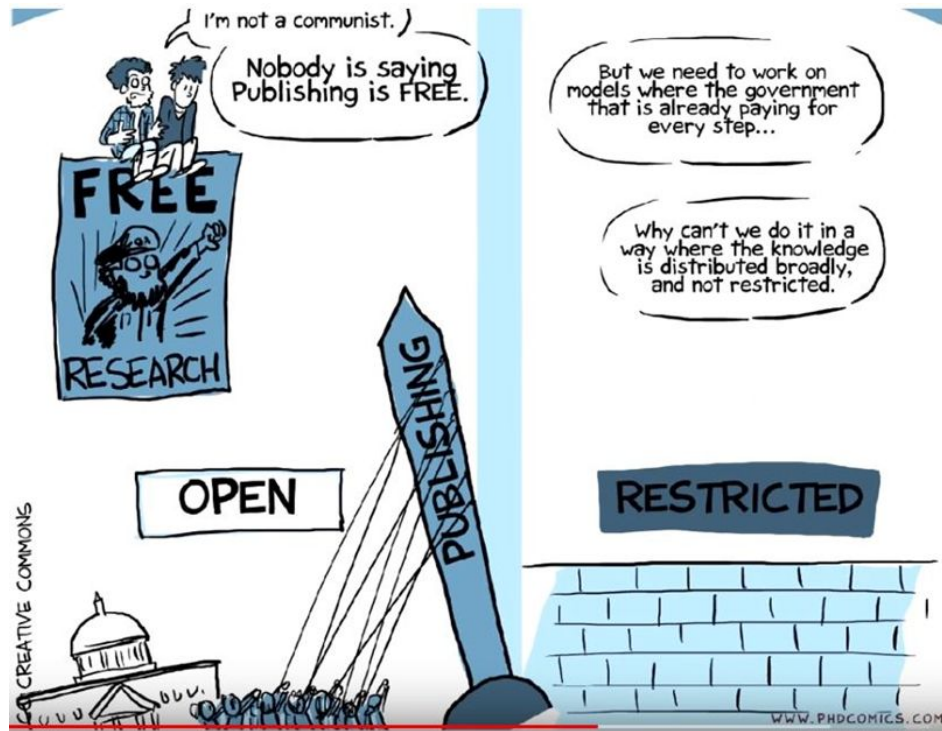
Connection to the Information Literacy Framework

- ## Scholarship as Conversation

  "Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations."

"Flow of Knowledge" Exercise
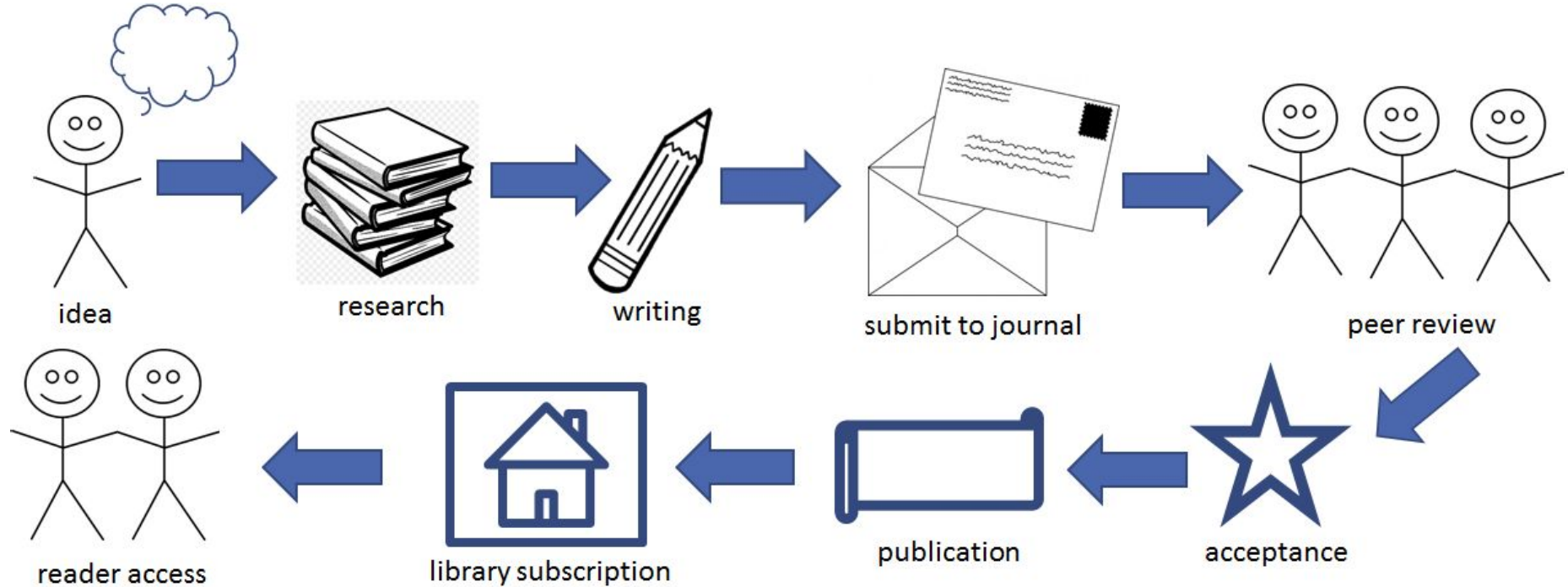
Introducing Open Access

