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Digital Initiatives Symposium

Apr 24th, 3:40 PM - 4:25 PM

Closing Keynote: Collaborative and Collective: Setting an Agenda for the Intersections

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Closing Keynote: Collaborative and Collective: Setting an Agenda for the Intersections

Presenter 1 Title

Scholarly Communications Librarian/Professor

Presenter 2 Title

Associate Professor, Digital Scholarship Liaison and Instruction Librarian

Session Type

Keynote Address

Abstract

Our keynote will examine the progress of work at the intersections of information literacy and scholarly communications, since the publication of "Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment," in 2013. We will discuss the persistent drivers that make the Intersections relevant and essential, including the ACRL Framework released in 2015 and the general higher education landscape, which continues to shift due to changing demographics and economic uncertainty. By focusing on our collaborative and collective action, we will identify how we can continue the momentum behind the Intersections.

Location

KIPJ Theatre

Comments

Stephanie Davis-Kahl is the Scholarly Communications Librarian and Professor at The Ames Library at Illinois Wesleyan University. She provides leadership for scholarly communication programs, including Digital Commons @ IWU. She is the liaison to the Biology, Chemistry, Computer Science, Economics, Educational Studies, Mathematics, Physics, Psychology, and Design, Entrepreneurship & Technology departments at IWU, and serves as the Managing Faculty Co-Editor of the *Undergraduate Economic Review*. She earned her BA in East Asian Studies from Oberlin College and her MS in Library Science from the University of Illinois at Urbana-Champaign. In 2014, she was named a Mover & Shaker by Library Journal and was also awarded the Education & Behavioral Sciences Section Distinguished Librarian Award.

Merinda Kaye Hensley is Associate Professor and Digital Scholarship Liaison and Instruction Librarian at the University of Illinois at Urbana-Champaign. She is part of the Scholarly Commons team, a digital scholarship center that partners with librarians and campus initiatives to support scholarly work across disciplines. Merinda focuses on the intersection of technology and pedagogy by coordinating a wide variety of educational initiatives with the goal of building community among scholars as knowledge creators. Merinda has taught for the iSchool at Illinois, LIS 590AE: Information Literacy and Instruction and Practice. She is active in ACRL, having served as Chair of the Student Learning and Information Literacy Committee, Inaugural Co-Convener of the Digital Scholarship Centers Interest Group, and is currently Chair of the Instruction Section. She is also past member of the Intersections of Scholarly Communication and Information Literacy TF and the Information Literacy Competency Standards for Higher Education TF.

Collaborative and Collective: Setting an Agenda for the Intersections

Stephanie Davis-Kahl
Merinda Kaye Hensley

Digital Initiatives Symposium
April 24, 2018



Scholarly communication librarian with information literacy experience



Instruction librarian with scholarly communication experience





Intersections of Scholarly Communication and Information Literacy

Creating Strategic Collaborations
for a Changing Academic Environment

ACRL, 2013

Framework for Information Literacy for Higher Education

Filed by the ACRL Board on February 2, 2015. Adopted by the ACRL Board, January 11, 2016.

Contents

[Introduction](#)

[Frames](#)

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

[Authority Is Constructed and Contextual](#)

[Information Creation as a Process](#)

[Information Has Value](#)

[Research as Inquiry](#)

[Scholarship as Conversation](#)

[Searching as Strategic Exploration](#)

[Appendix 1: Implementing the Framework](#)

[Suggestions on How to Use the Framework for Information Literacy for Higher Education](#)

[Introduction for Faculty and Administrators](#)

[For Faculty: How to Use the Framework](#)

[For Administrators: How to Support the Framework](#)

[Appendix 2: Background of the Framework Development](#)

[Appendix 3: Sources for Further Reading](#)

From the Intersections:

“...this paper provides strategies that librarians from different backgrounds and responsibilities can use to construct and initiate collaborations within their own campus environments between information literacy and scholarly communication. These strategies, or core responses, will support libraries in becoming more resilient in the face of the changing digital information environment..” (page 1)

From The Framework:

“The Framework opens the way for librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and even curricula; to connect information literacy with student success initiatives; to collaborate on pedagogical research and involve students themselves in that research; and to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond.”

