Scholarly Communication for Credit: Integrating Publishing Education into Undergraduate Curriculum

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Description
As academic libraries place increased emphasis on educating students and faculty about issues related to scholarly publishing, it has become clear that workshops, events, and even course-integrated instruction are often not enough to fully engage students and faculty. To be most effective, scholarly communication education should be integrated into the formal academic life—and mission—of an institution and must offer tangible benefits to students and faculty. For most institutions (especially those with an emphasis on liberal arts), the core mission centers around the teaching and learning experience: in other words, the classroom and the curriculum. In order for scholarly communication to be recognized as anything more than an optional adjunct to this mission, it must become a regular part of the curriculum. A practical way to accomplish this is by strategically developing credit-bearing courses and programs that simultaneously support the goals of the academic departments and educate students about scholarly communication issues.

At Pacific University, library faculty developed a course on scholarly journal publishing for undergraduates and collaborated with academic faculty to create a new academic minor in editing and publishing.

Comments
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