

“The Ecosystem of Publishing”: building a lesson plan on context and narrative

Devon Olson
Library Resources
School of Medicine and Health Sciences
University of North Dakota

the course

- OT 480- “Scholarly Publishing”
- occurs in year 2 of the 3-year Master’s of Occupational Therapy program
- prepares students for their capstone projects, which will be either an Independent Study (primary research) or a Scholarly Project (secondary research).

planning with faculty

- identified goals, students’ research goals
- Access to syllabus
- Agreed on time commitment:
 - One 2-hour lesson
 - One 1-hour follow-up lesson
 - One required one-on-one research consultation with librarian
- Aligned lessons with students’ research process

structuring the lessons

Goals (students will develop):

- familiarity with different producers of info
- critical consciousness of resource “quality”
- basic skills in navigating different types of online resources

Concepts:

- Journal metrics
- Copyright
- Open access
- Creative commons
- Peer review

lesson one

- Began with Kahoot game assessment
- Body of lesson = narrative format PowerPoint with choose-your-own adventure conclusion
- Built-in active learning strategies around sticky concepts like copyright and peer review
- Closed with an jigsaw activity where students explored government resources and databases, ebooks, .org websites, etc. with follow-along handout

lesson 2

A more traditional 1 hour long database-searching demo with a follow-along worksheet

- Demo-ed databases (PubMed, CINAHL, Scopus)
- Broke up each database demo with group searching exercise and think-pair-share

one-on-one meetings

- This was the first year the one-on-ones had been accompanied by in-class library instruction
- Only one one-on-one is required, but most students asked for a second or third meeting

References: "Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. <http://www.ala.org/acrl/standards/ilframework> (Accessed April 4, 2018)
Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f
John Willison & Kerry O'Regan (2007): Commonly known, commonly not known, totally unknown: a framework for students becoming researchers, Higher Education Research & Development, 26:4, 393-409
Szurmak, Joanna, & Thuna Mindy (2013): Tell me a story: the use of narrative as a tool for instruction. American Library Association Annual Conference.

Acknowledgements: Thank you to Sonia Zimmerman and Breann Lamborn, Occupational Therapy Department, UND SMHS

Meet Jill.

- She just wrote a paper on community-based aging in the Red River Valley. She’s especially excited to share her methods with small-town practitioners.
- She’s ready to publish!



- Now what?

ACTIVITY 1: (5 minutes)
Find the terms of the AJOT copyright agreement.

So if you were Jill, where would you decide to publish?



outcomes

The creation of this course comes 1 year before the department moves from a Masters of Occupational Therapy to a Doctorate of Occupational Therapy.

This means I’ll only be able to do this course one more time. However, I have seen:

- Increased faculty engagement
- Desire on the part of faculty to build more integrated library instruction into the new OTD
- Increased interaction with students
- Requests from students for additional one-on-one meetings

Next steps:

- Survey students in the fall to determine retention across semesters
- Work with faculty to adapt lesson into new OTD curriculum