Student Publishing
An Open, Global Learning Module

Dean's Forum on Global Engagement
Science and Technology Panel
March 27, 2014

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An Open Knowledge MOOC

- An opportunity via John Willinsky
- Taught for credit in a blended version or available to anyone (not for credit)
- 13 weekly modules
- Begins September 2014
- Work on the course is still underway

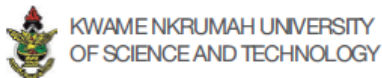## We invite you to change the global course of learning with us.

COURSE TOPICS

- Connected Learning, Personal Learning Networks, Social Media and Education.
- Defining Knowledge, Defining Open
- "Crap Detection": Developing Personal Filters in an Age of Information Overload
- Global Circulation of Knowledge and Post-colonial Production of Knowledge
- The Intellectual Properties of Learning, Medieval to Modern
- Copyrights, Patents, and other Intellectual Properties
- Introduction to Scholarly Communications
- Open Educational Resources
- Science's Ongoing Opening
- The Future of the Book (and other information objects)
- Student Publishing: Lessons in Publishing, Peer Review, and Knowledge Sharing
- Disaggregating the University:
  MOOCS, EduPunks, and the Future of the Teacher, the Publisher, the Librarian

DETAILS

- The course will include 13 weekly modules running between September 2014-December 2014.
- Utilizing OpenEdX platform
- The course will be presented in both Spanish and English
- Large chunk of text describing the in-person vs online components

COURSE CREATORS

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

STANFORD UNIVERSITY

UBC THE UNIVERSITY OF BRITISH COLUMBIA

UAEM | Universidad Autónoma del Estado de México

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Global

- For-credit classes will meet at institutions in the U.S., Canada, Mexico, and Ghana
- Translated into Spanish
- Available to anyone with an internet connection
- Global contributions to course modules
  - The Student Publishing module is a collaboration between the libraries at Virginia Tech and the Cape Peninsula University of Technology
- Openness is crucial to the global dissemination of knowledge

Open

- OpenEdX platform
- CC-BY-SA license
- Re-uses existing OER with CC licenses
- Leverages open access to research
- Prepares future scholars to contribute to the open ecosystem

OK-MOOC Week 12: Student Publishing

[Learning Objective](#)
[Introduction](#)
[Module Resources](#)
[Assignments](#)
[In-Class Activity](#)
[Formative Weekly Evaluation](#)

LEARNING OBJECTIVES

By the end of this module, students will understand the benefits and challenges of student-run peer-reviewed journals, including issues related to knowledge production and sharing, and will be better prepared to participate in or support a student journal.

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[2:51]

Digital Tattoo's Jen Goerzen interviewed Pamela Verma, UBC medical student and founding editor of
UBCMJ, UBC's student-run medical journal.
http://www.youtube.com/watch?v=0v73HXdVLWg
© The Digital Tattoo Project. CC BY

Student Publishing by Russell Butson, University of Otago [12:48]
http://www.youtube.com/watch?v=CUYvzMIacN0&feature=player_detailpage#t=135
(Presentation starts at 2:15)

II. Readings

Introduction to Student Publishing (Philip Young)
- https://docs.google.com/a/vt.edu/document/d/1lH9heg-l0XOeiYvUAW7hUjFK4h18OphZblJx4OlGhbA/edit

Library Services for Creating and Publishing Student Research Journals (Adrian Ho)
- http://opensuny.org/omp/index.php/IDSProject/catalog/book/25 (p. 235-250)

Undergraduate Economics Journals: Learning By Doing (Robert M. Leekley, Stephanie Davis-Kahl, Michael C. Seeborg)
- http://www.journals.cluteonline.com/index.php/TLC/article/view/7750.

Electronic Undergraduate Research Journals: A Survey of their Characteristics (Ariel Reno)
- http://eaglefeather.honors.unt.edu/2009/article/162

Janine Lockhart
9:27 AM Mar 14

I wonder if it will not be useful to add a section with some examples of already existing open access student peer-reviewed journals somewhere in this module?

Philip Young
10:15 AM Mar 17

There is a link to student journals at the end of the Introduction to Student Publishing. Perhaps someone could go through that list and select some good examples if we want to have a separate section in the module.

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Introduction to Student Publishing

This module addresses the benefits and challenges of student publishing, primarily in peer-reviewed journals for student work at the university level, and briefly introduces three major components of journal publishing: knowledge sharing, peer review, and journal workflows.

Benefits of Student Publishing

Student publishing, particularly in a peer-reviewed journal, provides numerous benefits to students, faculty, and the university. Though students have always been consumers of knowledge, many are not skilled in evaluating the quality of peer-reviewed articles, and few have created knowledge for dissemination. Contributing to a student journal is often a student's first opportunity to add to the world's knowledge in a public way. Indeed, the original meaning of the word "publish" is "to make public." Students are

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Assignments

This week, there are six assignments you should **work** on:

1. Imagine you are starting a new student journal in your field of study, and you would like to receive class credit for your work. Write a paragraph or two in your class blog to your imaginary professor, explaining why creating a student journal would be beneficial to you and your peers, as well as to the department, to convince him/her of the creditworthiness of your project.

2. You've received the go ahead for your journal. Write another blog entry comparing the value of a closed access journal, accessible only by class members, to that of an open access publication, and make an argument for the format you think is best for your project.

3. Now that you have approval for your journal, create a schema like the one Russell Butson described in his video, for the workflow of articles from submission through publication. Be sure to include a list of personnel you will need to make your project work - editor, reviewers, etc. Post the schema to your blog and write a tweet that links back to it.

4. Go to the Open Journal Systems website's demo page and log in to their server for a test drive. (http://pkp.sfu.ca/ojs/ojs_demo/) Write a couple of paragraphs in your class blog describing your experience with the software, what you liked, and what you would change if you were to write your own.

5. Comment on two co-student blog entries, giving them advice on how to make their argument for a student journal for their class more convincing.

6. Continue making notes for your **learning self-assessment**, reflecting on everything you learned this week and what steps you took to enhance that learning.

Philip Young
2:35 PM Mar 10

Since it is such a hot topic, one option might be asking students to write a blog post about ways that open peer review might benefit or inhibit the evaluation of research.

Janine Lockhart
9:39 AM Mar 14

Is the learning self-assessment explained to the students somewhere,

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Benefits for us

- Learning about OER creation

- Helps us support publishing needs

- Begins our collaborations with CPUT

- Promoting open initiatives and their interrelationships

Thanks!

Contact me: pyoung1@vt.edu

Find this: http://vtechworks.lib.vt.edu

Questions?