# STUDENTS LEADING PUBLISHING: EXPERIENTIAL LEARNING FROM MULTIPLE PERSPECTIVES

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- ➢ **Dartmouth Library:** grant funding from the Dartmouth Center for the Advancement of Learning's Experiential Learning Initiative

- ➢ **Macalester Library:** student involvement with publishing embraced by faculty as a way to enhance classroom learning, and includes students producing a scholarly society journal

- ➢ **Georgetown University Press and Library:** outreach, organization, education and events

- ➢ **University of Maryland Library**: student publishers supported through programs which develop a community of peer practitioners through collaborations across campus

# Experiential Learning Framework at Dartmouth

➢ Innovate and take risks
➢ Solve complex problems
➢ Collaborate across differences
➢ Think critically and reflect on learning

Students critically reflect on the experience

# Funded Proposal:
## Preparing Students to be Arbiters of New Scholarship:
## Editing, Reviewing and Publishing in the 21$^{st}$ Century

Collaboration:
Director of Education & Outreach Program
Program Director for Scholarly Communication,
Copyright &  Publishing

1.  Workshop series

2.  Funds for your publication

3.  Student organized conference

4.  Publishing System

# Project Elements

➢ Party: Celebrate Student Journals
➢ Focus Groups
➢ Discussions across campus
➢ Student Led Publishing at Dartmouth
➢ Student Publishing Fair
➢ Workshop series
➢ Individual Consultations
➢ Celebration and Reflection
➢ Student Led Publishing unconference
➢ From Project to Program........

# Student Goals

➢ Expression
➢ Legitimacy
➢ Visibility
➢ Recognition
➢ Funding
➢ Digital presence
➢ Professional development
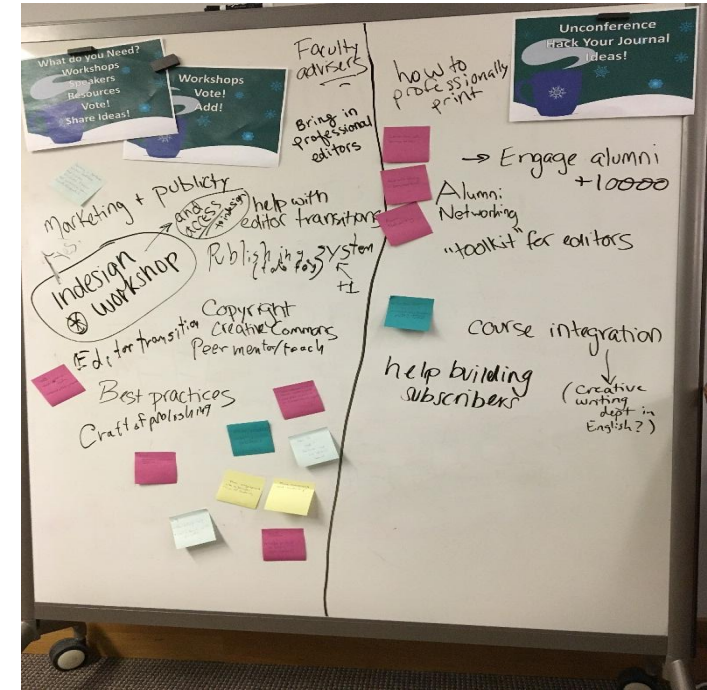
# Program Goals and Next Steps

➢ Improve quality of content
➢ Increase digital publishing & reduce print
➢ Articulate who decides
➢ Support  continuity in editorial practices
➢ Increase diversity of voices
➢ Reduce barriers to participation
➢ Prepare to publish professionally
➢ Reflect on learning
➢ From Project to Program……

# Acknowledgements

➢ Laura Barrett, Director of Education and Outreach, Dartmouth College Library
➢ Students involved in Student-Led Publishing at Dartmouth
➢ DCAL Experiential Learning Initiative
➢ Many conversations with colleagues

# Students Leading Publishing:
## Experiential Learning from Multiple Perspectives

## Macalester College Experience

**Terri Fishel** - ORCID - 0000-0001-8890-6269

# Teaching tool

Most undergraduate students today don't really read scholarly *journals*, they retrieve *articles* from databases, but don't read entire issues of journals. And for course readings found in course management systems, there is "no concept of the difference between a book chapter and article."

(Faculty conversation 3/1/2017)

# Learning opportunities

**Students who have the opportunity to participate in the publishing process**

*"understand scholarship in an entirely different way from students who just read it"*

Professor Beth Severy-Hoven, Classics Department

# Publications and student involvement vary

- **Department Journals** -
  - American Studies - **Tapestries: Interwoven voices of local and global identities**
  - Classics - **Studies in Mediterranean Antiquity and Classics**

  - Physics & Astronomy - **Macalester Journal of Physics and Astronomy**

- **Scholarly Society Journal**
  - **HIMALAYA, the Journal of the Association for Nepal and Himalayan Studies**

# Show of hands

How many are involved in an undergraduate course that teaches students how to produce a journal?

# Tapestries - course that began 7 years ago

**Student produced** undergraduate journal and original course included deciding on policies and procedures.  All aspects of the journal are covered and decisions are made by the students:

- Solicitation of content
- Peer review
- Copyright and author rights
- Layout
- Theme
- General production
- Lessons learned: peer review process, copyright, project management, layout and design elements, group decision-making and how to reach consensus.

