Scholarly Communications in the STEM Classroom

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TEXAS ★ STATE
UNIVERSITY ®

The rising STAR of Texas

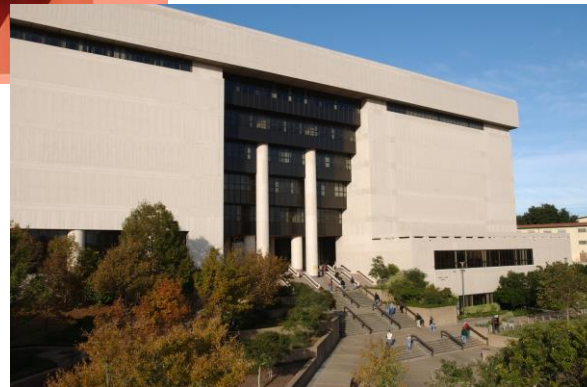# Background

Wikimedia Commons photo courtesy of Zereshk

Wikimedia Commons photo courtesy of TXStateFAN

12 years in public libraries

1.5 years in academic

Professional interests:

- ❖ Framework
- ❖ Instruction pedagogy
- ❖ Scholarly Communications
- ❖ Intersections of IL and SC

Finding the Class

2018-2019 Catalogs

Catalog Home | Undergraduate Degree Programs | Graduate Degree Programs | Previous Catalogs | Print Options

Computer Science (CS)

CS 2315. Computer Ethics.

This course is primarily for computer science majors, focusing on the ethical codes of the professional societies, the philosophical bases of ethical decision-making, and the examination of several contemporary case studies. Prerequisites: CS 1428 and ENG 1310 and COMM 1310, and PHIL 1305 or PHIL 1320, all with a grade of "C" or better. (WI).

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

Preparing to teach ScholComm to Sophomores: Choices of instructional themes

❖ The academic publishing ecosystem and its ramifications.

❖ Bad stuff exists, or How to vet every journal article you come across using Cabell's and Ulrich's.

❖ Google bad, Library good!

❖ No really, just trust me.

Finding the intersection

Scholarship as Conversation Knowledge Practice: "New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation"

Final lesson chosen. Competency level: awareness.

❖ Lecture : Awareness of the ecosystem around publishing and how that causes fraudulent and "lazy" practices that can compromise the authority of scholarship.

❖ Activity : Bogus publication given to students (not one used by one of them, but it was in their field),
  – identify suspicious characteristics.
  – Leading hints: Look for the journal title (3 different ones given). Read the abstract (tons of spelling/grammar errors).

❖ Follow-up : Library databases are generally

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• **Supervised** techniques are used availability of the ground truth la the case in synthetic datasets tha simulation tools [4]-[6].

ernational Scholarly and Scientific Research & Innovation 12(2) 2018   72   scholar.waset.org/1307-6892/100

World Academy of Science, Engineering and Technology
International Journal of Information and Communication Engineering
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One of the projects that used supervised techniques is avHome which aims at creating a smart home environment

be the activities' labels and the observ readings. To evaluate the accuracy

Outcomes

	# of Academic Articles	# of those at "good" quality**	# of overall sources current to last 4 years	Citations written per format
3	Full amount required	Full amount required	At least 75%	All citations
2	50% or more	50% or more	50% or more	50% or more
1	25-49%	25-49%	25-49%	25-49%
0	<25%	<25%	<25%	<25%

❖ Using the same rubric for the sources for Paper 1 (pre-intervention) and Paper 2 (post-intervention), their overall scores went from **65% to 87%**

❖ BUT Citation as a standalone assessment went form 2.32 to 2.23

❖ AND Paper 3 (I never saw them again) saw scores drop back down to 84%

Questions?

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Sources

❖ Competency-based assessment on the framework inspired by Megan Oakleaf's presentation "Work it! Own It! Gaining Confidence in Assessing the ACRL Framework", TLA Annual Conference, April 2017

❖ Rubric adapted from one in use and available here: http://wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/1060/annotated%20bibliography%20rubric.doc

– #LibrarianFail – this is just one of many places the rubric is located. It seems to be commonly used for senior projects in high schools in NC. I've since lost the source where I originally found it!