(page 3)

“This white paper explores and articulates three intersections between scholarly communication and information literacy, arguing that these intersections indicate areas of strategic realignment for librarians in order for libraries to be resilient in the face of tremendous change in the scholarly information environment.” (page 1)

Beyond Scholarly Publishing

Beyond the Journal

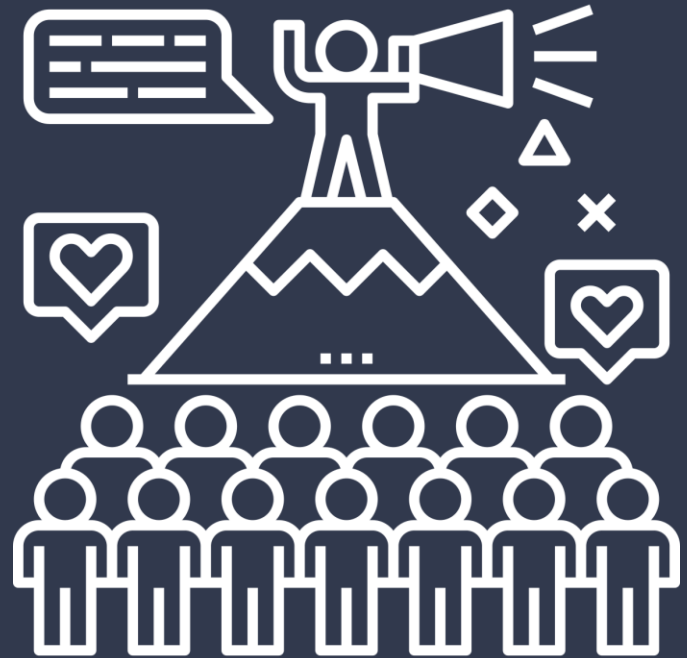
Archives & Special Collections

Critical librarianship

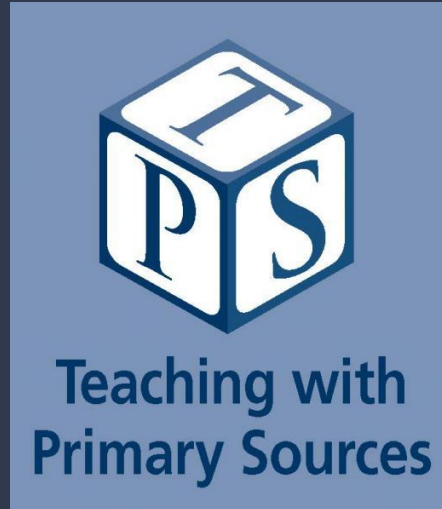
Beyond Scholarly Publishing



Beyond the Journal



Archives & Special Collections



Critical Librarianship

#critlib

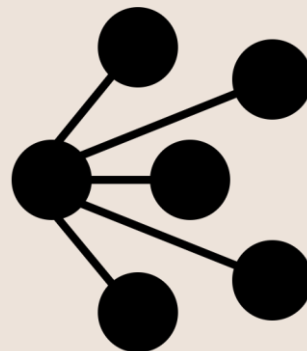
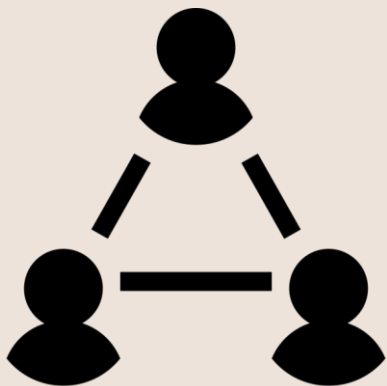
“Critical librarianship includes the development of critical thinking, information literacy, and lifelong learning skills in students, as well as engagement with diversity, information ethics, access to information, commodification of information, labor, academic freedom, human rights, engaged citizenry, and neoliberalism.” (Garcia, 2015)

