



Scribbling in the Margins of the SCN for More Playful and Open Copyright Instruction

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Our collaboration is born from the mutual realization that scholarly communication has been under-addressed in LIS education.

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Scholarly
Communication
Notebook



Coaching COPYRIGHT

EDITED BY KEVIN L. SMITH AND ERIN L. ELLIS

<https://kuscholarworks.ku.edu/handle/1808/29680>



Journal of Librarianship *and*
Scholarly Communication

Leading: Finding Our Way: A Snapshot of Scholarly
Communication Practitioners' Duties & Training

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Research Article

Finding Our Way: A Snapshot of Scholarly Communication Practitioners' Duties & Training

Authors: Maria Bonn ✉, Will Cross, Josh Bolick

<https://jisc-pub.org/articles/abstract/10.7710/2162-3309.2328/>



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The book will consist of three Parts. **Part 1** defines scholarly communication and scholarly communication librarianship, and provides an introduction to the social, economic, technological, and political/legal backgrounds that underpin and shape scholarly communication work in libraries. **Part 2** begins with an introduction to “open”, broadly conceived. We’re privileged to be working with four amazing section editors, who are developing sections on different permutations and practices of open. Read more about them and their vision for their sections below:

- [Amy Buckland](#) is developing a section on open access
- [Brianna Marshall](#) is developing a [section on open data](#), featuring:
 - *Introduction to Open Data* by Cameron Cook
 - *Managing, Sharing, and Publishing Data* by Susan Ivey, Sophia Lafferty-Hess, Peace Ossom-Williamson, & Katie Wilson
 - *Supporting Reproducible Research* by Gabriele Hayden, Tisha Mentnech, Franklin Sayre, & Vicky Steeves
 - *Ethics of Open Data* by Brandon Locke & Nic Weber
- [Lillian Hogendoorn](#) is developing a [section on open education](#)
- [Micah Vandegrift](#) is developing a [section on open science and infrastructure](#), featuring:
 - *Defining Open Science* by Micah Vandegrift
 - *Generation Open* by Sam Teplitzsky
 - *How Open Became Infrastructure* by Kaitlin Thaney

Part 3 consists of twenty six concise [perspectives](#), [intersections](#), and [case studies](#) from practicing librarians and closely related stakeholders, which we hope will stimulate discussion and reflection on theory and implications for practice. A [CFP for Part 3](#) was issued in November 2019, and [closed in mid-January](#). For an early overview of outcomes, see [“Voices from the Field” CFP Results](#). We’re really excited by the authors and ideas they’re bringing to the project!

We hope this text will provide a foundation for LIS courses that center scholarly communication topics, or supplement other curricular areas as they intersect with scholarly communication. We have a short list of LIS instructors eager to pilot, and we’re eager to learn from their experience (and that of their students). Please [contact us](#) at any time if you’re interested in contributing or providing feedback.

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“Embedded in [open education’s] social justice commitment to making college affordable for all students is a related belief that **knowledge should not be an elite domain**. Knowledge consumption and knowledge creation are not separate but **parallel processes**, as knowledge is **co-constructed, contextualized, cumulative, iterative, and recursive**.”


- DeRosa & Jhangiani, DPL 2017



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 The Scholarly Communication Notebook

The Scholarly Communication Notebook

The Scholarly Communication Notebook (SCN) is an active, inclusive, empowered community of practice for teaching scholarly communications to emerging librarians.

