Open Journals in the Classroom

Leveraging the power of social learning through course-based, online, open access journals
What is the Public Knowledge Project (PKP)?

A research and software development project at the SFU Library
What is a course journal?

A library-hosted journal for a single course
World Literature 404: Literature & Translation
Course Journals: Model 1 - Students as Authors

Library publisher is the journal manager.

Instructor is the editor.

Students are the authors and reviewers.

Library publisher may also play the layout editor role.
Course Journals: Model 1 - Students as Authors

1. Students submit their first draft, including metadata and abstracts.
2. Students do a double blind review of one another’s work providing constructive feedback.
3. Instructor supplements reviewer feedback with their own comments.
4. Students revise and resubmit their work based on the feedback.
5. Final versions published.
Why do this? (Model 1)

- PROVIDES A SHOWCASE FOR THE COURSE, STUDENTS, DEPARTMENT, AND UNIVERSITY
- REDUCES THE BARRIERS BETWEEN THE CLASSROOM AND THE GENERAL PUBLIC
- ELIMINATES THE THROW AWAY ASSIGNMENT
- ACTS AS A DETERRENT TO PLAGIARISM
Course Journals: Model 2 - Students as Editors
Course Journals: Model 2 - Students as Editors

Students **design, set-up and manage** a journal for their class.

Students **collaborate** on decisions around the design, function and scope of the journal.

Students **recruit content** from community members within and outside their institution.
Why do this? (Model 2)

- Participate in a “deep dive” into scholarly publishing
- Build relationships and tell community stories
- Gain hands-on experience with copyright, author rights, creative commons licensing, peer review, and open access
- Develop critical thinking skills through participation in public scholarship
- Gain familiarity with journal publishing software
How is the Library involved?

Library Publishing Programs

- Involve students in scholarly publishing

(Buckland, 2015; Caprio, 2014; Davis-Kahl, 2013; Hare, 2019; Ho, 2011; Marken & Dawson, 2017; Spiro, 2015)
How is the Library involved?

Information Literacy

- Peer review as quality assurance (Buckland, 2015; Spiro, 2015)
- Students as content creators (Buckland, 2015; Dawson & Marken, 2019)
- Different types of scholarship & authority
How is the Library involved?

Scholarly Communications & Copyright

Writing Centre
Opportunities

- What stories can we tell? In what mediums?
- Open Pedagogy & Peer Learning
- Students as change-makers & advocates\(^1\)
- Building evidence of impact of student work - new forms of assessment

\(^1\) ACRL (2013)
Best Practices

• Start early – plan the course syllabus around the journal
• Model 1 works best in writing-intensive courses with one main assignment
• Integrate Library instruction at relevant points in the term
• Offer technical support for OJS
Challenges of Course Journals

- Time (instructors and librarians) & journal sustainability
- Higher stakes – Work stays with students after graduation
- Challenges of recruiting and reviewing content from community members
Sources Cited


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