

August 9, 2013

Tell Us What You Want To Do: Utilizing the Institutional Repository to Create an Experiential Learning Opportunity for Scholarly Communication Instruction

Jonathan Bull, *Valparaiso University*

TELL US WHAT YOU WANT TO DO

Utilizing the Institutional Repository to Create an
Experiential Learning Opportunity for Scholarly
Communication Instruction

Jonathan Bull
DCGLUG Annual Meeting
August 8 – 9, 2013

Agenda

- Scholarly Communication in Instruction
- Using the Institutional Repository as teaching tool
- Case Study: Literary Editing and Publishing (English 380)
- Remaining Challenges: Scholarly Communication and institutional repositories in library instruction
- Future Projects

Valparaiso University (a.k.a. Valpo)

- Founded 1859
- 50 miles southeast of Chicago, IL
- Approx. 4,100 students (2,900 undergraduate; 1,200 graduate)
- 235 tenure-track and tenured faculty members (including librarians)
- Independent Lutheran affiliation



ValpoScholar

- 2,750 files
 - 618,000+ downloads (since March 2011)
 - Four professional journals, two student publications (before this project)
 - Faculty scholarship from 17 departments (out of 30)
 - Three sets of conference proceedings
- ...and many other collections

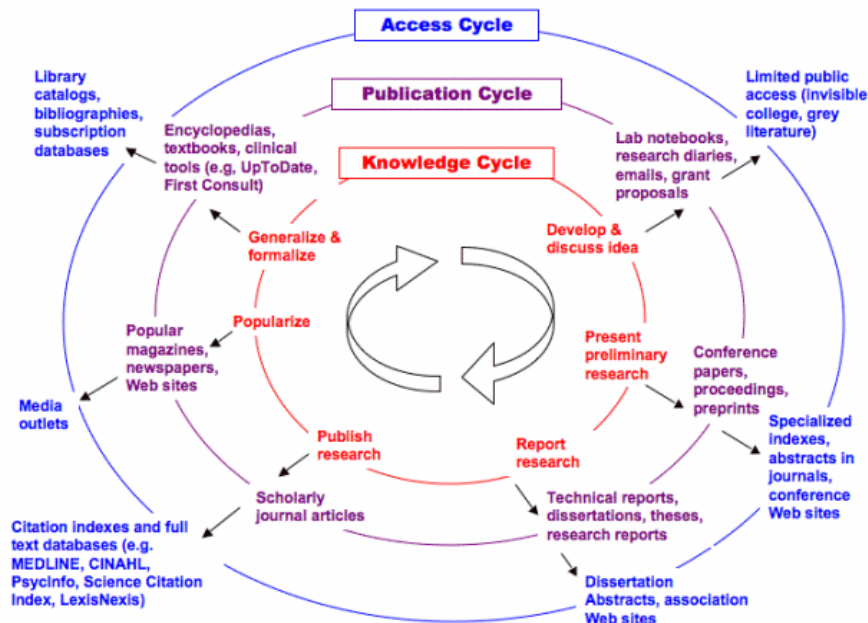


The screenshot displays the ValpoScholar website. At the top, the Valparaiso University logo is on the left, and the ValpoScholar logo with the tagline "Digital Scholarship, Publishing, Preservation" is on the right. A yellow navigation bar contains links for Home, About, FAQ, and My Account. The left sidebar is a dark brown menu with sections: "Enter search terms:" (with a search box and "Search" button), "in this repository" (dropdown), "Advanced Search", "Notify me via email or RSS", "Browse" (with sub-links for Collections, Disciplines, Authors), "Author Corner" (with links for ValpoScholar Services, Author FAQ, Submission Guidelines, Submit Research, Copyright Information), and "Valparaiso University Libraries" (with links for Christopher Center, Law Library, University Archives). The main content area has a header "Research, Scholarship, and Creative Work" with a "Follow" button. Below this is a list of links: "Colleges, Departments, or Administrative Units", "Faculty Authors", "Journals and Peer-Reviewed Series", "Student Publications", "Theses, Honors Papers, and Project Reports", and "University Communications, Conferences, and Events". To the right of this list is a photo of a modern building. Below the links is a paragraph about ValpoScholar's collaborative nature. At the bottom left is a circular infographic titled "Explore works in 171 disciplines". At the bottom right is a section titled "At a Glance" with two sub-sections: "Top 10 Downloads All time" and "Recent Additions 20 most recent additions".

