In the beginning there were prizes...

When you sign in, grab a “Getting to Know You” activity. Take this time to wander and get as many signatures as you can. Each person can be listed only once.
Two Paths Converge: Designing Educational Opportunities on the Intersections of Scholarly Communication and Information Literacy

ASERL
April 26, 2018
WELCOME!

We are

Joelle Pitts
Instructional Design Librarian
Kansas State University

Maryam Fakouri
Scholarly Publishing Outreach Librarian
University of Washington Seattle
AGENDA

- Information literacy and scholarly communication in your own words
- Introduction to the ACRL Framework for Information Literacy
- Overview of scholarly communication
- Lunch
- Audience and organizational alignment
- Creating learning experiences
- Planning your lesson or advocacy
- Assessment
- Your action plan
- Conclusion and discussion
Scholarly communication and information literacy are large and powerful concepts. What do they mean to you?
IN YOUR OWN WORDS

In the first column of your “In Your Own Words” handout, write your own definition of scholarly communication.

In the second column, write what information literacy means to you.
2. Share your work with colleagues at your table.

3. As a group, create definitions for scholarly communication and information literacy. Write your definitions on your flip chart.
5. As a group, write or draw the intersections you see between scholarly communication and information literacy. Use your flip charts.

6. Tour the room and look at your colleagues’ ideas!
The ACRL Framework for Information Literacy for Higher Education

- Students use information and create new knowledge.
- Curricula should engage core ideas about information and scholarship.
- Implementation is flexible; frames are neither ordered nor exhaustive.
- Foundational ideas aid researchers in a changing information ecosystem.
- Threshold concepts are interconnected.
- Knowledge practices aid understanding.
- Dispositions reflect learners’ attitudes.
- Metacognition is critical self-awareness.
THE ACRL FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

Frame: Research as inquiry

Knowledge practice: Learners . . . determine an appropriate scope of investigation.

Disposition: Learners . . . seek multiple perspectives during information gathering and assessment.
SCHOLARLY COMMUNICATION
NOW

Clay tablets  Vellum  Bound texts  Moveable type  Elsevier formed  World Wide Web

Papyrus  Printing press  American Library Association formed  Research-Gate
SCHOLARLY COMMUNICATION
NOW
SCHOLARLY COMMUNICATION NOW

Special Guests

• Melanie Kowalski, Copyright and Scholarly Communications Librarian, Emory

• Jen Doty, Research Data Librarian, Emory

• Lisa Macklin, Director, Research, Engagement, and Scholarly Communications, Emory
SCHOLARLY COMMUNICATION LENSES

Sociocultural

Economic/Legal

“Binoculars portrait” by Gerlos is licensed under CC BY SA.
SCHOLARLY COMMUNICATION LENSES IN PRACTICE

Sociocultural Lens
Peer review simulation

Economic/Legal Lens
Fair use analysis
WHY THE INTERSECTIONS?

Information has moved by John is licensed under CC BY NC ND.
LUNCH BREAK
45 minutes

Pink Pyrex Leaves and Butterprint is licensed under CC BY ND.
INSTITUTIONAL CONNECTIONS
ALIGNMENT