# Studies in Mediterranean Antiquities - Classics

Readership map

# Studies in Mediterranean Antiquities and Classics

Department faculty rotate on organizing student participation.

- **Editorial Board -** evaluating and deciding which papers will be published. Negotiate with authors to make revisions and decide what is quality work.
- **Writing for a different audience  -** one that is documented in the readership map.  Students place greater importance on quality of the articles selected.

Lessons learned: negotiation skills, peer review, copyright issues, editorial decision-making.

# Himalaya

- Production done by library student employees under staff supervision
- Trained on using InDesign for layout
- Multiple students work on completing the layout and design for final publication
- Students receive acknowledgement in journal both print and online versions

Editorial Associate

**Jacki Betsworth**, Macalester College, USA

Editorial Assistants

**Bridget Chase**, University of British Columbia, Canada

**Rebecca Krasky**, Macalester College, USA

**Stella Wang**, Macalester College, USA

Lessons learned: InDesign production, project management with tight deadlines.

# Student Learning Opportunities & Faculty Engagement

Each department journal is managed differently, so each provides different learning opportunities

- Collaboration, negotiation and decision-making
- Peer review
- Copyright, author rights, fair use
- Specific skills to transfer to job opportunities
- Faculty are engaged and supportive -  also help promote their departments
- Connection to College Strategic Plan - Entrepreneurship & Vocation

# Additional faculty comments

10 minute promotional video - YouTube

Journals located at http://digitalcommons.macalester.edu/peer_review_list.html

More information:

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# HOYAS PUBLISH @ GEORGETOWN UNIVERSITY

LAURA LEICHUM

DIGITAL PUBLISHING & RIGHTS MANAGER

GEORGETOWN UNIVERSITY PRESS

# HERE'S WHERE WE STARTED

**GU Library**

- Approached by students with copyright questions and other Publishing 101 queries
- Digital Georgetown contacts student publications about adding their content to the digital archive
- Staff member attends Media Board meetings at Center for Student Engagement

**GU Press**

- 8 student interns each year, who are interested in publishing or communications, and sometimes are involved in student publications
- In 2014, became the publisher of the Georgetown Journal of International Affairs, a student-run publication with peer-reviewed content written by scholars and practitioners

# DEVELOPING HOYAS PUBLISH

- Chart the student publishing landscape at Georgetown

- Focus on how this program can support existing institutional mandates

- Determine the type of events: publications fair and roundtable discussion

- Create Hoyas Publish web page hosted on the GU Library site

- Invitations emphasize the showcasing of student publications as well as opportunity for peer practitioners to learn from each other and build community

- Collect student feedback

# LESSONS LEARNED

- Define "publishing" as broadly as possible so all formats and types of content feel welcome

- Assist student publishers with visibility and marketing at the fair

- Regularly reach out to faculty, administrators, and students to solicit information about student publications and their status

- Integrate student feedback—they want more events/workshops that can serve as staff training; we need to adjust timing and have events at least once a semester

- Actively look for other partners on campus to grow the program

- Seek out more information on how student publishers navigate the campus administration and budgeting process

# NEXT STEPS—
# GROWING THE ENGAGEMENT AND SUPPORT

- Add more resources to Hoyas Publish web page and explore the possibility of offering Open Journal System (OJS) to student publications

- Host panel discussions with publishing/media professionals to discuss their careers in publishing and offer practical advice on how to be successful as content producers/curators

- Explore development of Publishing 101 modular workshops, perhaps offer certificates

- Collaborate with the Media Board on offering workshops and "office hours" with GU Press staff

- Explore funding for awarding students the opportunity to attend scholarly publishing conferences such as Association of American University Presses annual meeting and Society for Scholarly Publishing annual meeting

# HOYAS PUBLISH 2016

# Students Leading Publishing @ UMD

Hello!

# I AM KATE DOHE

Digital Programs & Initiatives, University of Maryland Libraries

We have a wide array of publication types, topics, communities, and formats.
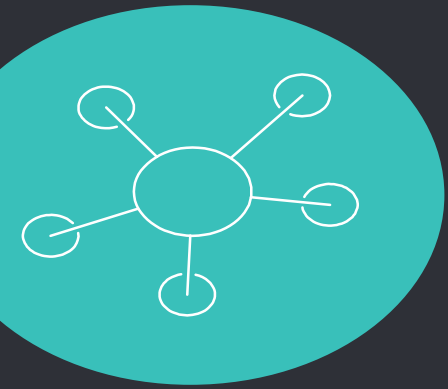
**32**

known and active student publications

**22**

are undergraduate publications

**10+**

are "indies" - no support from the university

CAMPUS COLLABORATION

## COMMUNITY SITES

### Libraries

Spearheading the Terps Publish Initiative. We have the services, the reach, and the relationships.

### Journalism School

Have the pulse of the campus publishing community. Classmates know who started a zine, who runs a blog.

### Student Union

Brings a remodeled space in the heart of campus and the comprehensive contact list.

# 3 Student Planners

Leaders from *Stylus, Powerlines,* and *The Left Bench*

"You bring a brick, and I bring a brick, then together we build a house."

–Charna Halpern &  Del Close, Truth in Comedy

**?** DISCUSS

What can we do to help student publishing networks evolve into self-sustaining communities?

**Thanks!**

# ANY QUESTIONS?

You can contact me at

katedohe@umd.edu

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- ○ Photographs by Unsplash

Data on student publications collected by University of Maryland Libraries Graduate Assistant David Durden.