Here's the problem:

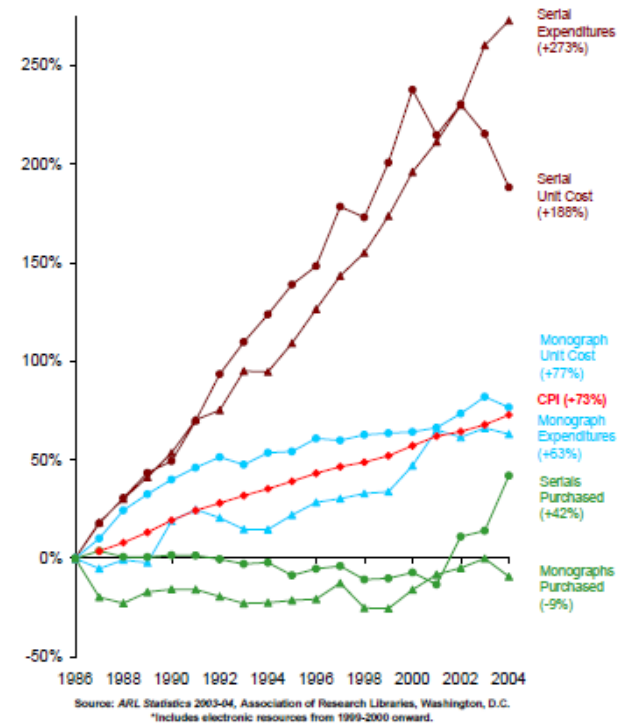
“How do we teach scholarly communication, if we have such a difficult time just teaching information literacy and reinforcing bibliographic instruction?”

Currently...



Source: Library of Health Sciences, University of Illinois-Chicago

Graph 2
Monograph and Serial Expenditures
in ARL Libraries, 1986-2004*



...but these weren't "hands on" enough and we had only 5 minutes.

Institutional Repositories & “Publishing as Pedagogy”

“Why would we need to teach students that? How would we even teach that?”

-Jonathan Bull (me) in 2010

“Publishing as course work is becoming more pervasive, and provides an ideal opportunity for active learning.” (pg. 9)

Association of College and Research Libraries. Working Group on Intersections of Scholarly Communication and Information Literacy.
Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment.
Chicago, IL: Association of College and Research Libraries, 2013.

Published online at <http://acrl.ala.org/intersections>

Valpo Case Study

*English 380: Literary Editing and
Publishing*

English 380: Literary Editing and Publishing



ValpoScholar
Digital Scholarship, Publishing, Preservation

Faculty Member wanted to cover the following:

- Online Submissions
- Online Publishing
- Online Editorial Notes/Editorial Board
- Multiple Document Types (Poetry, Fiction, etc.)
- Stable URLs
- Brand Identity*

The library also supplied:

- Copyright and Intellectual Property background

- Search Engine Optimization (thanks bepress!)

- Tutorial and technical support, instruction

A screenshot of the ValpoScholar website. The top navigation bar is yellow with links for Home, About, FAQ, and My Account. Below this is a search bar with a "Follow" button. The main content area is divided into two columns. The left column contains a sidebar with links: Browse, Collections, Disciplines, Authors, Author Corner, Submission Guidelines, A Common Thread Links, Editorial Board, and A Common Thread's Blog. The right column shows the "Common Thread" section, which includes a grid of four close-up images of eyes, a red thread spool graphic, and the text "a common thread" in a cursive font. Below the graphic is the text "A COMMON THREAD".

<http://scholar.valpo.edu/commonthread/>

English 380 – *Results*

(since May 28, 2013)

- 102 submissions
 - Poetry, Fiction, Flash-Fiction, Creative Non-Fiction, Artwork (Photographs)
- 27 files published
- 453 downloads
- Blog integration (students taught me this)

The best result...the lecture
disappeared

*“Do we offer classes on this [scholarly
communication/information literacy] stuff? It’s
interesting enough, most of the time.”*

—English 380 student

English 380 – *Snippets from our conversations with the class...*

“So, could we make money off this from, like, subscriptions and fees?”

“I think I get the whole digital piracy thing now.”

“I get why they [publishers] have to charge something, but why \$40 an article? That’s a little extreme.”

“Why does this author keep asking when we’re going to publish? Doesn’t he read the website?”

“I can’t believe we have people submitting from Mexico. What was that Google Search like?”

“Man, a lot of these [submissions] kinda suck.”

“Could we be sued over this?”

“Why should we have a copyright statement? We’re giving it away for free.”

Exception, not the rule...

“I mean, you can’t make everybody a journal editor...can you?”

-English Faculty Member

What still needs work...

- Finding a right fit for each subject
- More experiential (active) learning opportunities for SC
 - Formal IL curriculum
 - More campus “culture shift”
- Demonstrate impact for the students

A brief word of our future projects

“Tell me all about your day at work, but I do want to go to bed soon, so can you keep it short?”

-My wife

QUESTIONS?

Thank You!

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