Your Learning Experience

ALIGN

Library Priorities

ALIGN

Institutional Priorities

MEANINGFUL LEARNING EXPERIENCE
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Document 1 Title: Library Strategic Plan 2016-2018</td>
<td>Your Audience Undergraduate students enrolled in Science 101: An Introduction to Research in Biology and Chemistry</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Main Idea: Collaborate with faculty to implement collections and services into curricular educational experiences for students.</td>
<td></td>
<td></td>
<td>---</td>
<td>In your library: --Outreach Librarian --Scholarly Communication Librarian --Head of Teaching and Learning --Undergraduate Research Awards Committee</td>
</tr>
<tr>
<td>Document 2 Title: University Top Tier goals</td>
<td>Your Purpose --To introduce students to scholarly publishing norms in the sciences. --To encourage students to share their research with others in their discipline.</td>
<td>Make a lunch meeting to discuss this with Director of Undergraduate Research.</td>
<td>---</td>
<td>At your institution: --Vice President of Instruction --First Year Experience Coordinator --Director of Undergraduate Research --Undergraduate Science Instruction Coordinator --Institutional Assessment Office</td>
</tr>
<tr>
<td>Main Idea: Increase breadth and depth of graduate and undergraduate student participation in research.</td>
<td></td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Document 3 Title: University Top Tier goals</td>
<td>Share the impact with Top Tier Committee</td>
<td>How will you know if they got it? --Collect and evaluate student research posters at the end of the semester --Faculty feedback --Increase in submission to undergraduate research forum</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
AUDIENCE AND INSTITUTIONAL ALIGNMENT

Use the institutional documents and your idea for a learning experience to complete the **FIRST TWO** columns of the **Institutional Connections** handout. If time permits, begin working on column three.
Creating Learning Experiences
**BIG IDEAS** - Wiggins and McTighe

- Worth Being Familiar With
- Important to know and do
- Big Ideas and Enduring Understanding

BIG IDEAS - Wiggins and McTighe

- Worth Being Familiar With
- Important to know and do
- Big Ideas and Enduring Understanding

doaj.org Search

Publishing practices that make a journal open access

Open access and increasing scholarly impact
BIG IDEAS - Wiggins and McTighe

- Does it have many layers and nuances, not obvious to the naive or inexperienced person?
- Can it yield great depth and breadth of insight into the subject?
- Do you have to dig deep to really understand its subtle meanings and implications even if anyone can have a surface grasp of it?
- Is it (therefore) prone to misunderstanding as well as disagreement?
- Are you likely to change your mind about its meaning and importance over a lifetime?
- Does it reflect the core ideas in a field or in life, as judged by experts?
Backward Design

What will your learners know and be able to do at the end?

How will they get there?

How will I know they got there?
LEARNING OUTCOMES

Graduate Students
Economic/Legal
Increase your scholarly impact!

AUDIENCE
LENS
CORE CONCEPTS
LEARNING OUTCOME
LEARNING OUTCOMES

- Describe what students will know & be able to do
- Are developmentally appropriate
- Are actionable, visible & measurable
- Are clear to students & instructors
- Have an appropriate level of generality
- Require high levels of thinking and learning
- Lead to authentic/motivating tasks (active learning)

(Noyd, 2010)
LEARNING OUTCOMES

Graduate Students
Economic/Legal
Increase your scholarly impact!

AUDIENCE
LENS
CORE CONCEPTS
LEARNING OUTCOME

Association of College & Research Libraries
A division of the American Library Association
<table>
<thead>
<tr>
<th>Lower order thinking skills</th>
<th>Higher order thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember</strong></td>
<td></td>
</tr>
<tr>
<td>recognizing (identifying)</td>
<td></td>
</tr>
<tr>
<td>recalling (retrieving)</td>
<td></td>
</tr>
<tr>
<td>interpreting</td>
<td>checking</td>
</tr>
<tr>
<td>executing</td>
<td>checking</td>
</tr>
<tr>
<td>exemplifying</td>
<td>organizing</td>
</tr>
<tr>
<td>classifying</td>
<td>attributing</td>
</tr>
<tr>
<td>interpreting</td>
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<td>recalling</td>
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<td>exemplifying</td>
<td>attributing</td>
</tr>
<tr>
<td>classifying</td>
<td>generating</td>
</tr>
</tbody>
</table>

http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy
Complexity

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

BLOOM’S TAXONOMY

(Anderson & Krathwohl, 2001)
● The student will distinguish between scholarly and popular sources in order to select appropriate resources for their research task.

● The student will contrast the value of authority in various contexts in order to skeptically assess source material during an investigation.

● The student will critically evaluate contributions made in a scholarly environment in order to suspend judgement on the value of a particular piece of scholarship until the larger context for the conversation is understood.

