The Role of Library Schools in Shaping the Changing Patterns of Scholarly Communication.

Presenter

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Introduction

- Scholarly communication is about the process or processes scholars use to share results of their research.

- This process is rapidly changing as a result of the developments in information and communication technologies (ICTs).

Introduction Cont'd

- The current methods of scholarly communication are proving to be not only too restrictive, but also economically unsustainable.

- Library schools have a role to play in training professionals who may contribute towards shaping modern methods of scholarly communication.

Introduction

- For long, library schools have trained librarians who specialize in:
  - ➤ acquiring information materials,
  - ➤ organizing information,
  - ➤ storing information, and
  - ➤ availing such information to users within the confines of the traditional library.

Introduction

- Besides the fact many library schools are now facing closure all over the world, the traditional libraries now face stiff competition from other nonconventional information providers.

- Academic and research libraries play an important role in facilitating effective and efficient scholarly communication.

Introduction

- The critical issues facing libraries are primarily economic and technological (Ekman and Quandt, 1995).

- Library schools should provide answers to questions such as:

Introduction

➤ What may be done about the economic pressures on academic and research libraries today?

➤ What types of innovations, made possible by new technologies, should libraries exploit to redress the damage caused by the economic squeeze and also to make scholarly communication more effective than it is through traditional methods?

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The Changing Patterns of Scholarly Communication

- There is no doubt that scholarly communication methods are changing rapidly, thanks to developments in information and communication technologies (ICTs

- The development of ICTs has a profound impact on scholarly publishing as well as on the way in which scholars communicate with each other(Liu, 2008)

The Changing Patterns of Scholarly Communication

- Scholarly publishing is experiencing tremendous pressure for change under the confluence of the forces and trends such as:
  - the exponential growth of information production,
  - the dramatic increase in subscription fees,
  - the increasing storage cost of printed documents, and
  - the increasing power and availability of digital technology

The Changing Patterns of Scholarly Communication

- More and more scholars are turning to their computers rather than to print sources to conduct their research and exchange information (Maron and Smith, 2008)
- Born-digital journals, blogs, wikis, and other forms of online publishing and discussion now appear in every discipline.

The Changing Patterns

- While some of these digital resources resemble their print predecessors, others are quite novel, making use of the space, speed, and interactivity that the Internet allows.

- some digital resources have already gained widespread acceptance in their fields on par with the print publications that, until just a decade ago, held an unchallenged monopoly on disseminating scholarly information.

The Changing Patterns

- This rapid proliferation of Web-based resources has had an impact on how scholars conduct research and keep abreast of new works by their peers wherever they are in the globe.

- In the past, a university professor might expect to learn about new work in his/her field by reading articles published in scholarly journals.

The Changing Patterns

- Well-articulated systems of selection, review, publication, and distribution also existed for scholarly monographs.

- For both types of publication, the campus library played a central role in gathering these scholarly outputs for the academic community.

The Changing Patterns

- The university/research library still plays a central role in distributing both print and online resources, but the networked digital environment has enabled the creation of many new kinds of works that are directly accessible to end users.

Role of Library Schools –Skills Provision

- Today's LIS (Library and Information Science) graduates will enter a work world transformed by the revolution in scholarly communication (Davis & Moran, 2005).

- New librarians must confront challenges such as balancing and providing appropriate access to print and electronic serials collections and keeping abreast of not only current journal and database subscriptions, but also the growing number of accepted (and cited) open-access scholarly publications.

Role of Library Schools

- Open access publishing is a fairly recent development but more and more scholars are making use of the method to communicate their research findings and exchange information.

- It is essential for new graduates entering academic libraries to have a solid grounding in the scholarly communication process (Davis & Moran, 2005).

Role of Library Schools

- It's no doubt that scholarly communication has been part of the coursework in many LIS schools for many years.

- Students have traditionally taken courses such as collection development where they learned how to acquire and evaluate books, journals, and other vehicles of scholarly communication.

Role of Library Schools

- This type of preparation is still essential, but not quite sufficient in an era when the process of scholarly communication is being transformed.

- ICT has proved to have tremendous impact on library and information services, resources, staff and users.

- LIS Professionals are confronting challenging dynamic technological environment demanding the extensive and effective utilization of ICT in order to meet the changing complex information needs of user community.

Role of Library Schools

- LIS Professionals must develop expert technological competencies required to make best use of the opportunities the ICT offers in order to provide a gateway access to wide range and variety of information resources and services.

- Apparently, ICTs seem to be the major agents and major causes of the changing environment in which LIS professionals are expected to work.

Role of Library Schools

- LIS Professionals are expected be have superior communication skills as they are being called upon to work closely with ICT users and providers (including IT staff) and to work in collaboration with others in the profession (Wittwer, 2001).

