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

Bebe S. Chang
Nova Southeastern University, bebe.chang@nova.edu

Charlotte A. Barna
Florida Atlantic University, cbar1@fau.edu

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

Bebé S. Chang, Archives & Digital Librarian, Nova Southeastern University Libraries
Charlotte A. Barna, Digital Projects Assistant, Florida Atlantic University Libraries

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 communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication practitioners need to be actively part of a community of practice that favors involvement in communication.

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.”

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
➢ “Student Learning Outcomes: locate, evaluate, and property 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

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.” (Middeton, 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.)