Open Access Explained!
--Piled Higher and Deeper
(PhD Comics)

https://www.youtube.com/watch?v+L5rVH1KGBCY

Open Access in Action exercise

Citation #1: *Openly accessible via publisher*

Citation #2: *Accessible via a library subscription database*

Citation #3: *Not accessible; Interlibrary Loan*

Copyright Transfer Agreements:

Two examples

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Challenges

- dependent on professor's interest and cooperation

- limited time and exposure (one-shot)

- assumes librarian knowledge/expertise re: OA

- targets upper-level students / prior library instruction

Opportunities

- applicable to a wide variety of courses (e.g., business, economics, education, sociology, etc.)

- fits with a liaison librarian model

- hands-on, active learning

- connects the IR to the OA movement

- introduces students who will go on to become academics to the scholcomm ecosystem and how it is changing

Intersection:

For-Credit Publishing Curriculum for Undergraduate Journal Editors

Indiana University of Undergraduate Research

- Recognize **issues of access or lack of access** to information sources
  (Information has Value)
- Acknowledge they are developing their own authoritative voices...seek accuracy and reliability, **respect intellectual property, and participate in communities of practice**
  (Authority is Constructed & Contextual)

COLL-X 250: Academic Editing and Publishing

https://iu.box.com/v/iujur

- 4 three-hour workshops, utilizing both lecture & hands on activities
- Taught every fall as a mechanism for onboarding new editors

Experiential learning takes advantage of the student's ability to make meaning from direct experiences by actively involving the learner… while presenting opportunities for him or her to reflect.

-Intersections Whitepaper (pg. 16)

Grappling with ethical dilemmas

Evaluating peer review models

Articulating the value of OA

Critiquing their section's rubric

Determining functionality in OJS

Understanding IUJUR protocol
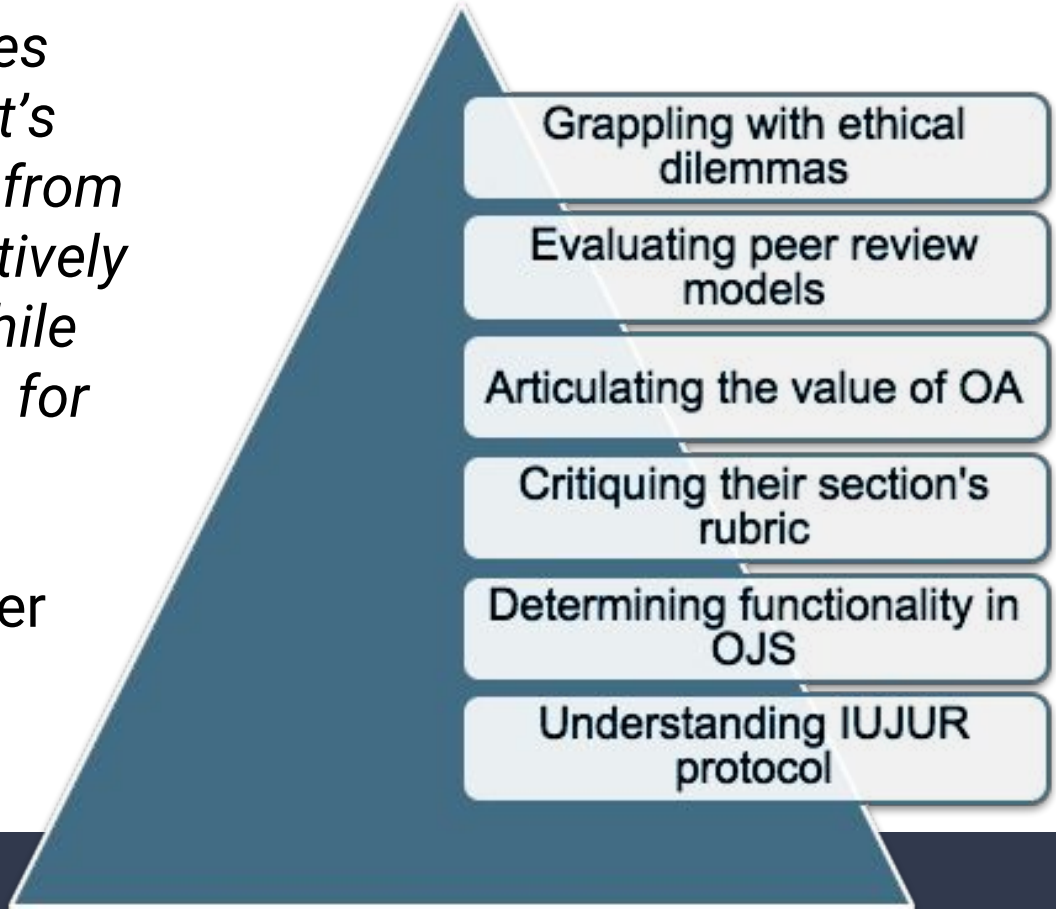
Peer Review Exercises

