Digital Initiatives Symposium

Apr 24th, 10:15 AM - 11:45 AM

Scholarly Communication in the Context of Digital Literacy:
Navigation and Decision Making in a Complex Landscape

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Scholarly Communication in the Context of Digital Literacy: Navigation and Decision Making in a Complex Landscape

Presenter 1 Title
Digital Strategies and Partnerships Librarian

Presenter 2 Title
Scholarly Communications Librarian

Presenter 3 Title
Publishing Services Librarian

Session Type
90-minute panel session

Abstract
As digital technologies have come to dominate the conduct and dissemination of scholarship, seasoned and budding scholars alike may have little knowledge of what happens with the data that are gathered from their scholarly products, online profiles, and community platforms. Growing commercialization, mergers, buyouts, and venture capital investment lend credence to the idea of research results as "big data" to be mined and scholarly communication as "big business". The scope of the issues that now govern the funding and sharing of knowledge is formidable and international. How does one even begin to understand what is needed to navigate and make decisions in such a complex environment? Not just a concern of faculty, these issues can have profound influence on student learning, academic services, and society at large. Scholarly communication is often viewed as a mechanistic and closed system; we should reframe it in a larger context and apply concepts of digital literacy and social justice.

Location
Room D

Comments
Joyce L. Ogburn currently serves as Digital Strategies and Partnerships Librarian at Appalachian State University. Formerly she was the Dean of Libraries and Carol G. Belk Distinguished Professor of Library and Information Studies. She was the Dean of the J. Willard Marriott and University Librarian at the University of Utah and also served as special assistant to the Senior Vice President for Academic Affairs. Her career path includes positions at the University of Washington, Old Dominion University, Yale University, and Penn State University. She holds degrees in anthropology from the University of North Carolina at Greensboro and Indiana University, and a Master of Science in library science from the University of North Carolina at Chapel Hill.

Joyce's professional contributions include numerous boards and committees for such organizations as the Association of Research Libraries, the Center for Research Libraries, the Greater Western Library Alliance, and the Scholarly Publishing and Resources Coalition (SPARC). In 2011-12, Joyce served as President of the Association of College and Research Libraries (ACRL). In 2012, Utah Business Magazine named her as one of 30 Women to Watch. She was honored by the UNC-CH School of Information and Library Science as distinguished alumna in 2013 and joined their Board of Visitors in 2014.

Her passion lies in the interweaving paths of scholarship and interdisciplinary knowledge that libraries inspire, promote, and preserve in many forms. Her most recent publication is “Scholarly Communication

Allegra Swift joined UC San Diego as the first Scholarly Communications Librarian in June of 2017. Allegra is developing strategies, resources, and networks to support the gamut of scholarly communications needs on campus. Prior to this position, she was the Scholarly Communications Coordinator for the Claremont Colleges where she was responsible for the institutional repository, publishing and author support, and developing resources and services.

Emma Molls is the Publishing Services Librarian at the University of Minnesota Libraries in Minneapolis, MN. In this role, Emma manages the development of open access journals, monographs, and textbooks under the University of Minnesota Libraries Publishing imprint. She recently managed the migration of journals from bepress to OJS. Emma is the co-founder and organizer of the monthly OpenCon Librarian Community Call. She is also a presenter for ACRLs Intersections of Scholarly Communication and Information Literacy Roadshow.

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Scholarly Communication in the Context of Digital Literacy:

Navigating and Decision-making in a Complex Landscape

Joyce L. Ogburn
@libjoyce
University of San Diego Digital Initiatives Symposium
April 24, 2018
#scframes2018

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Abstract summary

• What happens with the data gathered from scholarly products, online profiles, and community platforms
• Growing commercialization, mergers, buyouts, venture capital investment
• Big Data to be mined and scholarly communication as Big Business

• How to navigate and make decisions
• Influence on student learning, academic services, society at large
• Context of digital literacy and social justice
The Call

Framework for Information Literacy for Higher Education
Filed by the ACRL Board February 2, 2015, as one of the constellation of information literacy documents from the association.

