LIBRARIES

SARAH HARE, INDIANA UNIVERSITY BLOOMINGTON

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

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

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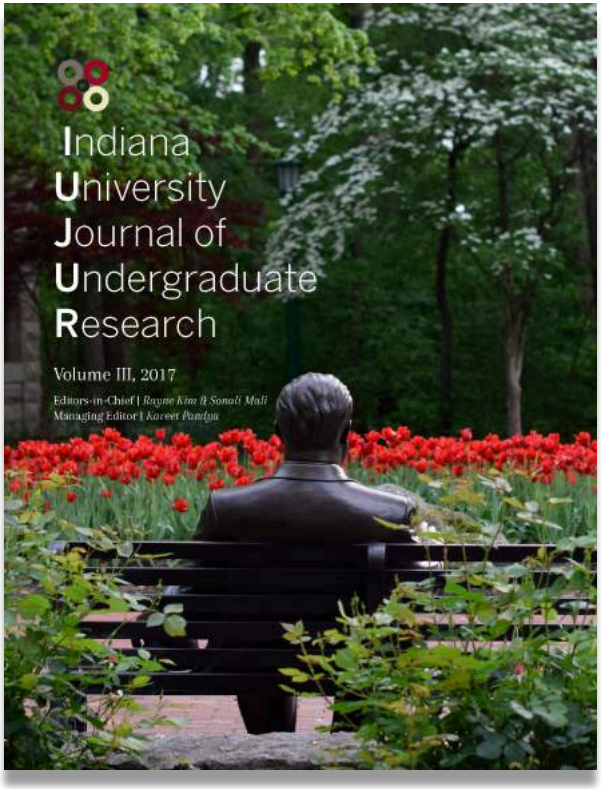
IU Journal of Undergraduate Research

