

Title: Collective Development of Open Educational Resources in Scholarly Communication

Organizer(s): Maria Bonn, School of Information Sciences, University of Illinois Urbana Champaign; Joshua Bolick, Scholarly Communication Librarian, University of Kansas Libraries; Will Cross, Director, Copyright and Digital Scholarship Center, NCSU Libraries.

Key Participants: Maria Bonn, School of Information Sciences, University of Illinois Urbana-Champaign

Abstract: Understanding the issues at stake in scholarly communication is a core competency that new librarians need to acquire and that new scholars and researchers need to understand in relationship to their work. The nature of that competency is evolving rapidly alongside developments in research, funding, authoring, publishing, sharing, and consumption. Rather than letting any single voice dominate our disciplinary pedagogy, we believe we should be developing and sharing that knowledge through open educational resources (OER) and open pedagogy. In this hands-on session, we ask individuals or small teams to design an open learning object like a video, lesson plan, game, or hack, that supports and maximizes the potential of our systems of scholarly communication.

Description:

How the academy represents and shares the scholarship it produces is undergoing rapid change. In response to that change, academic libraries are also changing fast. Understanding the issues at stake in scholarly communication, for example, is a core competency that new librarians need to acquire and that new scholars and researchers need to understand in relationship to their work. The nature of that competency is evolving rapidly alongside developments in research, funding, authoring, publishing, sharing, and consumption. This expertise is yet to be extensively addressed in many information school experiences. LIS programs are beginning to expand offerings in scholarly communication and related emergent topics, but traditional commercial textbooks often reinforce, rather than challenge, notions of authorship and authority. Our cross institutional team of information practitioners and instructors are pooling their knowledge and organizing the information community to identify and articulate the foundational knowledge and skills needed by new information professionals (and established professionals educating themselves in an emergent area of work) to both support and participate in a thriving system of scholarly communication.

Rather than letting any single voice dominate our disciplinary pedagogy, we believe we should be developing and sharing that knowledge through open educational resources (OER) and open pedagogy. In this hands-on session, we ask individuals or small teams to design an open learning object like a video, lesson plan, game, or hack, that supports and maximizes the the potential of our systems of scholarly communication.

The core team had significant experience with both OER and scholarly communication support and education, and we will lay a brief foundation for the work with a general overview of OER and open pedagogy, and then devote most of the time to working collectively to develop materials. Finally, we will end the session by working together to openly license and deposit the community-generated OER in an appropriate repository such as MERLOT or OER Commons; identifying that repository will be part of the interactive session. Participants will leave with an increased understanding of OER and open pedagogy as well as practicing their skills in using Creative Commons licenses to openly share their work. Our goal is that participants also leave with an openly licensed educational resource that demonstrates their own creativity and expresses an aspect of scholarly communication from their own perspective.

As the conference participants are both scholars and those who support the work of scholarship, the session should be relevant to all. We are particularly eager to engage:

- early career professionals who are seeking a deeper understanding of the many dimensions of scholarly communication and who can help us to understand their learning need
- researchers who investigate practices in science and scholarship and who can share their insights both with the organizing team and with other scholars
- instructors who are engaged with educating information professionals about the scholarly communication landscape and the choices that scholars make in navigating that terrain.

The iConference itself is a locus of scholarly communication, and we expect the session to being a healthy self-consciousness to our community of practice and culture that informs our scholarly communication choices.

Duration: One 90 minute session

Special Requirements: None