● Faculty will analyze the four factors of fair use as they apply to a fair use case in order to appropriately use copyrighted materials in their work.
Students will ____ trends in scholarly publishing in order to choose the appropriate medium for publishing their capstone project.
You Try

• 1 minute alone to consider the best verb for this outcome
• 2 minutes in pairs to discuss and decide on one verb
• 4 minutes in groups of three or four to discuss and decide on one verb
Students will_______ trends in scholarly publishing in order to choose the appropriate medium for publishing their capstone project.

(ACRL, 1998)
LEARNING OUTCOMES

Use the Learning Outcomes at the Intersections (side 2) handout to write learning outcomes for your learning experience.
Reality Check

How is this learning outcome meaningful to your audience? What’s in it for them?

Making meaning

- Questions that determine long-term storage:
  - Does this make sense?
  - Does this have meaning?

- Big idea?
LEARNING OUTCOMES

Trade at least one outcome with someone next to you. Use the Learning Outcomes Checklist and the Learning Outcomes Feedback handouts to review each other’s learning outcome.
Backward Design

What will your learners know and be able to do at the end?

How will they get there?

How will I know they got there?
CREATING LEARNING EXPERIENCES BASED ON YOUR OUTCOMES
SoTL

Triple Bottom Line

Be fearless

Make it Active

SoTL
ACTIVE LEARNING EXERCISES

- Brainstorming
- Case-Based
- Group Discussion
- Problem-Based
- Clickers
Peer Review Process

Image credit: http://siu.edu/
Image credit: Flikr User Philip Wong CC By 2.0
1914–2016

Changes in a Scholarly Conversation Over Time

This timeline illustrates how the scholarly conversation about Post-traumatic Stress Disorder has evolved.

Notice how the terminology changed, as well as how the scholarly conversation impacted care for and attitudes toward combat-related PTSD.

Notice the strategies that Dr. Rivers, Debbie, and David use to find current research.
Active Learning Exercise: Fair Use Case Study

Outcome: Faculty will analyze the four factors of fair use as they apply to a fair use case in order to appropriately use copyrighted material in their work.

1. Faculty learn the facts of an actual fair use case.

2. Faculty are divided into two groups and given the Fair Use Checklist.
### Active Learning Exercise: Fair Use Case Study

<table>
<thead>
<tr>
<th></th>
<th>Arguments for infringement</th>
<th>Arguments for fair use</th>
<th>Additional considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect of use on market for the work</td>
<td></td>
<td></td>
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</tbody>
</table>

3. Faculty use the Checklist to analyze the problem. One team argues the use was an infringement, the other argues the use was fair.

4. Analyses are compared with the reasoning in the decision in the actual case.
Use the Learning Experience Plan template to build a learning experience based on your learning outcomes.
ASSESSMENT OR
HOW DO WE KNOW
IF THEY GOT IT?
ASSESSMENT

What do you want to know?

Why do you want to know it?

What do you think you will do with the results?
ASSESSMENT

- Can be formal and informal
- Can be formative or summative
- Based on your learning outcomes
- A process of inquiry to gain actionable knowledge about your learning experience and how to maximize your efforts in the future
Formative

• Less formal
• Monitor learning
• Minute papers, concept maps, polling, surveys

Summative

• Formal
• Evaluate learning
• Exams, final projects, surveys
Use the **Assessment Plan** handout to consider how you could assess your learning experience.

- Choose an outcome to assess
- How could your audience demonstrate their learning?
- What do you hypothesize that you will learn?
ACTION PLAN
1. Review institutional goals and your corresponding goals.

2. Who are potential partners?

3. How can you address possible obstacles?

4. What actions will advance your work? What are your deadlines?
THANK YOU!

We strive for continuous improvement. Please help us better this learning experience by addressing the following on your index cards:

1) Describe one new connection/idea you’ve formed as a result of this workshop.
2) Describe one action you intend to take to capitalize on the Intersections in the weeks/months following the workshop.
3) What would you have liked to spend more time on?
REFERENCES


