UNIVERSITY OF BORÅS

Scholarly communication
Vetenskaplig kommunikation
15 credits
15 högskolepoäng

Ladok Code: C3FVK1
Version: 2.0
Established by: Committee for Education in Librarianship, Information, and IT 2022-04-14
Valid from: Autumn 2022

Education Cycle: First cycle
Main Field of Study (Progressive Specialisation): Library and Information Science (G1N)
Disciplinary Domain: other
Prerequisites: General entry requirements for university studies.
Subject Area: Library and Information Science
Grading Scale: Seven-degree grading scale (A-F)

Content

The course provides knowledge regarding the form and function of scholarly communication. Focus is on the development of open science, evaluation of research, the development and impact of information technology, and how these affect practices and work processes within the academic community. How research is communicated across different scholarly domains is a central part of the course. Moreover, scholarly communication practices and related theories are studied with a focus on research libraries and the library profession.

Throughout the course are theoretical perspectives combined with practical knowledge on for example publication databases, open data and bibliometric analysis. The course provides an overview of a the history, the present state, and future challenges to scholarly communication. The course is concluded by a conference in which the students present a paper which summarizes key insights.

Learning Outcomes

After passing the course the student should be able to, concerning,

Knowledge and understanding
1.1 Describe and discuss the overarching structure and development of scholarly communication
1.2 Understand and explain key concepts and activities relevant to scholarly communication and publication.
1.3 Distinguish and describe disciplinary differences in relation to scholarly communication and relate these to university and research libraries
1.4 Identify problem and development areas in scholarly communication and publishing

Competence and skills
2.1 Use theoretical models and perspectives to explain structures and patterns in scholarly publishing
2.2 Perform searches, and make basic analyses, using central bibliographic and bibliometric databases
2.3 Write and present a paper for a scientific conference
2.4 Give and receive structured and well-formulated criticism in a collegial process

Judgement and approach
3.1 Discuss and compare different types of scholarly texts and their role based on disciplinary norms and practices
3.2 Independently explain key concepts and theories in research around research libraries and scholarly publishing
3.3 Problematize and contextualize the role of scholarly publishing in a broader societal perspective.

Forms of Teaching

Tuition is conducted through

- lectures
- workshops
- seminars

The language of instruction is English.

Forms of Examination

The course is examined through the following examinations:

- Seminar: Open Science
Learning outcomes: 1.1, 1.2, 1.4
Credits: 1.5
Grading scale: Fail/Pass (U/G)

- Seminar: Bibliometrics and research policy
Learning outcomes: 1.2, 1.3, 1.4
Credits: 1.5
Grading scale: Fail/Pass (U/G)

- Workshop: Bibliograpic and bibliometric databases
Learning outcomes: 2.2
Credits: 1
Grading scale: Fail/Pass (U/G)

- Written assignment: Conference paper on the topic of the research Library and scholarly communication
Learning outcomes: 2.1- 2.3, 3.1, 3.2, 3.3
Credits: 7
Grading scale: A-F

- Review of conference paper
Learning outcomes: 2.4, 3.1
Credits: 2
Grading scale: Fail/Pass (U/G)

- Presentation of conference paper
Learning outcomes: 2.3 3.2, 3.3
Credits: 2
Grading scale: Fail/Pass (U/G)

For a passing grade (A-E) on the entire course, at least grade E is required on *Written assignment: Conference paper on the topic of the research Library and scholarly communication* together with the grade Pass (G) on all the other forms of examination. A higher grade on the entire course is thereafter determined by the grade on *Written assignment: Conference paper on the topic of the research Library and scholarly communication.*

When the syllabus is changed, students who wish to finish the course must do so according to the new plan's content and assignment requirements. If the course no longer is offered on a regular basis, students who wish to complete the course must take all or part of another, equivalent course.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

Anderson, R. (2018). Scholarly Communication: What Everyone Needs to Know®. Oxford University Press. (296 p.)

Borgman, C. L. (2012). The conundrum of sharing research data. Journal of the American Society for Information Science and Technology, 63(6), 1059-1078 (19 p.)

Coombs, S. K., & Peters, I. (2017). The Leiden Manifesto under review: what libraries can learn from it. Digital Library

Perspectives, 33 (4), pp. 324-338. (14 p.)

Cox, A., Gadd, E., Petersohn, S., & Sbaffi, L. (2019). Competencies for bibliometrics. Journal of Librarianship and Information Science, 51(3), 746-762. (17 p.)

Csiszar, A. (2016). Peer review: Troubled from the start. Nature, 532(7599), 306-308. (2 p.)

Haider, J., & Åström, F. (2017). Dimensions of trust in scholarly communication: Problematizing peer review in the aftermath of John Bohannon's "Sting" in Science. Journal of the Association for Information Science and Technology, 68(2), 450-467. (17 p.)

Hammarfelt, B. (2016). Beyond Coverage: Toward a Bibliometrics for the Humanities, i Ochsner, Hug och Daniel (red). Research Assessment in the Humanities (pp. 115-131). Springer. Elektroniskt tillgänglig: https://link.springer.com/chapter/10.1007/978-3-319-29016-4_10 (16 p.)

Hammarfelt, B. (2018). Taking comfort in points: The appeal of the Norwegian Model in Sweden. Journal of Data and Information Science, 3(4), 85-95 (11 p.)

Hicks, D., Wouters, P., Waltman, L., De Rijcke, S., & Rafols, I. (2015). Bibliometrics: the Leiden Manifesto for research metrics. Nature News, 520(7548), 429-431. (3 p.)

Holman L, Stuart-Fox D, Hauser CE (2018) The gender gap in science: How long until women are equally represented? PLoS Biol 16(4): e2004956. (20 p.)

Larivière, V., Haustein, S., & Mongeon, P. (2015). The oligopoly of academic publishers in the digital era. PloS one, 10(6), e0127502. (15 p.)

Maceviciute, E. (2014). Research libraries in a modern environment. Journal of Documentation, 70(2), 282-302. (21 p.)

Montgomery et al. (2021). Open Knowledge Institutions. MIT Press. Elektroniskt tillgänglig. (Kapitel 1-3), (56 p.)

Moore, S. A. (2017). A genealogy of open access: negotiations between openness and access to research. Revue française des sciences de l'information et de la communication, (11). (Approx. 15 p.) [Accessible electronically]

Palmer, C. L. & Cragin, M. H. (2008). "Scholarship and disciplinary practices." Annual Review of Information Science and Technology, 42(1), 165–212. (48 p.)

Roemer, R. C., & Borchardt, R. (2015). Meaningful metrics: A 21st-century librarian's guide to bibliometrics, altmetrics, and research impact. American Library Association. (251 p.)

Scientific Norms/Counternorms, in G. Ritzer, J. M. Ryan & B. Thorn (Eds.), The Blackwell Encyclopedia of Sociology (1st Ed.), John Wiley & Sons, p. 4109-4112. (4 p.) [Accessible electronically]

Wilkinson, M. D., Dumontier, M., Aalbersberg, I. J., Appleton, G., Axton, M., Baak, A., ... & Mons, B. (2016). The FAIR Guiding Principles for scientific data management and stewardship. Scientific data, 3(1), 1-9. (9 p.)

Åström, F., & Hansson, J. (2013). How implementation of bibliometric practice affects the role of academic libraries. Journal of Librarianship and information Science, 45(4), 316-322. (6 p.)

In total: 840 pages.
Literature of own choosing (ca 100 p.) may be added during the course.

Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

Miscellaneous

The course is a freestanding course.
This syllabus is a translation from the Swedish original.