Course #: WT10

Title: Mentoring the Next Generation of Open Scholars: Approaches, Tools and Tactics

Instructor: Robyn Hall, Scholarly Communications Librarian, MacEwan University, Edmonton, Canada (CV)

Level: Beginner

Intended audience: This course is for anyone with an interest in educating and engaging students, particularly at the undergraduate level, with the scholarly communications landscape. This includes faculty instructors, graduate students and librarians. Course participants should have a basic understanding of academic publishing and Open Access.

Description:

Those who teach and supervise students can play an important role in shaping the future of scholarly communications. Drawing students' attention to the myriad of ways that research and scholarship can be shared openly online can provide valuable opportunities for students to disseminate their own work, engage with the work of others, and develop copyright literacy and improved academic writing and communication skills. Additionally, exposing students to the socioeconomic processes that shape access to knowledge can influence where these budding academics choose to publish and how they approach scholarly activity overall in their future careers.

On Day 1 of this course, participants will be asked to reflect upon their own early experiences with scholarly communications as students and how these experiences have shaped their professional values and practices concerning both teaching and research. As a group, we will then explore and discuss a variety of assignment designs and initiatives from across disciplines where instructors have mentored and involved students in areas of scholarly communications and open research, and review some easy-to-use, free software options and platforms that can facilitate these activities.

On Day 2, participants will have the opportunity to begin building their own assignment, initiative or lesson plan that aims to engage students in open practices and educate them on scholarly communications topics and issues. By the end of this course, participants will have constructed a comprehensive and actionable plan to involve the students that they teach or supervise with open research practices that will both benefit student learning presently and contribute positively to the future of academic publishing and research dissemination.

Course Learning Objectives

A participant in this course will at the end of the course be able to:
- Recognize how scholarly communications topics and issues can benefit student learning.
- Communicate open access practices to students.

- Critically evaluate instructional methods that embrace open pedagogy.
- Apply different techniques and technologies to instructional design that enhance understandings of scholarly publishing, open access, and copyright.
- Develop assignments, initiatives, or lesson plans to implement what was covered in the course.

Course Topics

This course will be presented over two days for 3 hours each afternoon and will cover the following topics:

- Scholarly publishing literacy
- Copyright literacy
- Open pedagogy
- Open source and free software options

Course Schedule

Day 1
- Introduction & course overview
- Discussion: What was your introduction to scholarly publishing? How do you currently prepare students to be researchers and contributors to scholarship? Does engagement with open access and related topics factor into this?
- Overview of key concepts: Open pedagogy, scholarly publishing literacy, copyright literacy.
- Case Studies: In small groups, review case studies that detail different approaches to teaching students about scholarly communication topics and open research practices. Identify benefits and barriers that each present to student learning. Each group will have an opportunity to discuss their case study with the rest of the course participants.

Day 2
- Review and reflections on the previous day.
- Draft an assignment, lesson, or initiative of your own. Optionally, choose one (or more) of the case studies covered on day 1 as a starting point. Each plan should include a short description, learning objectives, intended outcomes, resources needed, and timelines.
- Discussion of plans, and opportunity to get feedback from other participants.
- Open Q & A.

Course Materials and Supplies

Required: Participants will need to bring a web-enabled device, preferably a laptop. Students are expected to have read the following material before the course begins.

- [Creative Commons: About the Licenses](#)

Other Resources
- [A Pedagogical Endeavor](#)
- [Engaging Novice Scholars with the Lure of Publication: Embedding Research, Writing and Analytical Skills into the Curriculum through an Electronic-Journal Project](#)
- [Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment](#)
- [Using OJS and OMP for Open Pedagogy](#)