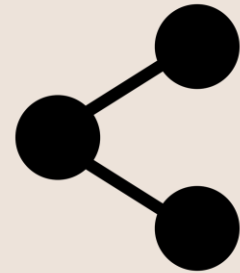
...recognizing that authority may be conferred or manifested in unexpected ways. (AICC)

...question traditional notions of granting authority and recognize the value of diverse ideas and worldviews (AICC)

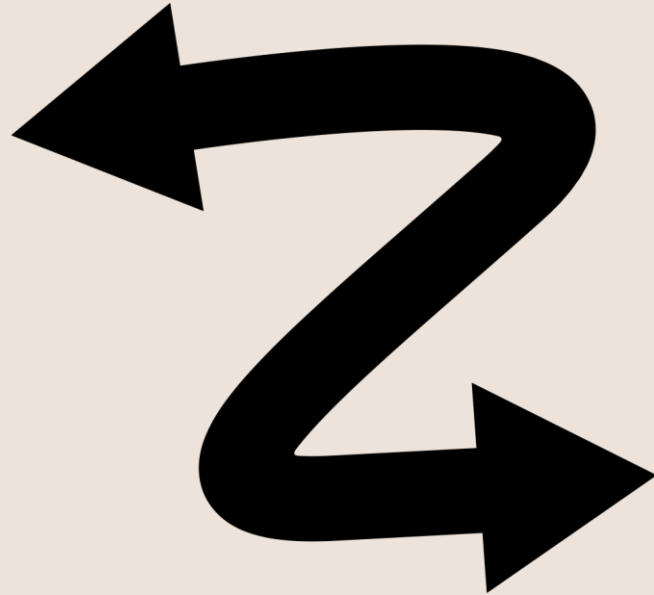
...are inclined to examine their own information privilege. (IHV)

...recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage. (SAC)





novice



expert

“Developing from novice to expert research requires a sense of the interconnectedness, incompleteness, contingency, and ambiguity of current knowledge, in addition to the disciplinary context.”

- Howitt and Wilson, 2016

*“Information Literacy lies at the core of **lifelong learning**. It empowers people in all walks of life to seek, evaluate, use and create information effectively to **achieve** their personal, social, occupational and educational goals. It is a **basic human right** in a digital world and promotes **social inclusion** of all nations.”*

The Alexandria Proclamation on Information Literacy and Lifelong Learning, 2005

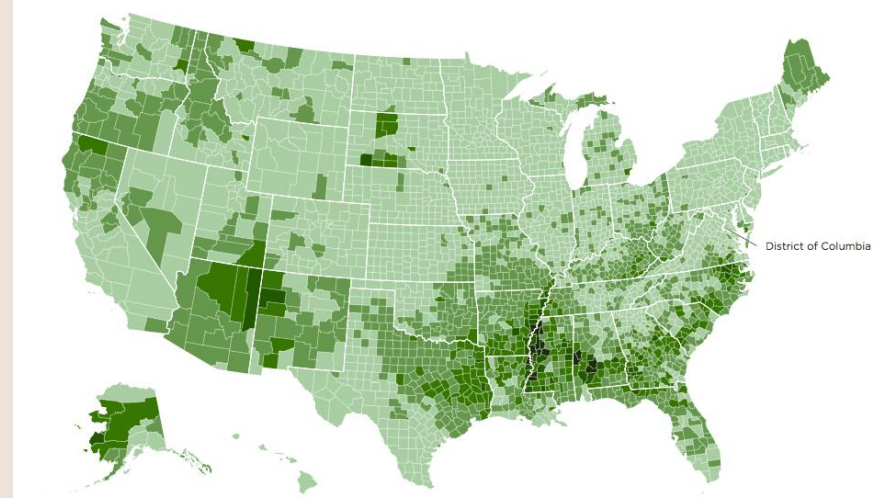
“If I had an hour to solve a problem I’d spend 55 minutes thinking about the **problem** and 5 minutes thinking about **solutions**.”

