Open Tools for Publishing Education:
A Workshop on Pedagogy and Practice

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Agenda

◇ Day 1:
  ◇ Overview of the purpose, concepts, tools, and challenges of open publishing education
  ◇ Discuss Hare article
  ◇ Break
  ◇ Pick a Platform to experiment with; report out on findings
◇ Day 2:
  ◇ Case studies (Group presentations)
  ◇ Break
  ◇ Questions for teaching
  ◇ Designing your own course/workshop/training/assignment
Scholarly Communication, Open Publishing, and Pedagogy

- ScholCom in the Curriculum: concepts, practices, tools
- Critical approaches to scholarly publishing
- Connections to information literacy
- Skills-based pedagogy (active learning)
- Open Access education
Scholarly Publishing Concepts

- Editorial practices & policies
- Publishing ethics
- Publishing workflows & production
- Peer review models
- Citation & documentation
- DOIs, ISSN/ISBN
- Copyright & licensing
- Publication agreements
- Researcher IDs
- Publicizing & dissemination
- Archiving & preservation
- Accessibility
- Scholarly impact & evaluation
- Open Access/Open publishing
Open Publishing Tools

- Pressbooks
- OJS
- Timeline JS
- WordPress
- Omeka
- hypothes.is
Types of publications

- Textbooks
- Anthologies
- Essay collections
- Annotated editions
- Journals
- Proceedings
- Blogs
- Exhibits/Collections
- DH projects
- Timelines
Challenges

🔹 **Time:** especially for non-credit courses/workshops

🔹 **Availability** of tools/resources/personnel

🔹 **Focus:** What can you accomplish given the above?

🔹 **Expertise:** Does one person have the necessary knowledge/skills? Do you need a team?

🔹 **Rewards:** What do the students get to take away (credit, a product, marketable skills)?

🔹 **Assessment:** Can you demonstrate value to your institution?

🔹 **Others?**

- Curriculum for a 1-credit hour, semester long course for new student journal editors
- Addresses both conceptual knowledge of scholarly communication and practical publishing skills, connecting both to undergraduate research education
- Modular curriculum allows for use by information literacy or scholarly communication librarians or publishing professionals (p. 12)
- Includes an active learning (high impact) component: a student publication
- Includes pre- and post-test assessments and formative assessments (p. 16-24)
- Includes complete syllabus, assignments, and assessment tools (Appendices)
- Bibliography of useful references
Pick a Platform

1. Pick one of the available open publishing platforms (or one you have access to).
2. Spend some time familiarizing yourself with the interface and functions. Work with a partner if you like.
3. Note any interesting possibilities/limitations of the tool.
4. Note any particular challenges you see in using this tool for teaching.
5. Share out any observations or questions you have.
Case Studies


Questions for Teaching

✧ How much time do you have (a single session, half-day, full-day, mini-course, workshop series, full-semester course)?
✧ What central concepts, skills, or critical questions do you want to focus on?
✧ What open publishing tools do you have available?
✧ Can the students do any pre-work (readings, accounts, tutorials, etc.)?
✧ Are you aiming at individual or group learning activities?
✧ Will there be an active learning/hands-on component?
✧ Do you have specific learning outcomes or outputs you want to achieve?
✧ How will “success” be measured or assessed?
Additional Questions/Challenges:

1. How do you tailor your project to your audience (disciplinary, level of knowledge, professional expertise, etc.)? Students? Faculty? Staff? General public?
2. Logistics of planning, setting expectations, establishing order of instruction, scaffolding.
3. How do you deal with pre-existing assumptions, misconceptions, practices, biases?
Share your project ideas!

1. Take the rest of this hour to sketch out or design a pedagogical application using the platform of your choice (a course, workshop, training, assignment, etc.).

2. Answer any of the previous questions/challenges that are relevant to your project.

3. Share your ideas.