



Guiding students through a shifting landscape: integrating Open Research topics into information literacy training at the University of Strathclyde

Dr. Karen Veitch

Institutional Repository Support Assistant, University of Strathclyde **Email:** karen.veitch@strath.ac.uk

@KarenVeitch (Twitter)

@KarenVeitch@mastodon.scot (Mastodon)





Rationale



3 key reasons why training students in Open Research is beneficial:

- enhances research quality and integrity
- enables students to become more effective consumers of research
- supports social justice

(Azevedo *et al.*, 2019)



Benefits for students...



- scientific literacy
- student engagement
- attitudes towards science [research]

(Pownall et al., 2022)



Radical participation



@JSendall it is not enough to open up our prestigious papers to people without economic means; we must beware of the phrase do no harm. Radical participation is necessary for authors and potential authors everywhere #oa #UKSG2022



10:09 AM · May 31, 2022 · Twitter for iPhone





Context at the University of Strathclyde Two different teams within Library Services:



Research and Learning Support Team (RLS)



Scholarly Publications and Research Data Management (SPRD)



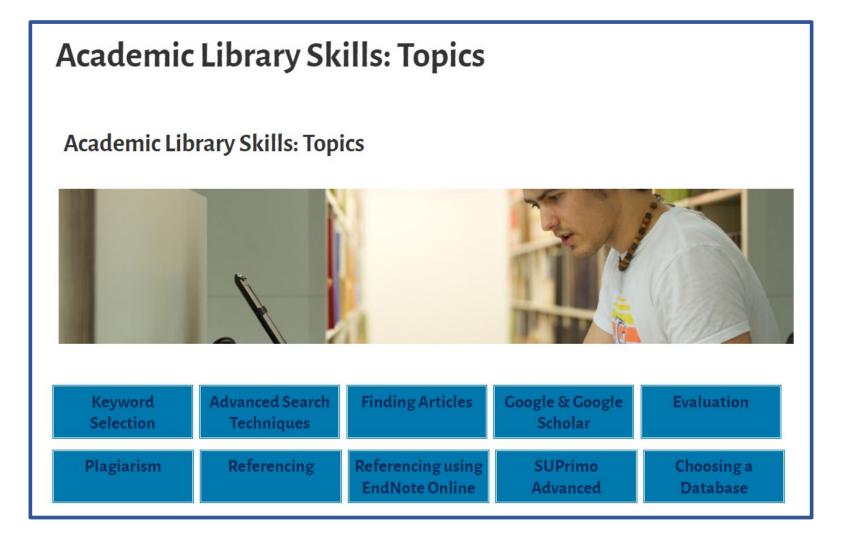
Photo by Nick Fewings on Unsplash



Existing online information literacy training: Academic Library Skills (ALS) - MyPlace/Moodle



https://classes.myplace.strath.ac.uk/course/view.php?id=24679









- Revision of existing content
- Creation of new content, including an entirely new module focused on copyright

Timescale:

- The project began in February 2022
- March-April creating and revising curriculum plans
- April June creating and revising video and other activities
- June-July uploading of content to new 2022/20232 module
- August 2022

 publishing of new and revised content to 2022/2023 Myplace site



Outcomes



- New **learning outcomes** relating to Open Access/Open Research introduced to ALS modules including:
 - Finding Articles
 - Evaluation
 - Choosing a database

For example, the 'Finding articles' module now includes the learning outcomes, 'Identify a range of tools that can be used to locate Open Access content'

- Three new videos have been created:
 - 'Finding Open Access materials' (in the Finding Articles topic)
 - 'Taking your evaluation skills further: evaluating scholarly publications' (in the Evaluation topic)
 - 'Accessing Open Access databases' (in the Choosing a Database topic)
- •Assessment activities such as **quizzes** now incorporate questions on the new forms of scholarly publication and Open Research practices

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Future Plans?





- Create new content focused on Research Data Management
- We are also working to revise existing content on Open Access publishing and bibliometrics, but this could be expanded to include content relating to broader research dissemination activities and Citizen Science
- Explore the possibility of developing more 'advanced'
 Open Research-related content aimed at postgraduate taught students and doctoral researchers



Take home messages:



For information literacy instruction to be sustainable in future, it is vital that it adapts to include concepts and skills associated with Open Research

Collaboration is key!





References



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Basili, C. (2017) 'Chapter 9 – Information Literacy Requirements for Open Science', in Sales, D. and Pinto, M. (eds) *Pathways into Information Literacy and Communities of Practice*. Amsterdam: Elsevier, pp. 229-248. Available at: https://doi.org/10.1016/B978-0-08-100673-3.00009-5 (Accessed 24 February 2023)

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Thank you!

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