Contents
Introduction
Frames
Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration
Appendix 1: Implementing the Framework
Suggestions on How to Use the Framework for Information Literacy for Higher Education
Introduction for Faculty and Administrators
For Faculty: How to Use the Framework
For Administrators: How to Support the Framework
Appendix 2: Background of the Framework Development
Appendix 3: Sources for Further Reading

Introduction
This Framework for Information Literacy for Higher Education (Framework) grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the Information Literacy Competency Standards for Higher Education, academic librarians and their partners in higher education associations have developed learning outcomes, tools, and resources that some institutions have deployed to infuse information literacy concepts and skills into their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem. Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines. Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.

“In an interconnected world an understanding of research findings, the identification and preservation of evidence, and knowledge of the rights of all parties and stakeholders in scholarly research becomes a necessity.

Successfully navigating the creative and scholarly environments requires knowledge of applicable practices, norms, standards, technologies, and laws.

One must be conversant with how digital technologies converge or conflict with ethics, economics, and politics to enhance or prohibit access to information and the creation of new knowledge.”
The Call

“..we need to be profoundly mindful that for virtually all faculty and graduate students, the dissemination of their scholarly work has become a complex, confusing, time-consuming morass of funder mandates, institutional policies, choices about publishing venues, article processing charges, and questions as to whether or not to release preprints at various stages of the development of their work.”

To achieve greater understanding of how to *navigate* the environment of research and scholarship in order to make *informed decisions* as we create knowledge and meaning for ourselves and others.
Map for today

- Scholarly communication and big business
- Why digital literacy
- Navigation and decision-making
- Identities and roles
- Contexts and frameworks
- Applications and extensions
Scholarly Communication

- A human invention and cultural construct
- Communal experience and “we” activity
- Represented as cycles, systems and flows – but it’s more
University of Winnipeg Library (The publication Cycle)

CC BY 4.0  https://library.uwinnipeg.ca/scholarly-communication/index.html
Roger Schonfeld (2017) What is Researcher Workflow?
http://www.sr.ithaka.org/blog/what-is-researcher-workflow/
You can make your workflow more open by ...

- adding alternative evaluation, e.g. with altmetrics
- communicating through social media, e.g. Twitter
- sharing posters & presentations, e.g. at FigShare
- using open licenses, e.g. CC0 or CC-BY
- publishing open access, ‘green’ or ‘gold’
- using open peer review e.g. at Peerage of Science
- sharing preprints, e.g. at arXiv, bioRxiv or OSF
- using actionable formats, e.g. with Jupyter
- open XML-drafting e.g. at Overleaf or Authorea
- sharing protocols & workfl. e.g. at MyExperiment
- sharing notebooks e.g. at OpenNotebookScience
- sharing code e.g. at GitHub with GNU license
- sharing data, e.g. at Zenodo, Dryad, Dataverse
- pre-registering, e.g. at OSF or AsPredicted
- commenting openly, e.g. with Hypothes.is
- using shared reference libraries, e.g. with Zotero
- sharing (grant) proposals, e.g. at RIO
Scholarly Communication as Big Business
<table>
<thead>
<tr>
<th>1869 “Nature”</th>
<th>2017 146 “Nature” Titles</th>
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<tbody>
<tr>
<td>Arts &amp; Humanities</td>
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<td>Economics</td>
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<td>History</td>
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<td>Mathematics</td>
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<td>Physical Sciences</td>
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<td>Life Sciences</td>
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<td>Environmental Science</td>
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<td>Earth Sciences</td>
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<td>Social Sciences</td>
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<td>Forestry</td>
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<td>Fisheries</td>
<td></td>
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<tr>
<td>Aquaculture</td>
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A selection of titles from the 1869 and 2017 issues of Nature.
No longer publishing

- Data analytics
- Research workflow
“...the real elephant in the room is that we ourselves—we scholars—are producing the market for data every time we insist on evaluating a colleague according to some hack metric like Impact Factors or SSRN downloads. It’s not that such metrics are bad in themselves,... but when they are inaccessible to skepticism or scrutiny, when they cannot be analyzed differently by different actors—we set ourselves up for a world were we buy access to data about ourselves that we cannot be sure represents us accurately, in order to make decisions—sometimes trivial, sometimes existential—about our careers and ultimately the quality of our work and the problems social scientists deem worthy of attention.”
“Scholarly publishers are becoming data services vendors, entering new markets by acquiring companies in multiple sectors of the information economy.”

