

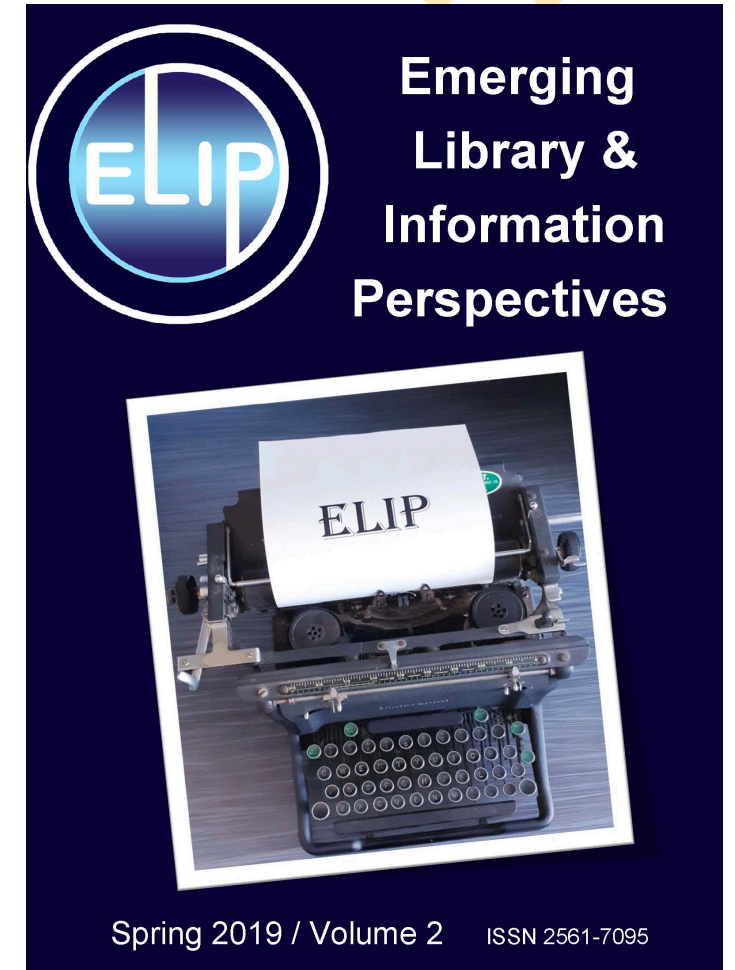
Lessons Learned from Teaching Scholarly Communication Alongside a Student-Run Journal

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Scholarly Communication and Open Access Publishing

This course will provide an introduction to scholarly communication with a focus on open access publishing. Students will gain hands-on experience in scholarly publishing processes such as peer review and journal production, in addition to being introduced to behind the scenes issues including funding, promotion, assessing impact, and digital preservation.



Agenda

- Planning and Development
- Peer Review as Experiential Learning
- Summary of Lessons Learned



Planning and Development



Creating a Sustainable Journal

- Student turnover posed a significant challenge
 - Western's MLIS program can be completed in 12 months
 - Optional full-time co-op placements (4 or 8 months)
- Only accept submissions from MLIS students at Western
- FIMS (Faculty of Information & Media Studies) Graduate Library would sponsor and publish the journal
 - Funds part-time 8-month student managing editor



What about peer review?

- Identified the need for training and incentives
 - “It may be that by the time a researcher has reached the stage in their career when they start to peer review, it is too late to teach peer review” (Patel, 2014).
- Explored student-edited law reviews as potential model
 - Canadian law schools often give editorial teams course credit.
 - “The first and most tangible benefit provided by student-edited law reviews is that they are an excellent supplement to a legal education” (Saunders, 2000, p. 1670).



Integrating ELIP into the Curriculum

- Proposed Scholarly Communication and Open Access Publishing course
 - Offered online; maximum 25 students
 - Weekly modules aligned with ELIP's workflows
 - Experiential learning activities to merge theory and practice:
 - Peer Review
 - Production Workshops



Peer Review as Experiential Learning



Theoretical Orientations

- Short video introduction to peer review
- Required reading (including open peer reviews):

Tennant, J. P., Dugan, J. M., Graziotin, D., Jacques, D. C., Waldner, F., Mietchen, D., . . . Colomb, J. (2017). A multi-disciplinary perspective on emergent and future innovations in peer review [version 3; referees: 2 approved]. *F1000Research*, 6, 1151.