“We cannot **solve our problems** with the same level of thinking that created them.”

— *Albert Einstein*

As of 2016, **41.2 million Americans** live in food-insecure households, including 28.3 million adults and 12.9 million children.

An estimated 27% of individuals who are considered food insecure live in households that earn incomes **above 185% of the poverty line**, making them likely ineligible for most federal nutrition assistance programs.



“In the context of experiential, active learning, including high-impact educational practices such as undergraduate research experiences, librarians’ strategies for supporting students as knowledge creators should include advocacy, collaboration, and pedagogy, with a particular focus on teaching data literacy, copyright and authors’ rights, and determining the impact of research.”

Riehle, Catherine Fraser, and Merinda Kaye Hensley. “What Do Undergraduate Students Know about Scholarly Communication?: A Mixed Methods Study.” *portal: Libraries and the Academy* 17, no. 1 (2017): 145-178.



Survey Results

- n = 141 students
- variety of disciplines
- Likert scale: 1 (low) - 5 (high)

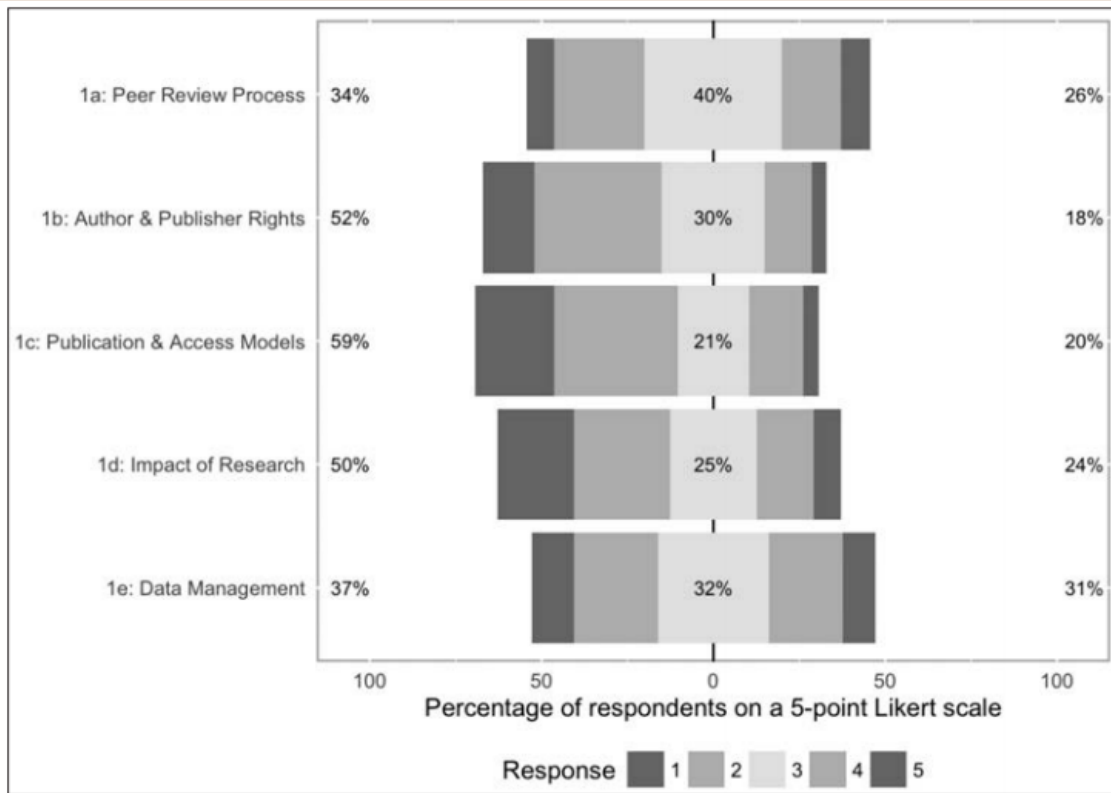


Figure 1. Respondents' responses to the question "How would you rate your current level of knowledge about the following topics related to scholarly communication?" scored on a Likert scale: (1) not at all knowledgeable; (2) slightly knowledgeable; (3) moderately knowledgeable; (4) very knowledgeable; (5) extremely knowledgeable (aggregated data from Purdue University and the University of Illinois at Urbana-Champaign)