1. Create a compelling argument about why your peer review model is best
2. Try to predict push back you might get about this model
3. Consider the other two types of review, write 2-3 weaknesses of these

	Double Blind Review	Single Blind Review	Open Review
Pro/ Benefit			
Con/ Limitation			

Challenges

- **Background reading** and differing levels of familiarity
- How to use **authentic assignments** as assessment
- Make **copyright** concepts more approachable

Intersection:

Professional Development of Librarians as a Strategy for Sustaining Open Education Initiatives

Defining Open Educational Resources (OER)

Information Literacy and OER

"Information literacy is the set of integrated abilities encompassing the reflective **discovery** of [resources suitable for students' learning needs], the understanding of how [course materials are] **produced and valued**, and the use of information in **creating** new [course materials] and participating **ethically** in communities of learning."

Sustainability

Novelty

Identifying & Meeting an Information Need

- OER consultations are reference consultations with an Open spin
- Many programs leverage library-licensed content in addition to OER
- Explaining open licensing for resource adoptions is easy

Open Office Hours

- Hosted drop-in office hours for faculty to help them identify OER and library-licensed content to replace traditional resources.
  - Designated library support two hours per day during OE Week
  - Offered in support of open education grant program
- Trained Adoption Support Team (volunteers from library staff) to offer these consultations.
  - Two-hour training
  - Online materials and customizable templates
  - Individual assistance

Learning Outcomes

- Identify topics and questions to foreground during OER consultations in order to define the educator's information need.
- Examine OER repositories, search engines, and guides in order to retrieve content related to the educator's information need.
- Discuss freedoms and restrictions of Creative Commons licenses in order to guide educators on reuse of third-party content.

Key Frames: "Searching as Strategic Exploration" and "Information Has Value"

Adoption Support Workshop

OER Consultation Notes

- Course Basics
- Content & Information Needs
- Instructor Interest, Awareness, & Expectations
- Course Material Samples
- Resources Discussed

Libraries As Leaders

Searching for Open Materials

This page was written by Quill West for Library as Open Education Leader and Pierce College, it is licensed under a Creative Commons Attribution 4.0 license. Share often and well!

One of the top functions of people who support open education is finding OER. There are a lot of ways to search for open materials, and there are a lot of repositories that house open materials. I believe that experience searching repositories is very important, but it is just as important to remember that the best searches for OER start with smart reference interviews and good planning. Like any search for materials, your search for OER will be more successful if you start by defining what you need.

At Pierce College, we place a lot more emphasis on the preparatory work with faculty than the actual search itself. This website includes three videos from a sample interaction between a teacher and myself, as well as the template that I developed over my years of working with faculty to find and adopt OER.

Doctors reveal the secret to better knees & joints (Do this daily!)

Special thank you to Pierce College CEAL team for helping to develop the videos, and the Pierce College Library and Emma Clausen for dedicating time and effort to this project.

Here are the templates the templates and videos that make up this training:

Step One: First Contact. Set up the template.
Template One

First Contact Video

(Please note: Captions are coming soon to this video.)

LIBRARIES AS LEADERS
Libraries leading the way on open education in Washington State

LIBRARIANS AS OPEN EDUCATION LEADERS

LIBRARIAN-FACULTY COLLABORATION MINI-GRANTS

REIMBURSEMENT PROCEDURES

PROJECT CALENDAR

CONTACTS

SEARCHING FOR OPEN MATERIALS

LOEL 2014-2015 OVERVIEW

LOEL 2015-2016 OVERVIEW

LOEL WORKSHOP 2017

LOEL OPEN COURSES

LOEL RESEARCH REPORT

https://libraryasleader.org/searching-for-open-materials/

Questions to Consider and Q&A

How can the library community **structurally encourage cross-pollination** between information literacy and scholarly communication practitioners?

How might we continue to **find and share new and emerging intersections** of information literacy and scholarly communication?

THANK YOU

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Slides: http://hdl.handle.net/10106/27924

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