“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



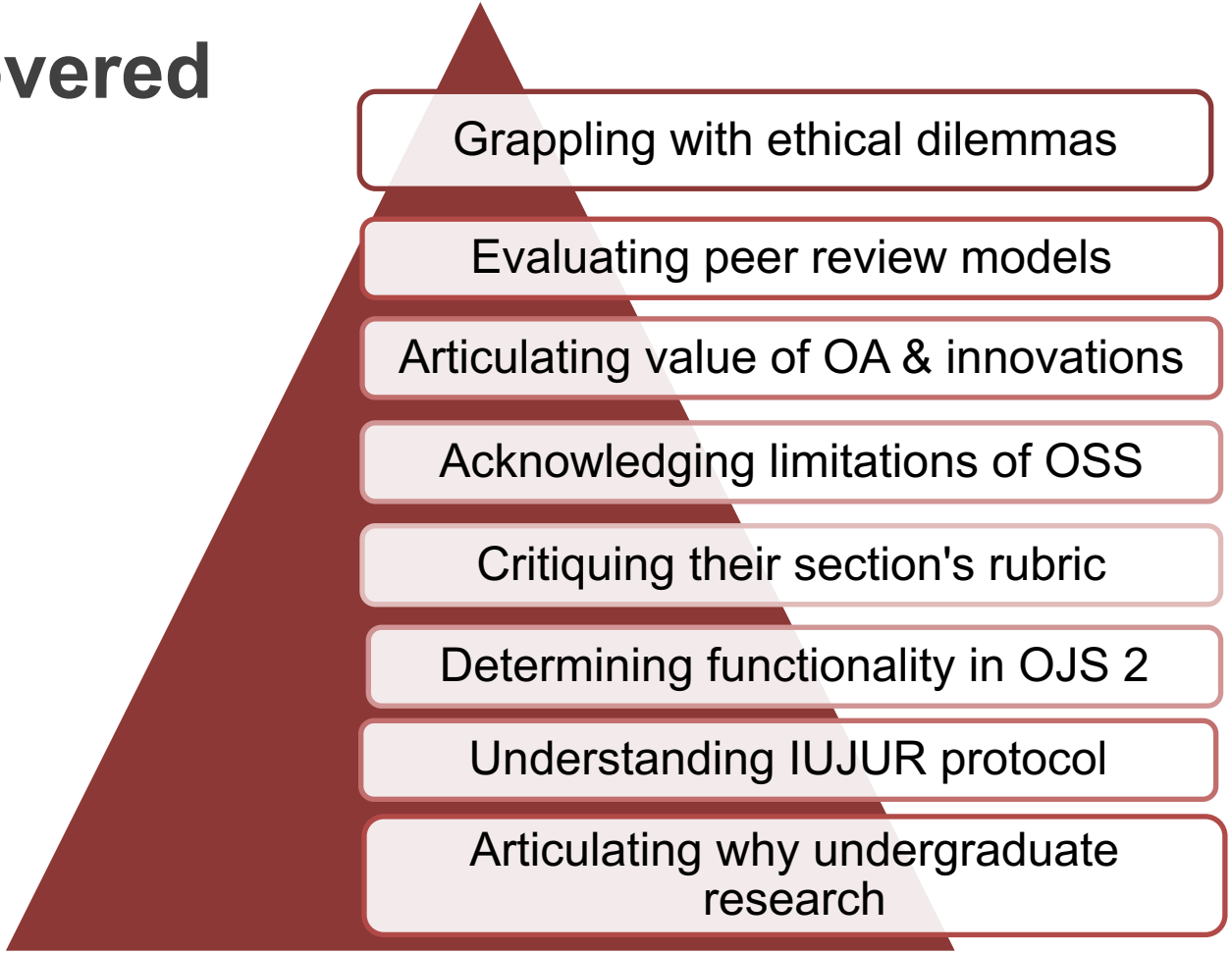
The Course

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 *IUJUR* editor-in-chief
- Taught every fall as a mechanism for onboarding new editors