Interview Results

- n = 17 students
- mostly STEM students
- Likert scale: 1 (low) - 5 (high)

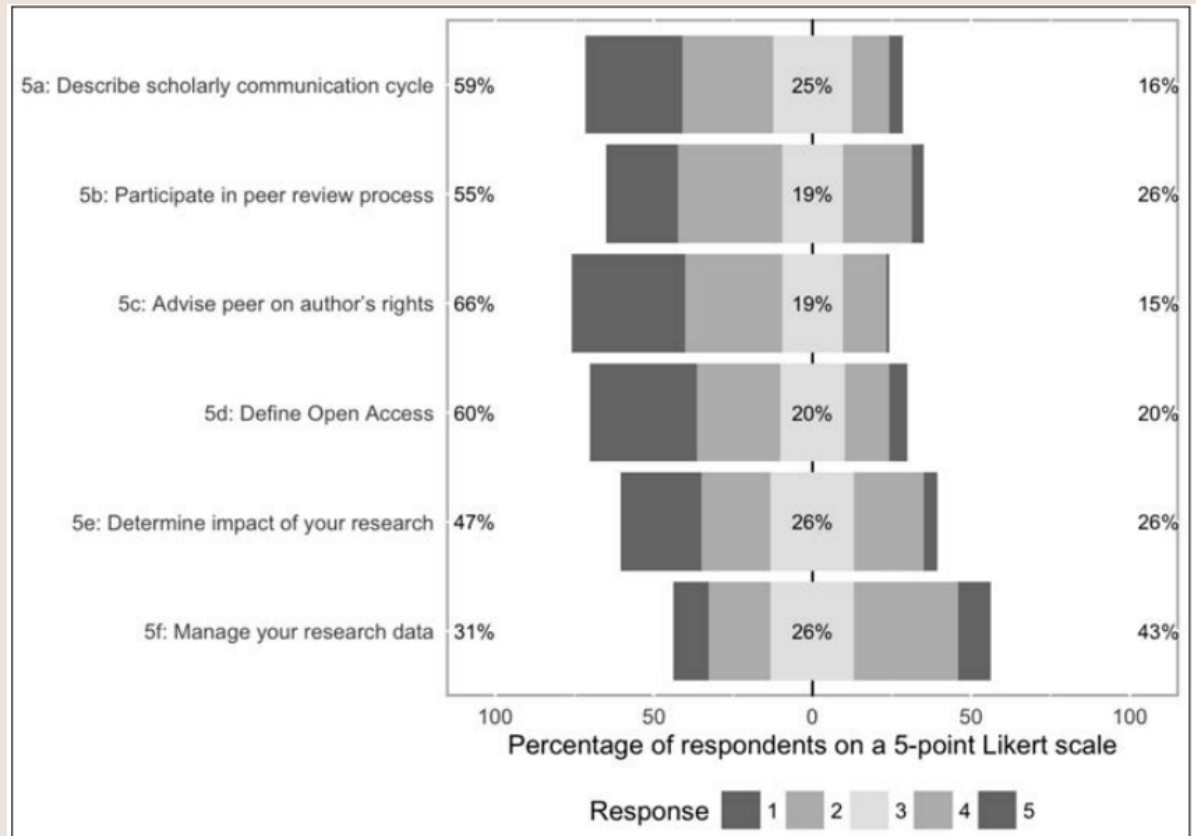


Figure 3. Respondents' answers to the question "How confident are you in your current ability to do the following?" for a list of activities related to scholarly communication, on a Likert scale: (1) not at all confident; (2) slightly confident; (3) neutral; (4) very confident; (5) extremely confident (aggregated data from Purdue University and the University of Illinois)



Miller, Sara D. (pre-print, 26 February 2018) Diving Deep: Reflective Questions for Identifying Tacit Disciplinary Information Literacy Knowledge Practices, Dispositions, and Values Through the ACRL Framework for Information Literacy. *The Journal of Academic Librarianship*.