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 Help

<https://www.oercommons.org/hubs/SCN>



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Accessibility Case Studies for Scholarly Communication Librarians and Practitioners

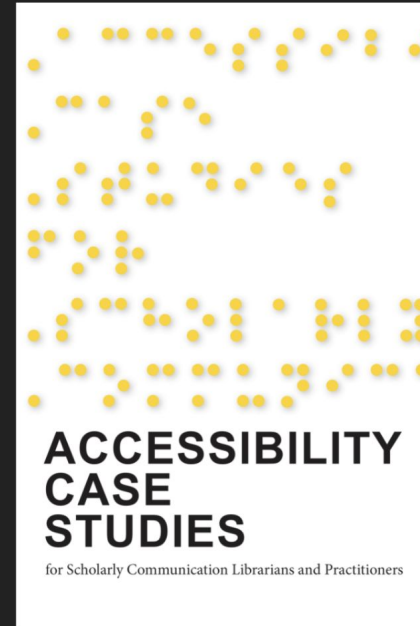
Talea Anderson

The goal of this resource is to support scholarly communication librarians wanting to implement accessibility measures in their open access, open education, and open data initiatives.



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[READ BOOK](#)



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ScholCom202X

by Stewart Baker (released under a [CC-BY license](#))

The building in front of you has red brick walls, a garden visible on its gently sloping, south-facing roof, and a multi-storey bank of solar energy producing, heat-absorbing windows. It boasts other amenities, as well, like configurable study spaces and peerless connectivity.

One thing the building *doesn't* have — unlike many in the year 202X — is hundreds of the advertising embeds that choke your neural augment's feed everywhere you go. Instead, this building only has one embed: a succinct, yet smartly curated list of the services available to the students, faculty, staff, and extended community at Lovelace University.

No doubt about it. You're standing before the front doors of the Ranganathan Library, ready to start your first week at your first full-time job as a scholarly communication librarian.

Issue 51, 2021-06-14

Choose Your Own Educational Resource: Developing an Interactive OER Using the Ink Scripting Language

Learning games are games created with the purpose of educating, as well as entertaining, players. This article describes the potential of interactive fiction (IF), a type of text-based game, to serve as learning games. After summarizing the basic concepts of interactive fiction and learning games, the article describes common interactive fiction programming languages and tools, including Ink, a simple markup language that can be used to create choice based text games that play in a web browser. The final section of the article includes code putting the concepts of Ink, interactive fiction, and learning games into action using part of an interactive OER created by the author in December of 2020.

by Stewart Baker

Introduction

"You have died of dysentery."

Anyone who attended a U.S. elementary school in the 1980s or 1990s will likely recognize this as a game over message from *The Oregon Trail*, a computer game intended to teach students about the emigration of

A Gameshow-Style Copyright Module

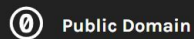
**2-WORD TERM FOR
UNLICENSED BUT
LEGAL QUOTING OF
COPYRIGHTED MATERIAL
IN SITUATIONS LIKE
RESEARCH OR
NEWS REPORTING**



Introduction to Bibliodiversity in Scholarly Communications

Allison Kittinger and Jennifer Solomon

This resource provides an introduction to bibliodiversity within scholarly communications, which is crucial in making both the creation and discovery of research more accessible to more people.



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MAY 17, 2021 BY JBOLICK

CFP Round 2: Contribute to the Scholarly Communication Notebook (SCN)

UPDATE: deadline extended from June 21 to July 12, 2021

We are pleased to announce our second call for proposals for materials to be included in the [Scholarly Communication Notebook](#). Successful proposals will contribute openly-licensed educational materials (OER) about scholarly communication that reflect the broad range of people, institution types, and service models in scholarly communication and specifically fill gaps of representation in the current body of materials. With [generous support from IMLS](#), we are able to offer **\$2,500** financial awards in recognition of the expertise and labor required to develop these resources. You can see the [full application as a Google doc](#), read more below, and [submit here](#).



RECENT POSTS

The Book, and the Scholarly Communication Notebook (SCN)

New to the SCN: ScholCom 202X (an interactive fiction game)

CFP Round 2: Contribute to the Scholarly Communication Notebook (SCN)

New to the SCN: Static Web Publishing for Digital Scholarship

New to the SCN: Accessibility Case Studies for SC Librarians and Practitioners

Add Your Own Ideas:

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