“The concentration of data by a few large players gives them a “god’s eye view” of their domains, with minimal oversight or regulation... Only gradually are scholarly authors coming to realize that if you are not at the table, you are on the menu.”
Digital Literacy
Digital Literacy

• Many definitions and models

• Within or different from IL

• Useful approach to navigation
Jisc 2015: https://www.jisc.ac.uk/guides/developing-digital-literacies

“those capabilities which fit an individual for living, learning and working in a digital society. Digital literacy looks beyond functional IT skills to describe a richer set of digital behaviours, practices and identities. What it means to be digitally literate changes over time and across contexts, so digital literacies are essentially a set of academic and professional situated practices supported by diverse and changing technologies.”
Digital technologies confront users with the need to master a wide range of technological, cognitive and social competencies—collectively termed “Digital Literacy”.

Lisa Harrison
“Active, successful participants in this 21st century global society must be able to:

• Develop proficiency and fluency with the tools of technology;
• Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
• Design and share information for global communities to meet a variety of purposes;
• Manage, analyze, and synthesize multiple streams of simultaneous information;
• Create, critique, analyze, and evaluate multimedia texts;
• Attend to the ethical responsibilities required by these complex environments.”
“The ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

As a Cornell student, activities including writing papers, creating multimedia presentations, and posting information about yourself or others online are all a part of your day-to-day life, and all of these activities require varying degrees of digital literacy. “
WATER and FLOW as metaphor

- Charting a course
- Key decision points
- Risk assessment
- Where are the rapids (conflicts and contradictions)
- Where are the confluxes (where continuity + flux coexist)
- Where do we relinquish control of our work and give in to the flow
- Where can we cut a new channel to create a new stream
“...complex, confusing, time-consuming morass of funder mandates, institutional policies, choices about publishing venues, article processing charges, and questions as to whether or not to release preprints at various stages of the development of their work.”
“But is savviness enough, or do we need more than that to **successfully navigate the virtual environment** and find appropriate information? Such navigation skills become increasingly significant as the need to become informed citizens through lifelong learning pervades education, the workplace, and our personal lives. The importance of **making successful information choices** perhaps renders being “savvy” insufficient, and we need to develop our knowledge and experience further so that we can make value judgments about the quality and relevance of information and become information “wise.””
“We will facilitate the development of student capabilities to navigate a complex information landscape, question the authenticity and reliability of unfiltered information, engage with scholarly publications and assume greater control over their own learning.”

Digital Literacy

ICT Innovation (In ICT / With ICT)

Constructive Social Action

Critical/Creative Thinking

Create

Understand

Use

Access

Opportunity

Competence

Rights & Responsibilities
Social Awareness & Identity
Pooling Knowledge
Judgement
Problem-Solving
Reflection
Synthesizing
Safety & Security

Cultural Empowerment
Citizenship
Research/Information Fluency
Distributed Cognition
Appropriation
Creativity
Networking
Simulation
Decision-Making

Navigation Skills
Accessing Skills

Multi-Tasking
Input/Output Skills
Tools & Text Skills

Media Smarts
Canada's Centre for Digital and Media Literacy

http://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals
“The goal is to empower learners to navigate a complex digital world as both consumers and creators, enabling them to achieve their personal, academic, and professional goals.”

vtnews.vt.edu/articles/2018/03/univlib-digitalliteracy.html (March 8, 2018)
Navigation and decision-making
Identities and Roles
Identities and Roles

• We change identities and roles over time and depending on situation or context
• Some can be negotiated
• Some cannot – they are assigned to us
Identities – why they matter

• Whether we choose them or they are assigned to us:
  
  • We have to live with them
  
  • Some identities travel with us
  
  • Some compromise our privacy while enhancing our visibility
Roles – why they matter

• Each of us has a role to play in:
  • Creation
  • Sharing
  • Informed interpretation and
  • Application of information and knowledge

• Every role has responsibilities and expectations

• May have more choices in the roles we play
Identities and Roles

Identities are:
• Formalized
• Codified
• Recognized
• Specified

Roles are:
• Situational
• Contextual
• Dynamic
• Temporal
If it has an identifier or classification or registration or designator it is an identity

