Publishing Literacy in the For-Credit Classroom: Assessing *IUJUR* Student Editors

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Today

1. Identify basic publishing concepts undergraduate students should comprehend in order to determine spaces/opportunities to integrate these concepts

2. Articulate strategies for assessing undergraduate student understanding in order to improve outreach/education on peer review, open access, and publishing generally

3. Learn from each other: How are you doing this? What’s working?
Context
IU Libraries
Journal
Publishing
“Primes a generation of future researchers”

“Prepares students for graduate school and beyond”

“Gives students the ability to take a proactive role in shaping the research climate on campus”

—IUJUR editors, on why undergraduate research matters
The Course
COLL-X 250: Academic Editing and Publishing

http://go.iu.edu/1VVm

• 1 credit hour
• 4 three-hour workshops, utilizing both lecture & hands on activities
• Co-taught with an undergraduate & previous IJUR editor-in-chief
• Taught every fall as a mechanism for onboarding new editors
Content Covered

- Grappling with ethical dilemmas
- Evaluating peer review models
- Articulating value of OA & innovations
- Acknowledging limitations of OSS
- Critiquing their section's rubric
- Determining functionality in OJS 2
- Understanding IUJUR protocol
- Articulating why undergraduate research
Strategies for Assessment

1. ONE MINUTE PAPERS!
   - Which CC license is used most by journals right now?
   - How much do libraries spend on journal subscriptions?
   - What would happen if IUJUR was implicated in some kind of copyright dispute?

2. Application (informal)
   - Group work on rubrics, ethical dilemmas, publishing innovations

3. Pre/post test before and after the course
Pre-Test

- Lab Involvement
- Fraternities
- Model UN
- Student newspaper
- Research Fellows (Wells/ Cox Scholar)
- Pre-Med/ Pre-Dental
- Language Organizations
- Volunteer

How confident are you in your ability to articulate the strengths and weaknesses of different peer review models, including double blind, single blind, and open peer review?
How would you rate your current level of knowledge/understanding of open access vs. closed/ paywalled publishing?
In your own words, describe how open access publishing is different than traditional or closed publishing.

“[OA] publishing encourages collaboration by providing other researchers with information that closed publishing would prevent them from accessing”

“I'm guessing open access publishing allows people to submit their research for publication consideration while closed publication selects researchers to be published without giving everyone equal opportunity”

“Open access publishing encourages collaboration by providing other researchers with information that closed publishing would prevent them from accessing”

“I think that means you can publish this work even if it has been published in another journal”
Post-Test

Peer Review

OA
At this current moment, how confident are you in your ability to read and/or negotiate a copyright agreement with a publisher?
Think Modular

• Ethical dilemma case studies: no IRB, something you don’t agree with, someone you know
  • What would you do? Why?

• Publishing innovations: 3D, open data, post-publication peer review
  • What is most interesting to you about this case study? How might your field/ major use this innovation?

• How to find a journal venue for your own work
  • Ulrichs, predatory publishers, strategies
Where might you be able to incorporate publishing literacy concepts in your current programming or outreach?

*With undergraduate students, right now*
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