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# Meeting at the Junction: Connecting Scholarly Communication and Instruction Librarians for Learner-centered Pedagogy with the Institutional Repository

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# Meeting at the Junction: Connecting Scholarly Communication and Instruction Librarians for Learner-centered Pedagogy with the Institutional Repository

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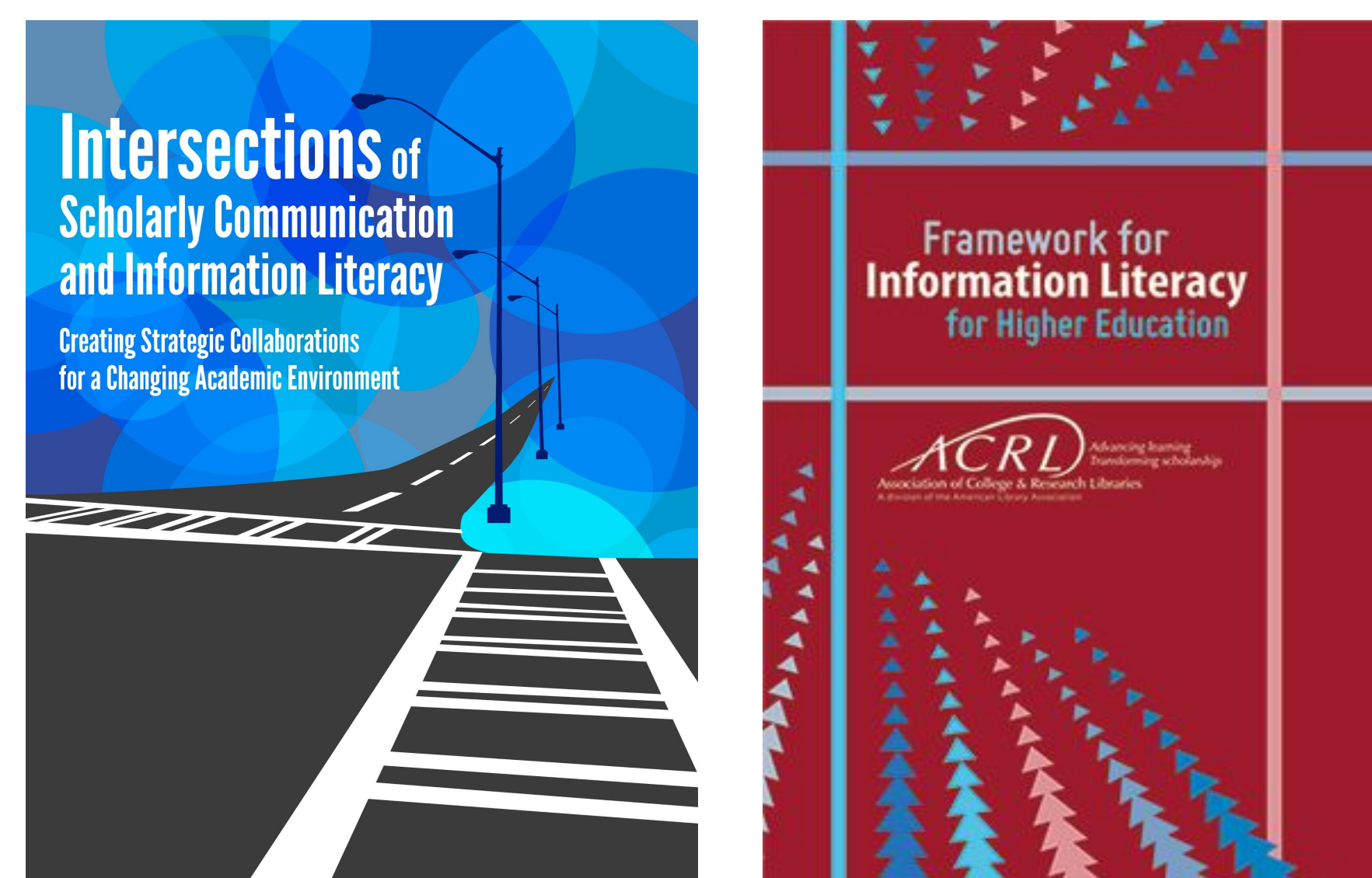
## Come Together, Right Now!

Teaching for information literacy (IL), one of the main goals of academic librarianship, resides, largely still, with liaison and subject librarians. However, institutional repositories (IRs) represent a neat intersection between academic information literacy and scholarly communication, as well as providing practitioners on both sides with the opportunity to create a learner-centered approach to fulfilling teaching goals.

In spite of the long-standing *Intersections of Scholarly Communication and Information Literacy* and the recent *Framework for Information Literacy for Higher Education* for inspiring and growing learner-centered librarianship (LCL), the partnership gap is still significant between scholarly communication practitioners and their reference colleagues. However, scholarly communication practitioners possess numerous competencies for enhancing teaching and learning outcomes through IRs.

In order to liberate those competencies, scholarly communication practitioners need to be actively part of a community of practice that favors involvement in curriculum design, and classroom, and reference and instruction engagement for LCL deliverables for:

- engaging learners with IRs
  - for developing critical thinking skills
- incorporating IR pedagogical practices into an increasingly interdisciplinary curriculum
  - for meaningful, connected, and lifelong learning.