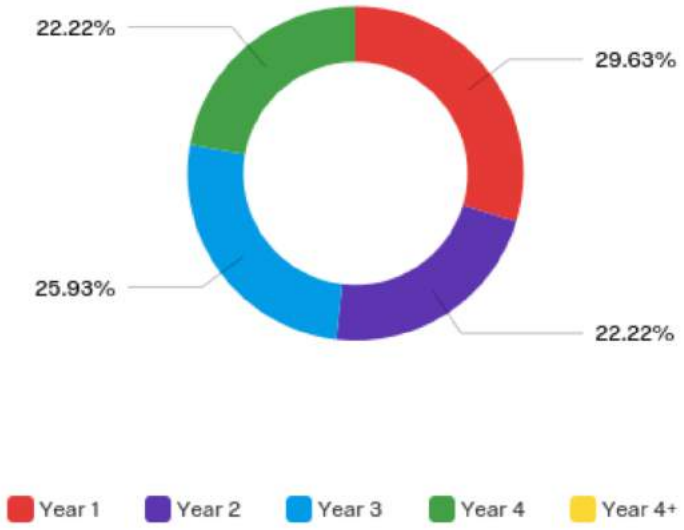
Content Covered



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

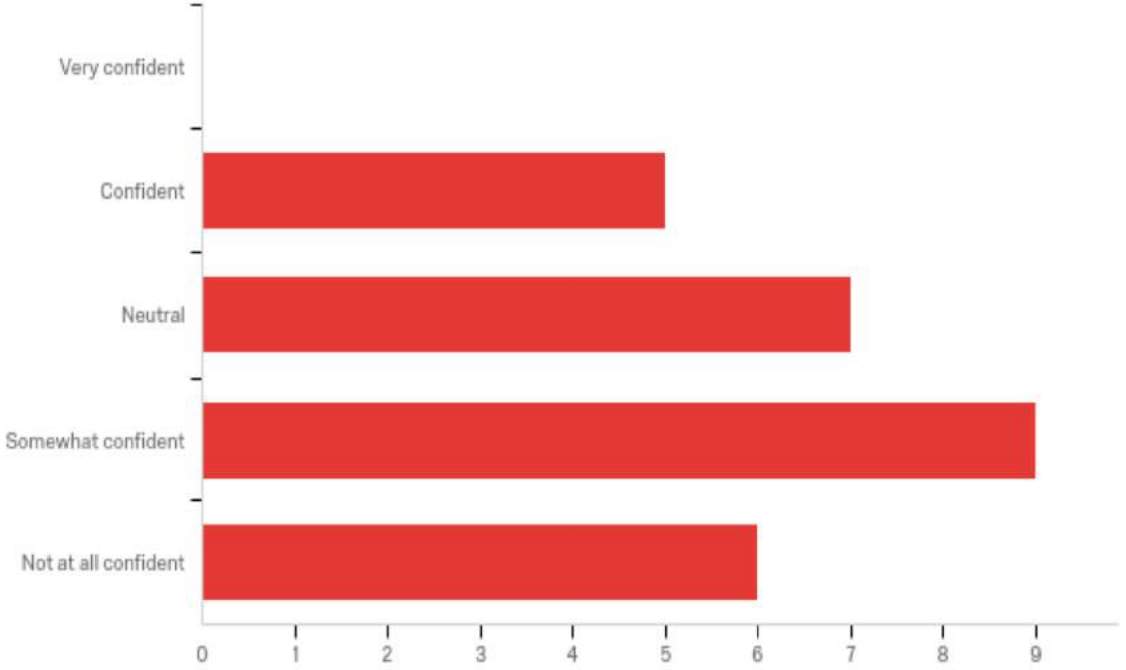
Pre-Test



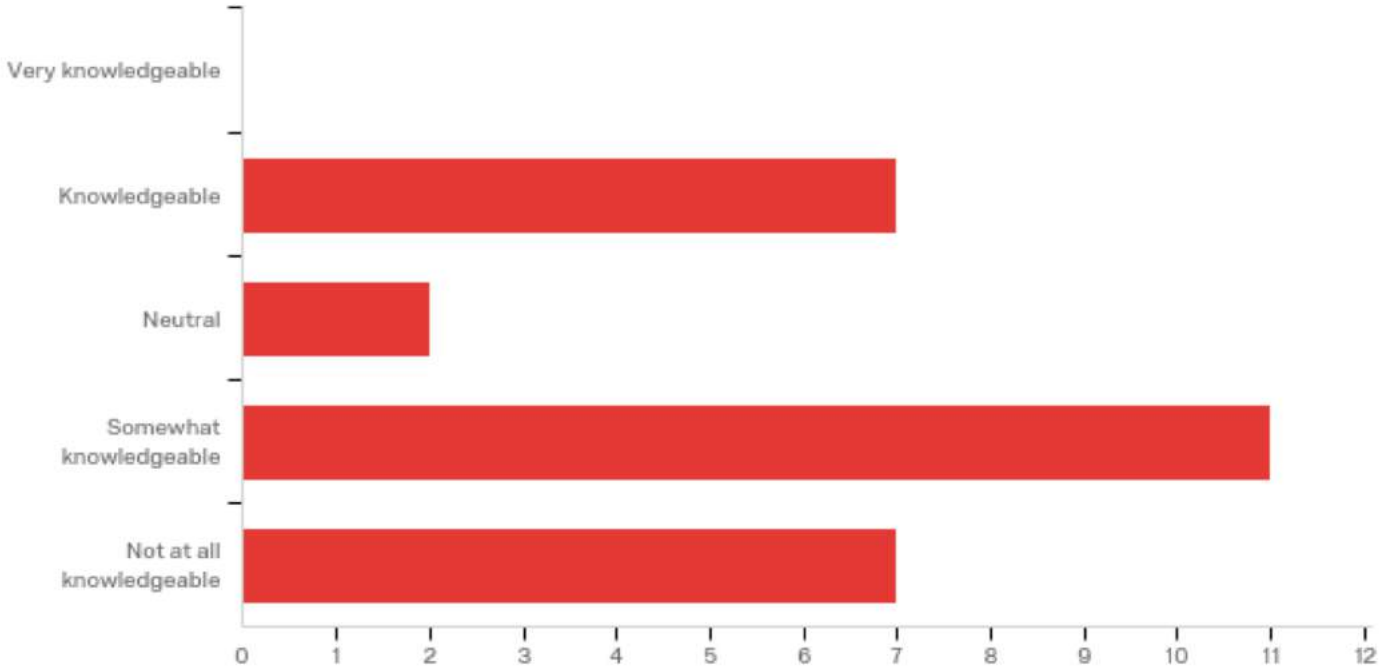
- Lab Involvement
- Fraternities
- Model UN
- Student newspaper
- Research Fellows (Wells/ Cox Scholar)
- Pre-Med/ Pre-Dental
- Language Organizations
- Volunteer

Source: Weiner, S., & Watkinson, C. (2014). What do students learn from participation in an undergraduate research journal? *Journal of Librarianship and Scholarly Communication*, *2*(2).

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”

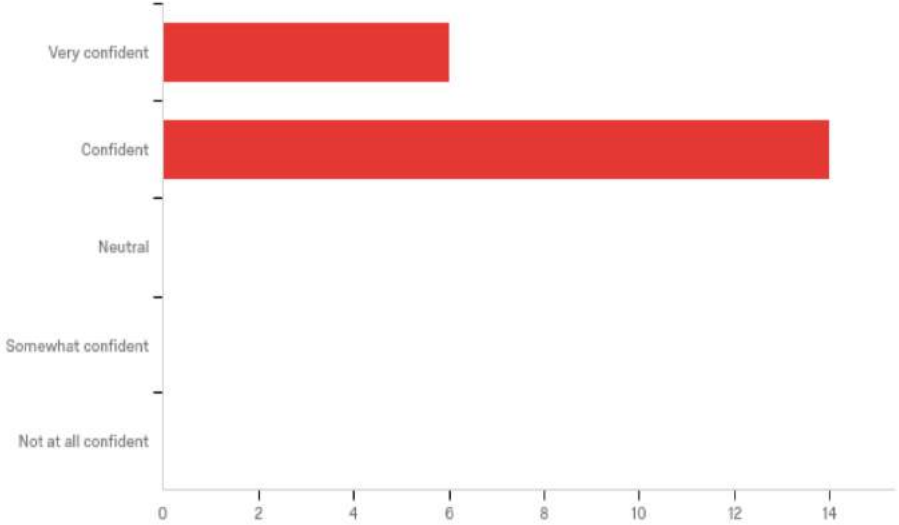
“I'm guessing open access publishing allows people to submit their research for publication consideration while closed publication selects researchers to be published without giving everyone equal opportunity”