“The Framework by its conceptual nature prompts librarians to take an important detour from the immediate practical application or transliteration attempts of the Frames and to visit a more theoretical landscape on their journey toward development and integration of a new pedagogical praxis.”



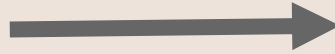
Example questions:

Authority is Constructed and Contextual

- Who are the authorities or power players in the discipline, either specifically or generally? How do they establish that authority?
- What are the current challenges to that authority?
- How is information disseminated? How does this process contribute to the construction of authority in your field?
- How does rhetorical style, including visuals, text, styles, conventions, etc. support authority construction through information sources in your field?

Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.



IN REVERSE

How will you (as creator) demonstrate your expertise and credibility as an author?

How will readers (users) know when to use your work (information need and context)?

Where do you as an author fit into the context of the discipline?



**UNDERGRADUATE RESEARCH
& THE ACADEMIC LIBRARIAN:
CASE STUDIES AND BEST PRACTICES**

U N D E R G R A
D U A T E R E S
E A R C H A N D
T H E A C A D E
M I C L I B R A
R I A N : C A S
E S T U D I E S
A N D B E S T P
R A C T I C E S

co-edited by Merinda Kaye Hensley & Stephanie Davis-Kahl

Chapter 4. *Framing Information Literacy as Scholarly Practice with Undergraduate Student Journals: A Grassroots Approach* by Deena Yanofsky, Michael David Miller, and Urooj Nizami

Chapter 7. *Dreaming Big: Library-led Digital Scholarship for Undergraduates at a Small Institution* by Janelle Wertzberger and R.C. Miessler

Chapter 11. *From the Archives to the Institutional Repository: A Collaborative Approach to Research and Publishing for Undergraduate Creative Writers* by Brandon T. Pieczko and Laura MacLeod Mulligan

Chapter 22. *Teaching Integrity in Empirical Economics: The Pedagogy of Reproducible Science in Undergraduate Education* by Norm Medeiros and Richard J. Ball

Every librarian in an
academic environment is a
teacher.

“Research is motivated by a need to know about, or a curiosity about, how things are, and what things do or may do. This initially requires no specially developed skills, just a capacity to wonder, as was stated by Einstein, who claimed that his redeeming feature, in terms of research, was not cleverness or giftedness, but that ‘I am only very, very, curious.’”

- Willison and O'Regan, 2007

**Thank
you!**

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Images

Slide 7: Newspaper by Dmitry Podluzny; TV by Gregor Cresnar; Journals by Andrey Vasiliev; Microphone by Andrejs Kirma; Social Media by Cuby Design, all from the Noun Project.

Slide 8: Influencer by Becris, from the Noun Project.

Slide 9: Tweet from the Newberry Library; Photo of Dr. Carla D. Hayden from [https://commons.wikimedia.org/wiki/File:Carla_Hayden_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Carla_Hayden_(cropped).jpg); Case Studies on Teaching with Primary Sources (TWPS) logo from <https://www2.archivists.org/publications/epubs/Case-Studies-Teaching-With-Primary-Sources>
Slide 12: Collaborate by Stephen JB Thomas; Diversity by Cara Foster; Student by Cristiano Zoucas; Online Resources by Ben Davis; Share by Prasad, all from the Noun Project.

Slide 13: Conversation by Marie Van den Broeck; Conversation by Abhinav Saraswat; Share by Aya Sofya, all from the Noun Project.

Slide 14: Arrow by iconcheese, from the Noun Project.

Slide 18: Feeding America Map <http://map.feedingamerica.org/>

Slide 23: Decoding the Disciplines <http://decodingthedisciplines.org/>

Further Reading

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