- Driver’s license
- SSN
- Employee ID
- User name
- Rewards member number
- Avatar
- Voter card
### Academic Identities such as:

- Librarian
- Faculty
- Staff
- Research Scientist
- Advisor
- Dean
- Inventor
- PI
- Tenure status
- Author (tricky!)
- ORCID
- Twitter handle
- Member number
- Profile (LinkedIn, Google Scholar, ResearchGate, Academia.edu)
Standards - CASRAI

• CRediT (Contributor Roles Taxonomy) is a CASRAI activity that brings together a diverse set of stakeholders with a common interest in better understanding and communicating the different kinds of contributor roles in research outputs. [http://docs.casrai.org/CRediT](http://docs.casrai.org/CRediT)

• Contributor roles dictionary [http://dictionary.casrai.org/Contributor_Roles](http://dictionary.casrai.org/Contributor_Roles)
<table>
<thead>
<tr>
<th>High Energy Physics</th>
<th>Author list is in alphabetic order, no precedence can be interpreted. Names may include engineers as well as researchers, in this case we could add Bercow, a PhD student who ran the experiment and took care of writing computer algorithms, ensuring the integrity of the data and selecting candidates for trials, etc…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics, some fields within Social Sciences</td>
<td>Author list is in alphabetic order, no precedence can be interpreted.</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Smith the postdoc did most of the experimental work, but Thorisson was the principal investigator who led the scientific direction of the work. The alphabetical order is coincidental.</td>
</tr>
<tr>
<td>‘Standard’ order</td>
<td>Smith is the senior researcher who did most of the work. Taylor was subordinate to Smith, Thorisson is subordinate to Taylor. The alphabetical order is coincidental.</td>
</tr>
</tbody>
</table>

The challenges Round Defining Authorship – You Have Your Say. [https://www.elsevier.com/authors-update/story/publishing-trends/the-challenges-around-defining-authorship-you-have-your-say](https://www.elsevier.com/authors-update/story/publishing-trends/the-challenges-around-defining-authorship-you-have-your-say)
Managing and balancing identity

Good!
- Presence
- Activities
- Reputation

Cautionary!
- Privacy
- Transparency
- Labels
Data Analytics and Datafication

- People
  - Identities
  - Roles
  - Creations
  - Reputation markers
  - Data

- Organizations
  - Unique identifier
  - Employees
  - Data

- Things
  - Unique identifier
  - Metrics
  - Data
In some situations you and your identity will become
Publishers and vendors make money from:

<table>
<thead>
<tr>
<th>Left Column</th>
<th>Right Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Your research (article, book, etc.)</td>
<td>• Selling citations (indexes, aggregations)</td>
</tr>
<tr>
<td>• Data</td>
<td>• Reselling content and collections (book reviews)</td>
</tr>
<tr>
<td>• Collections</td>
<td>• Selling data</td>
</tr>
<tr>
<td>• Citations</td>
<td></td>
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</tbody>
</table>
Microsoft Academic

Log in with an identity service provider:

- Sign in with Twitter
- Microsoft Account
- Sign in with LinkedIn
- Sign in with Google
- Log in with Facebook

By continuing, you accept the Microsoft Terms of Use and Privacy Policy.
Remember the voter id?

Role:

Participate in election by voting
Identities and Roles

Identities are:

• Formalized
• Codified
• Recognized
• Specified

Roles are:

• Situational
• Contextual
• Dynamic
• Temporal
Academic institutions tend to split people into two primary groups:

Faculty

OR

Student
One dimensional

Promotes Stereotypes and assumptions

OR

Faculty

OR

Student
Roles - the 7 “Cs”

- Creator
- Citizen
- Collaborator
- Consumer
- Contributor
- Curator
- Collector
The 7 “Cs”

- Creator
- Collaborator
- Contributor
- Collector
- Curator
- Citizen
- Originator / Producer
- Caretaker / Steward
- Beneficiary / Community
Identities and roles

• Having multiple roles and identities is a part of our personal and scholarly life

• Roles and identities are not the same but are not mutually exclusive
  • Roles shift and are dependent on context and situation
  • Identities may be more fixed and codified