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

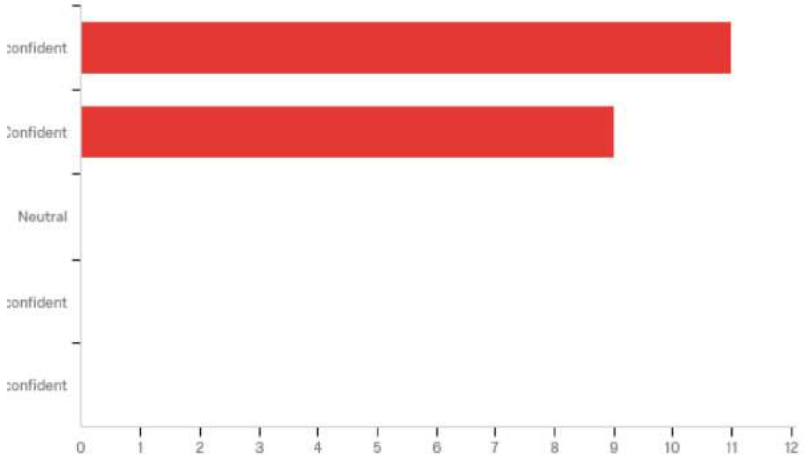
“I think that means you can publish this work even if it has been published in another journal”

