What do Undergraduate Students Know about Scholarly Communication?

A Research Study and Conversation about Implications in Light of Current Trends

Catherine Fraser Riehle & Merinda Kaye Hensley
Ponder / Share ...

Do our data confirm your own impressions or expectations, based on interactions at your own institution? Are any findings surprising?

What’s a relevant student learning outcome?

What’s an idea or strategy for supporting students in these areas?

#loex2016
SETTING THE STAGE

Inspiration
Foundational publications


http://crln.acrl.org/content/72/9/514.full.pdf+html


Presentations by Members of the Task Force

Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration
Authority Is Constructed and Contextual
Information Creation as a Process
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Searching as Strategic Exploration
High-Impact Educational Practices

What they are, who has access to them, and why they matter

By George D. Kuh

With an introduction by Carol Geary Schneider and findings on student success from AAC&U's LEAP initiative
KNOWLEDGE CREATORS

The Framework and high-impact educational practices, with their parallel recognition of students as knowledge creators, provide a foundation for libraries to meet students where they are in the scholarly communication cycle through a wide variety of information literacy opportunities.
2 THE STUDY
Questions, Design / Methods, Key Findings
RESEARCH QUESTIONS

◦ What do undergraduate students report to know about scholarly communication?

◦ Do they value knowledge of a variety of topics and issues related to scholarly communication?

◦ When and how do they expect to gain knowledge about these topics and issues, if at all?
Location: West Lafayette, IN
Enrollment: 29,500 undergraduate + 8,900 graduate students
International students: 9,200

Location: Urbana-Champaign, IL
Enrollment: 32,000 undergraduate + 11,000 graduate students
International students: 10,000
DESIGN / METHODS

Quantitative (Surveys)

Qualitative (Interviews)

Exploration of connections and anomalies among and between data sources.

“Immediate Stakeholders” = Undergraduate researchers, published authors and editorial board members of undergraduate research journals.
12 questions, including demographic questions, and we invited students to participate in a 15-20 minute follow-up interview.

Purdue n=77/221 (35%); Illinois n=64/345 (19%)

STEM: Purdue n=68, 94.4%; Illinois n=38, 61.3%
SS&H: Purdue n=15, 20.8%; Illinois n=19, 30.7%
Percent of respondents that expect to learn about scholarly communication topics as an undergraduate researcher

- Peer review process
- Author and publisher rights
- Publication and access models
- Impact of scholarly research publications
- Data management

Purdue (n=77)  Illinois (n=64)
INTERVIEWS: THREE THEMES

Interviewees could not accurately address copyright and authors’ rights as it applies to their scholarship.

Interviewees rarely receive specific guidance but tend to follow faculty and graduate student mentors’ leads on (often problematic) data management practices.

Interviewees struggle to articulate how they determine the impact of research.
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Interviewees struggle to articulate how they determine the impact of research.
“... I think a lot of students don’t look at it from a legal perspective and they have no idea what rights they have after publication, and where those things go ... I mean it is really flattering to get published and you also don’t think of the ramifications.” (Purdue, Liberal Arts / Health & Human Sciences, Senior)
Interviewer: “So you wrote your own thesis paper. Who owns the copyright to that paper?”

Interviewee 1: “Gosh, well, I wish I could confidently say me, but it is probably like the university or something.” (Illinois, Economics, Senior)

Interviewer: “Who owns the copyright?”

Interviewee 2: “I think probably the University of Illinois because I applied to present at an undergrad research symposium here, and um, they accepted it and they were the ones who published the abstract and everything, so I am guessing them. I am not sure though.” (Illinois, Molecular Cellular Biology, Senior)
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Interviewees struggle to articulate how they determine the impact of research.
“I was keeping track of it [the data] in my notebook basically. And the person in the lab that took over after me, she took that notebook, so I think she is writing a thesis on it now actually.”

(Illinois, Molecular Biology, Senior)
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DETERMINING THE IMPACT OF RESEARCH

- Some interviewees did not distinguish between impact of particular project and impact of scholarship.

- Others knew about traditional citation metrics.

- Interviewees equated impact with project’s novelty, relevance to individuals, or influence on daily life.
INTERVIEWS: SECONDARY THEMES

Peer Review
Interviewees “get” peer review, at least in the context of coursework.

Learning Context
Interviewees are “learning as they go” and “by trial and error,” for better and for worse.
YOUR TURN
Impressions, Learning Outcomes, Action
Think / Pair / Share

What’s a **learning outcome** for undergraduate students at the intersection of information literacy and scholarly communication?

What’s an **idea or strategy** for supporting students at the intersection of information literacy and scholarly communication?

#loex2016
CONCLUSIONS

Limitations, Our Takeaways
Q&A

Catherine: cfriehle@purdue.edu
Merinda: mhensle1@illinois.edu
ADDITIONAL RESOURCES


• Stephanie Davis-Kahl and Merinda Kaye Hensley (Eds.), Common Ground at the Nexus of Information Literacy and Scholarly Communication (Chicago: ACRL, 2013).
