Open Journals in the Classroom

Leveraging the power of social learning through course-based, online, open access journals

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What is the Public Knowledge Project (PKP)?

A research and software development project at the SFU Library
What is a course journal?

A library-hosted journal for a single course
World Literature 404: Literature & Translation
Course Journals: Model 1 - Students as Authors

Library Publisher is the Journal Manager

Instructor is the Editor

Students are the Authors and Reviewers

Library Publisher may also play the Layout Editor role
Course Journals: Model 1 - Students as Authors

- Students **submit** their first draft, including metadata and abstracts.
- Students do a double blind **review** of one another’s work providing constructive feedback.
- Instructor supplements reviewer **feedback** with their own comments.
- Students **revise and resubmit** their work based on the feedback.
- Final versions **published**.
Why do this? (Model 1)

- Provides a showcase for the course, students, department, and university
- Reduces the barriers between the classroom and the general public
- Eliminates the throw away assignment
- Acts as a deterrent to plagiarism
Course Journals: Model 2 - Students as Editors
Course Journals: Model 2 - Students as Editors

Students **design, set-up and manage** a journal for their class.

Students **collaborate** on decisions around the design, function and scope of the journal.

Students **recruit content** from community members within and outside their institution.
Why do this? (Model 2)

- Participate in a “deep dive” into scholarly publishing
- Build relationships and tell community stories
- Gain hands-on experience with copyright, author rights, creative commons licensing, peer review, and open access
- Develop critical thinking skills through participation in public scholarship
- Gain familiarity with journal publishing software
How is the Library involved?

Library Publishing Programs

• Involve students in scholarly publishing

(Buckland, 2015; Caprio, 2014; Davis-Kahl, 2013; Hare, 2019; Ho, 2011; Marken & Dawson, 2017; Spiro, 2015)
How is the Library involved?

**Information Literacy**

- Peer review as quality assurance (Buckland, 2015; Spiro, 2015)
- Students as content creators (Buckland, 2015; Dawson & Marken, 2019)
- Different types of scholarship & authority
How is the Library involved?

Scholarly Communications & Copyright

Writing Centre
Opportunities

What stories can we tell? In what mediums?

Open Pedagogy & Peer Learning

Students as change-makers & advocates

Building evidence of impact of student work - new forms of assessment

\(^1\)ACRL (2013)
Best Practices

• Start early – plan the course syllabus around the journal
• Model 1 works best in writing-intensive courses with one main assignment
• Integrate Library instruction at relevant points in the term
• Offer technical support for OJS
Challenges of Course Journals

- Time (instructors and librarians) & journal sustainability
- Higher stakes – Work stays with students after graduation
- Challenges of recruiting and reviewing content from community members
Sources Cited


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