- LIS professionals provide a service to various user groups. It is not unusual to find that some groups of users lack the necessary IT skills to obtain quality information (Stubbings and McNab, 2001).

Role of Library Schools

- In situations where scholars lack the basic IT skills to obtain quality information, LIS professionals may be called upon to act as both educators and intermediaries (Sharp, 2001). (IL)

- In such circumstances, information professionals are required to have increased teaching and communication skills.

Role of Lib Schools

- To better prepare their graduates, LIS schools need to revise their curricula to incorporate information relating to the changes in scholarly communication.

- The traditional skills of librarianship, such as reference and cataloging, are still essential, but today's LIS students are expected to master many additional skills (including a solid grounding in IT) necessary to work in ever more technologically sophisticated libraries (Davis and Moran, 2005).

Role of Lib Schools

- How may LIS schools prepare tomorrow's academic librarians to deal with the emerging changes in scholarly communication? What are they doing and what more can they do?

➢ LIS schools should introduce specialized courses dealing with various aspects of scholarly communication that have been added to the curriculum in many schools.

➢ The traditional existing courses should be modified (not abandoned)to include elements of scholarly communication.

Suggested Specialized Modules/Courses

- For purposes of acquiring knowledge on scholarly communication, it is here suggested that Library schools offer the following courses/modules:
- **Electronic Publishing:**

➢ current issues in electronic publishing,

➢ digital libraries, the history of publishing,

➢ scholarly communication,

➢ research libraries,

➢ economics of information,

➢ information cycle,

➢ uses and users of electronic documents,

➢ electronic books, new genres in electronic communication and open access publishing

Role of Lib Schools

- **Scholarly and Professional**
- **Communication:**

➢ The cost and impact of information systems

➢ the supply chain of information – from authors through publishers, jobbers, and libraries to users, economies of scale and scope,

➢ competing paper and electronic formats of presenting information, and

➢ transforming print products into electronic products.

Role of Lib Schools

- **Copyright Law:**
- law of copyright,
- the impact of the law of copyright on libraries,
- the impact of copyright on education and research,
- copyright law in the digital environment,
- the doctrine of fair use, and
- intellectual property protection.

Role of Lib Schools

- **Information Ethics:**
  - intellectual freedom,
  - equitable access to information,
  - information privacy,
  - responsibility and accountability, and
  - intellectual property rights.

Role of Lib Schools

- **Other skills**:
  - ➤ The scholarly infrastructure;
  - ➤ The information infrastructure;
  - ➤ The value chain of scholarship; and
  - ➤ How different academic disciplines treat data and information differently (Borgman, 2007).

Role of Lib Schools

- **Other Skills:**
- ➤ How knowledge is created and produced;
- ➤ Locating pieces of information in a variety of documents and interpret the information to users
- ➤ Appreciating a variety of sources of information resources and know how to use
- ➤ Human information behaviour
- ➤ Qualitative and quantitative research methods
- ➤ Technological literacy
- ➤ Legal aspects of information and statutory obligations which arise from holding and disseminating information

Old and New Methods of Scholarly Communication

- E-scholarship and traditional scholarship, in terms of dissemination, are at once remarkably similar and significantly different (similar process, different engagement with data and ideas).

- Scholars must be made aware of, and work with, both the similarities and differences.

- Scholars should blend e-scholarship with the best and sound tradition of scholarly assessment and dissemination of scholarship.

- Rarely is anything a complete break with the past (Borgman, 2005).

Continuous Training

- Continuous training of librarians keeps them abreast of developments of new ICTs and other developments.

- On-the-job training for qualified LIS graduates should not be seen as a waste of resources.

- Some employers would want to believe that library school training is more than enough.

- Library schools should work closely with employers and sensitize them on the importance of continuous training of qualified librarians and other information professionals.

Continuous Training

- Library schools should develop tailor-made programmes to provide opportunities for retraining and retooling practising librarians in a constantly changing environment.
- It should not be lost to library schools that ongoing technological developments require that librarians should go through continual retraining.
- Librarians need to continually adapt to new ways of meeting diverse information demands of scholars.
- This challenge may be met by constant improvements in how library professionals access information and collaborate together.

Other Issues

- Collaboration and networking
- Open Access
- Information literacy
- Academic literacy

Concluding Remarks

- The old and new methods of scholarly communication should be blended

- The book and journal will for remain important vehicles for scholarly communication.

- Library schools should see themselves and act as leaders in shaping solutions for the scholarly communication crisis

Concluding Remarks

- Library schools should provide a venue to explore solutions such as self-archiving, discipline, institutional archiving and similar other innovative processes

- Library schools are best-placed to build scholarly communication consortium not only in LIS but also in other academic disciplines.