• In scholarly communication, both are becoming more defined and subdivided

• Responsibilities and expectations are associated both with roles and identities

• Complex environment affects our roles and identities
  • Academic, professional, governmental, funding-based, etc.
Where and how to situate all of this?
Scholarly Communication Framework

• Multi dimensional (four frames)

• Navigational, interdependent structure and dependencies

• Not a cycle or workflow

• Agnostic as to
  • Format
  • Discipline
  • Technology
  • Workflow

• Visual representation
Culture derives from history, traditions, beliefs, and values and sets expectations of practices, quality, access, ownership, and application of scholarship in both the private and public spheres.
Governance includes the rules, standards, policies, economic models, laws and regulations that determine what is permissible and eligible in the creation, ownership, dissemination and preservation of scholarship. It derives from culture, principles, community norms and expectations.
Production encompasses scholarly research and practice, and the creation and support of scholarly products, platforms, and tools based in the recommendations and directives of established by governance.
Curation addresses the long term value, impact and access to scholarly resources and supporting materials, addressing the questions of what is kept, why, by whom, how, for how long, and for what purposes.
Scholarly Communication Framework

- Possibility
- Longevity
- Desirability
- Permissibility

**STRUCTURES:**
- Conditions
- Oversight
- Guidance

**Culture**
- Values
- Norms
- Ethics
- Trust

**Governance**
- Business Standards
- Legal Policy

**Curation**
- Products
- Context
- Process

**Production**
- Practice
- Preparation
- Producing
- Sharing

**STRUCTURES:**
- Application
- Practice
- Performance
Also like this?

https://assets.pubpub.org/5nv7Dlmd/01521405455055.pdf

- **Policy**
  - Make it required

- **Incentives**
  - Make it rewarding

- **Communities**
  - Make it normative

- **User Interface/Experience**
  - Make it easy

- **Infrastructure**
  - Make it possible
Policy

Incentives

Communities

User Interface/Experience

Infrastructure

Make it required (governance)

Make it rewarding (culture/governance)

Make it normative (culture)

Make it easy (production)

Make it possible (production)
WATER and FLOW as metaphor

- Charting a course
- Key decision points
- Risk assessment
- Where are the rapids (conflicts and contradictions)
- Where are the confluxes (where continuity + flux coexist)
- Where do we relinquish control of our work and give in to the flow
- Where can we cut a new channel to create a new stream
Where do critical decisions occur?

• Desirability
  - Values
  - Norms
  - Ethics
  - Trust

• Permissibility
  - Business Standards
  - Legal
  - Policy

Culture

Governance

• Longevity
  - Practice
  - Preparation
  - Producing
  - Sharing

• Possibility
  - Provenance
  - Process
  - Documentation
  - Distribution
  - Collecting
  - Preserving
  - Media

Balance point: access and stability

Balance point: innovation and acceptability

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Where does the power and control lie?

**DESIRABILITY**
- Values
- Norms
- Ethics
- Trust

**PERMISSIBILITY**
- Business
- Standards
- Legal
- Policy

**CULTURE**
- Practice
- Preparation
- Producing
- Sharing

**Governance**
- Products
- Context
- Process

**CURATION**
- Practice
- Preparation
- Producing
- Sharing

**PRODUCTION**
- Provenance
- Process
- Documentation
- Distribution
- Collecting
- Preserving
- Media

**STRUCTURES**
- Conditions
- Oversight
- Guidance
- Application
- Practice
- Performance

**CONTEXT**
- Goals
- Advocacy
- Rulemaking
- Funding
- Assessment

**PROVENANCE**
- Process
- Documentation
- Distribution
- Collecting
- Preserving
- Media

**DISTRIBUTION**
- Process
- Documentation
- Distribution
- Collecting
- Preserving
- Media

**COLLECTING**
- Process
- Documentation
- Distribution
- Collecting
- Preserving
- Media

**MEDIA**
- Process
- Documentation
- Distribution
- Collecting
- Preserving
- Media

**VALUES**
- Norms
- Ethics
- Trust

**NORMS**
- Ethics
- Trust

**ETHICS**
- Trust

**TRUST**
- Values
- Norms
- Ethics
- Trust

**BENEFITS**
- Desirability
- Permissibility

**POWER AND CONTROL**
- Balance point: access and stability
- Balance point: innovation and acceptability

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Decision points

- What to create and how
- How to get funding
- Where to disseminate and how
- How do these decisions align with our values
- Whose values
- Innovation vs. conformance
Navigation skills
Navigation as decision making through