Post-Test

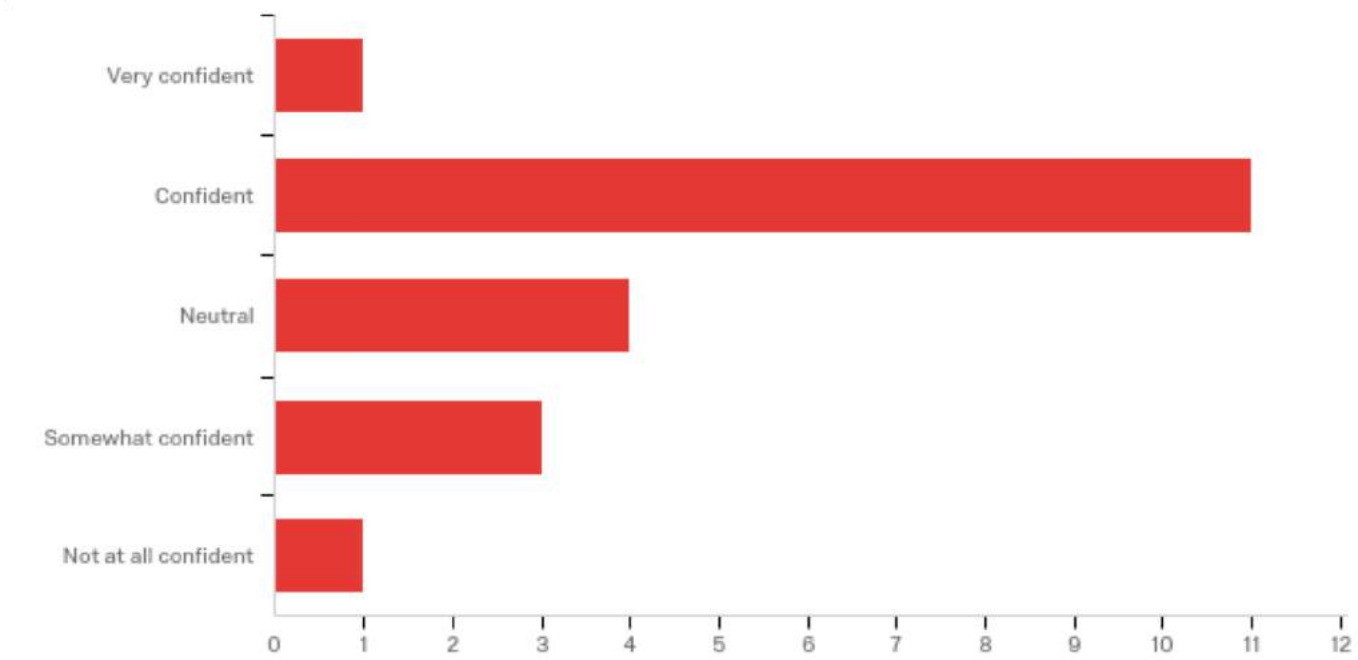
Peer Review

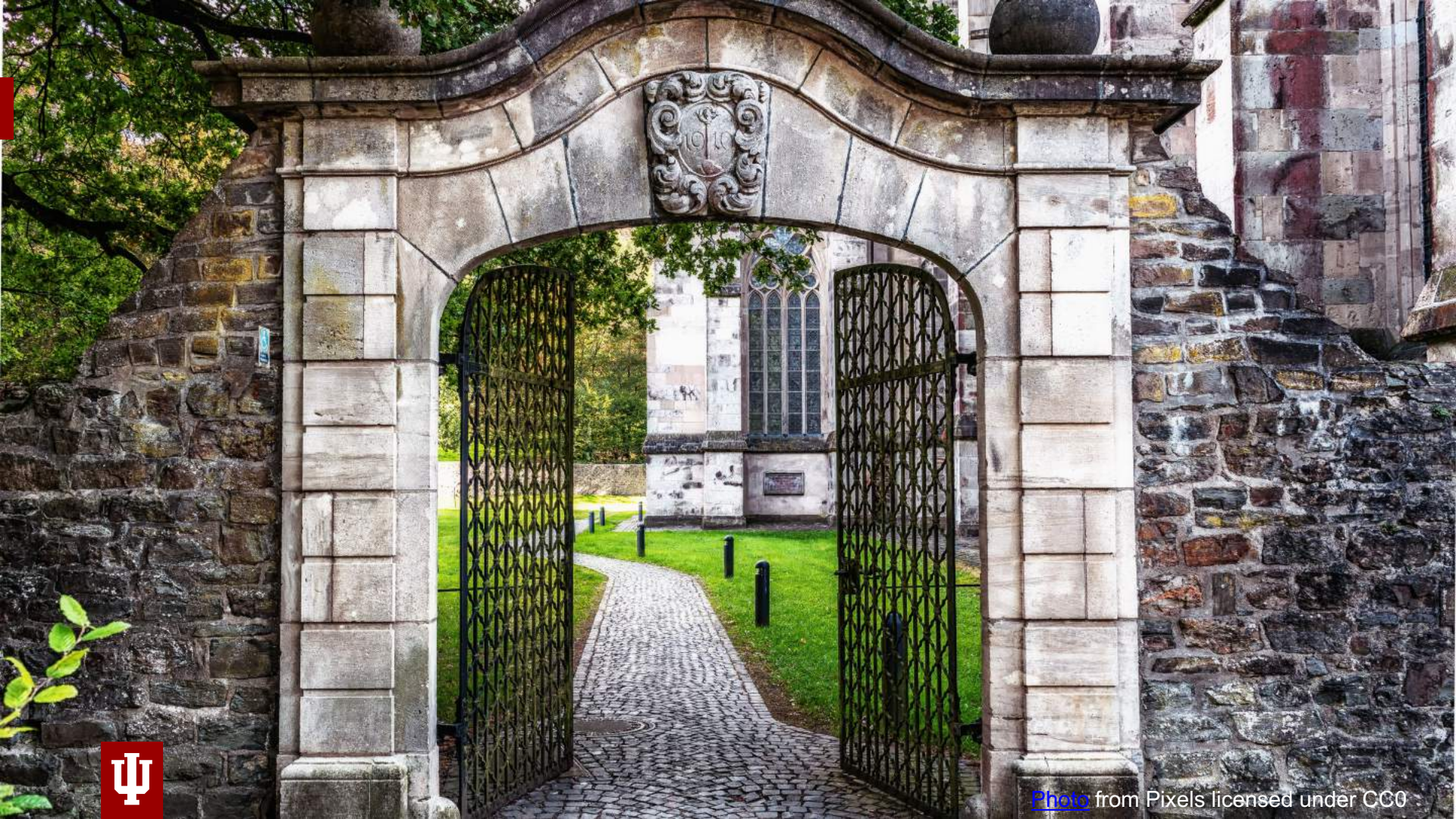


OA



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





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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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INDIANA UNIVERSITY BLOOMINGTON

FULFILLING *the* PROMISE