<https://doi.org/10.12688/f1000research.12037.3>





Unpacking the Theory

- 30-minute lecture
 - Defining the role of peer review
 - Characteristics of peer review models
 - Timing
 - Evaluation Criteria
 - Anonymity
 - Transparency (Tennant et al., 2017)



Class Discussion: Live Session

Best Practices: Providing Constructive Feedback

Virginia Barbour: “The language of the paper is also quite emotive in places and though I would personally agree with some of the sentiments I don't think they are helpful in making the authors' case eg in Table 2 assessment of pre publication peer review is listed as *Non-transparent, impossible to evaluate, biased, secretive, exclusive*” (Tennant et al., 2017, p. 46).



Class Discussion: Forum

- Thoughts on the Future of Peer Review
 - Based on this week's reading(s), what are your projections for the future of peer review? Do you think it should be reformed?
- Constructive Feedback on the Tennant et al. Reading
 - Share constructive feedback on the Tennant et al. reading. Consider strengths/weaknesses and suggestions for improvement.
- Best Practices: Reviewing the Peer Reviewers
 - Open peer review practices can be very helpful learning tools. In this topic, I invite you to provide feedback on the two reviews of the Tennant et al. article. If you were an author of the article, would you have found the reviewer feedback helpful? Why or why not?



Peer Review in Practice

- ELIP's Peer Review Guidelines
 - Above all, be considerate and respectful.
 - Acknowledge specific strengths, and be constructive with your criticism.
 - Provide specific suggestions for improvement and your reasoning for them.
 - Especially when identifying a recurring issue, include examples (with page numbers).
 - Focus on the content (copy-editing will come later).
 - Uphold the double-blind nature of the process.



Practice Peer Review

- Students practice applying ELIP's review guidelines to a For/From the Field, Review, or Interview submission to gain experience providing constructive feedback, none of which will be shared verbatim with the author(s).
- Provide justifications of responses to section-specific criteria as well as specific examples wherever possible.
- Provide constructive feedback and suggestions for improvement, as needed.
- Include a summary of 2-3 strengths and weaknesses.

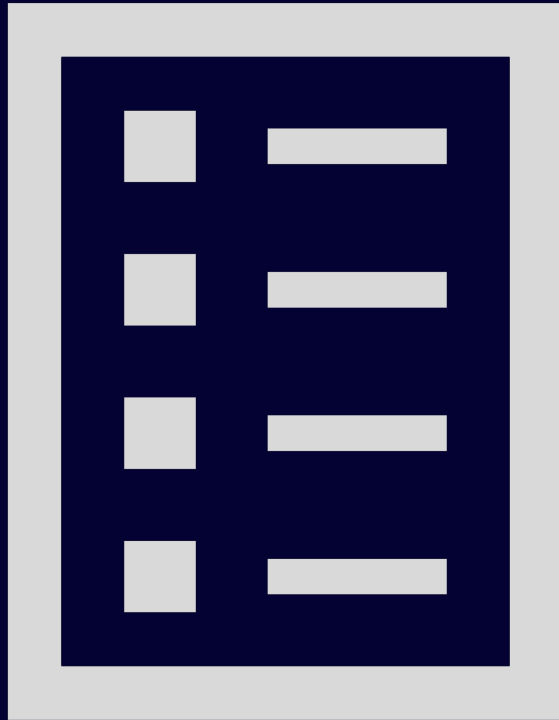


Peer Review Report

- Step 1) Individually: Conduct preliminary review of submission.
- Step 2) As a group: Identify and distribute relevant sources.
- Step 3) Individually: write a 150-word annotation for each source.



Peer Review Report



- Step 4) Individually: Conduct a close reading of the submission.
- Step 5) As a group: Discuss impressions of the submission.
- Step 6) Individually: Re-read the submission and write a report.
- Step 7) Individually: Decide on a publication recommendation.



Summary of Lessons Learned



Key Takeaways

- Theory informs practice, and vice versa.
 - “Through their involvement with ELIP, MLIS students gain an appreciation for the work that goes into publishing, and, as a result, will be more effective advocates for more sustainable models as well as the open access movement as a whole” (Seelye, Edgar, & Harrington, 2019).
- Practice is important.
 - Emphasize that peer review \neq copy-editing.
 - Provide guidance on tone and clarity.



Key Takeaways

- Open peer reviews are powerful learning tools.
 - Assign the article as well as the full reviewer reports.
 - Students see how others respond to feedback.
- Group discussion does not guarantee agreement.
 - Require individual summaries of feedback.
 - Advisors must be prepared to provide supplemental feedback, when needed.



References

Patel J. (2014). Why training and specialization is needed for peer review: a case study of peer review for randomized controlled trials. *BMC medicine*, 12, 128.
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Thank you!

Questions or ideas?

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