## Teaching & Learning with IRs

### NSU Faculty Testimonial:

- “The things that I find beneficial about [NSUWorks] is that I can... help [my students] understand about how to write articles, structure them... have an idea of what it’s like to build up their CV, and having their works shown to their peers as well as outside the university.”

David, B. Ross  
NSU Abraham S. Fischler College of Education  
Source: NSUWorks, 2017-02-22

## Overarching Institutional Support

### Strategic Plans

- FAU’s *Race to Excellence*: “...connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.”
- NSU’s *Vision 2020*: Student-centred learning towards academic excellence that “reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.”

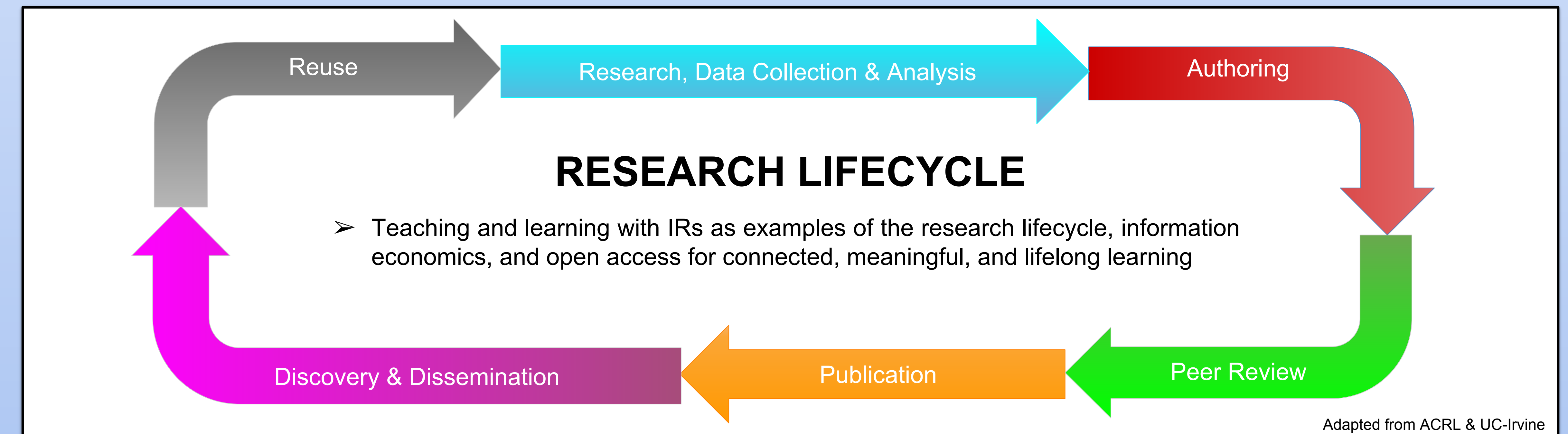
### Quality Enhancement Plans



“...to improve] student learning by expanding a culture of undergraduate research and inquiry... which encompasses intellectual traits that transcend subject matter divisions [in order]... to create an intellectual community of scholars... engaged in questioning, exploring and pursuing research and inquiry in all their forms.”

### ➤ NSU WRITE FROM THE START

“Student Learning Outcomes: locate, evaluate, and properly integrate primary and secondary research sources. (critical thinking, reading, and composing).”



## Create IR-IL Synergy!



- Learners developing literate abilities
  - contribute to the scholarly conversation
  - define authority with an open mind
  - develop complex lines of questioning
  - provide proper attribution to others' ideas
  - refine information needs and search strategies
  - view information creation as dynamic



- Librarians must foster a “more open system of scholarship and transform student learning, pedagogy, and instructional practices through creative and innovative collaborations.”
- “...students need to know the whole cycle of scholarly communication, and issues such as copyright, author rights, use and reuse of digital information objects, etc., [which] need to be more fully integrated into [the] information literacy program curriculum.”
- “[Scholarly Communication] Librarians coming from collection development areas... could benefit from the knowledge and experience gained by [teaching] librarians.”

## Voices of Advocacy

- “Introducing undergraduate students to the complexities of access and scholarly communication can make them more informed authors, information consumers, and future advocates for open access.” (Crissinger, 2016)
- “Institutional repositories of an institution’s research output are important as a natural extension of the academic institution’s responsibility as a generator of primary research, seeking to preserve and leverage its constituents’ intellectual assets as one major component in the evolving structure of scholarly communication.” (Dhiman, 2011)
- “Scholarly communication will continue to evolve and will require all academic librarians in all types of libraries to have a certain level of competency in scholarly communication to serve the information needs of the faculty, students, and other researchers at their institutions.” (Middleton, 2017)
- “[IRs] also can provide a platform for transformative publishing practices and the educational opportunities embedded therein.” (Mitchell & Schiff, 2016)
- Student-centric IRs contribute “to the foundation of building student academic confidence.” (Passehl-Stoddart & Monge, 2014).