COLLABORATORS IN COURSE DESIGN

A Librarian and Publisher at the Intersection of Information Literacy & Scholarly Communication

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Engaging undergraduates in scholarly communication
Outreach, education, and advocacy

The open access movement has typically engaged graduate students and faculty in discussions and advocacy around changing the scholarly communication landscape. Undergraduates, however, have an important role to play as future graduate students, scholars, and as citizens, one that should catalyze librarians who serve this population to acknowledge and act on a shared educational imperative. Undergraduate student awareness of, and engagement with, issues such as open access, public access, creator rights, and the economics of publishing should become part of our mission and vision of undergraduate education so students can become effective advocates for access to their own work, or for access to research that can aid them in becoming informed and critical researchers, consumers, and citizens.

Undergraduate students are a prime audience for outreach and education efforts around scholarly communication issues. They are highly aware of the cost of their education and resources that support and enrich it, especially when it comes to the cost of textbooks and student loans. College students are also highly attuned to issues of social justice and are more likely to be involved in civic engagement initiatives. Developing a holistic approach to educating and developing awareness around scholarly communication issues in the curriculum, in the library, and on campus can help to create a culture of sharing that will impact the scholarly landscape in the future.
“How is information in the digital age created and published? Who owns it, controls it, and who can access it? What should we teach about this rapidly changing information environment, and what are effective ways to teach it?” (ACRL, 2013, p. 7).
Towards an Expanded Draft

Framework for Information Literacy for Higher Education

412 Threshold Concept

413 Scholarship is a Conversation
414 Scholarship is a conversation refers to the idea of sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

417

threshold concepts. Feedback on these first two parts of the draft Framework was accepted through 5pm Central on Monday, April 21, 2014. On April 4 & 17, we held online open forums, and you can listen to recordings or view a pdf of presentation slides.

Based on everything we have heard, the task force is hard at work making revisions and preparing to release a second draft in early June. We will promote this more fulsome, complete draft to the broader community of higher education stakeholders to solicit their reactions (and yours again, too). The June version will contain the components listed above along with these additional elements:
412 **Threshold Concept**

413 **Scholarship is a Conversation**

414 Scholarship is a conversation refers to the idea of sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

We released the first part of the initial draft of the Framework for Information Literacy for Higher Education on February 20. It included:

- Introduction

480 **Threshold Concept**

481 **Research as Inquiry**

482 Research as Inquiry refers to an understanding that research is iterative and depends upon asking increasingly complex questions whose answers develop new questions or lines of inquiry in any field.
1-1-2010

“Why Does Google Scholar Sometimes Ask for Money?” Engaging Science Students in Scholarly Communication and the Economics of Information

Scott Warren
Syracuse University

Kim Duckett
North Carolina State University at Raleigh

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http://surface.syr.edu/sul/78
“As the information landscape continues to grow in complexity, it is increasingly important for students not only to be able to locate and access useful information but also to understand the forces that shape the information they consume” (Warren & Duckett, 2010, p. 350).
Do you currently engage in teaching at the intersection of scholarly communication and information literacy?
Welcome to Purdue University's Honors College! We are an interdisciplinary college, bringing together bright young scholars from across the university in a vibrant intellectual and residential community. Our students take small, interdisciplinary honors courses with Purdue’s top teachers, pursue innovative research, collaborate on exciting projects, and become leaders on campus and in the community. Our goals are to nurture intellectual and personal development, to create opportunities for interdisciplinary collaboration and independent research, and to produce students who will one day change the world.
Welcome to Purdue University's Honors College! We bring together bright young scholars from across the intellectual and residential community. Our students engage with Purdue's top teachers, pursue innovative projects, and become leaders on campus and in the community. We nurture intellectual and personal development to create interdisciplinary collaboration and independent research that will one day change the world.

Beyond Empowerment
Scholarly Communication for Credit: Integrating Publishing Education into Undergraduate Curriculum

Isaac Gilman
Pacific University

Recommended Citation
LEARNING OUTCOMES

• Make informed decisions as an author about how best to communicate their work.

• Engage in knowledgeable discussion and debate about scholarly communication trends, issues, and ethics.

• Review, edit, and design journal and book manuscripts for digital and their ancillary print formats.

• Recognize diverse career opportunities available in the publishing industry.
PUBLISHING BOOTCAMP

THE BOOK PROJECT

Proposal

Raw Word files

Redline Proofs

Internal Proofs

Cover Design

Marketing

PURDUE UNIVERSITY
“game from the 19th century.” Photo by Ken Rappart on Flickr.
Little Else Than a Memory: Purdue Students Search for the Class of 1904

Kristina Bross
Purdue University, kbross@purdue.edu

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Recommended Citation
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ASSESSMENT & EVALUATION

• Assessment:
  – Authentic deliverables
  – Pre/post survey to measure perceived levels of knowledge and confidence related to course learning outcomes

• Evaluation:
  – Mid-semester
  – End-of semester
4. What aspects of this course so far have you most enjoyed?

Text Response
It's been neat working so hands-on on an actual book that's being published. I'd been considering a career in publishing so it was neat to have this experience.

I have most enjoyed the guest speakers and applied projects. I am mainly enjoying the hands-on experience with the book including copyediting and InDesign.

I enjoy getting the hands-on experience, especially lately with the creation of the book. I think it's cool that our work in the class is for an end product (the book) and we aren't learning random topics.

InDesign workshop, being able to work with a specific author

So far, the aspects I have most enjoyed have been having representatives that really work in the fields that we're discussing come and share with us, and I personally have also very much enjoyed the hands-on experiences of taking the "official" copyediting test and actually getting to put something out and have something to show for the semester.

Learning about all aspects of the publishing process in a low-pressure environment. Coming in to the course I knew my understanding of the publishing industry was shaky at best, but I have acquired tons of knowledge on how authors relate to publishers and what specifically a publisher adds to manuscripts.
PUBLISHING BOOTCAMP

PARTNERS / MIXED MEDIA

Purdue Honors College

Purdue University Libraries

Purdue University Press

Archives and Special Collections
What partners or potential partners exist at your institution? What are your ideas for creating learning opportunities? How could you start?
Thank you.

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REFERENCES, CNTD.


• Purdue University. (2014). Purdue University Honors College. Retrieved from http://www.purdue.edu/honorscollege/