- **Interaction** (influence, creation, modification, contribution, sharing, manipulation)
- **Collection** (identification, selection, gathering, organizing, marking, saving)
- **Exposure** (visibility, dissemination, identity, tracking, privacy, security, surrogates, data, public)
- **Learning** (discovery, adaptation, interrogation, constructing knowledge and meaning, sense-making, following pathways)
- **Authenticating** (verification, provenance, context, reproducing)
- **Risk assessment** (stakes, rewards, incentives, motivations, expectations)
Decision trees?

- Options
- Consequences and impacts (upstream and downstream)
- Mapping to values
- Identification of key decision and leverage points
- Acknowledgement of balance and tension points
- Drivers behind decisions
- Where negotiation is possible
- Responsibility
- Leverage
Control of rights, usage, re-use, sharing, identity, derivative data, short term and long term, etc.
Decision points

Flow

Stasis

Event

Flow

Flow
Decision points

Flow

Disruption

Event

Flow

Flow
Navigation, pathways, decision making and consequences depend on your role or identity at any given time, place or situation.
And they are influenced by

- Power structures
- Control mechanisms
- Where authority lies
- Status
- Transparency of structures and mechanisms
Emerging insights

• Ethnography of scholarship

• Socio-Cultural considerations and elements
Ethnographic approaches to the practices of scholarly communication: tackling the mess of academia

Author: Donna M Lanclos

Abstract

In my anthropological research in academic libraries, and in higher education generally, I have encountered a contrast between the ways that institutions approach the information systems they build and buy, and how people use those systems. Confronting the ‘mess’ of people’s everyday practice is a necessary first step towards more effectively connecting people to the resources they want and need. Here I discuss some of the ways to visualize and embrace the actual practices of people, in physical and digital contexts.

Based on a breakout session presented at the 39th UKSG Annual Conference, Bournemouth, April 2016

https://insights.uksg.org/articles/10.1629/uksg.316/
<table>
<thead>
<tr>
<th>Socio-cultural elements</th>
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<tr>
<td>Employability</td>
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<td>Devaluing of education</td>
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<td>Power distribution and control</td>
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<td>Neoliberalism</td>
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<td>Intellectual freedom</td>
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<td>Value of quantification</td>
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<td>Privacy and people as data</td>
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<td>Global South</td>
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<td>Human rights</td>
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<td>Gender</td>
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<td>Inclusion</td>
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<td>Privilege</td>
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<td>Colonial legacy</td>
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</table>
Wrap up

• Scholarly communication is not just a cycle
• It is a cultural construct subject to cultural dynamics
• Interplay between culture, governance, production, and curation (with contradictions)
• Focus on production to promote change, not all dimensions
• Curation is often under-considered and –resourced
• Roles and identities are overlooked or simplified
• Growth of scholarship is big business and big data
• Digital literacy is a way to understand navigation and decision-making
• Socio-cultural contexts, consciousness and considerations on the rise
Scholarly communication is not just a cycle
It is a cultural construct subject to cultural dynamics
Interplay between culture, governance, production, and curation (with contradictions)
Focus on production to promote change, not all dimensions
Curation is often under-considered and –resourced
Roles and identities are overlooked or simplified
Growth of scholarship is big business and big data
Digital literacy is a way to understand navigation and decision-making
Socio-cultural contexts, consciousness and considerations on the rise
Wrap up

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• It is a cultural construct subject to cultural dynamics
• Interplay between culture, governance, production, and curation (with contradictions)
• Focus on production to promote change, not all dimensions
• Curation is often under-considered and –resourced
• Roles and identities are overlooked or simplified
• Growth of scholarship is big business and big data
• Digital literacy is a way to understand navigation and decision-making
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Goal of my research project

To achieve greater understanding of how to navigate the environment of research and scholarship in order to make informed decisions as we create knowledge and meaning for ourselves and others.
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