

# Don't forget the data: The convergence of information literacy, data literacy, and scholarly communication

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## Introduction

Information literacy, data literacy, and scholarly communications are all areas of library-driven initiatives at Purdue University. Although these initiatives can be utilized to support research individually, librarians are beginning to recognize a need to provide a service model that offers a more complementary/holistic approach that better utilizes the full capability of these initiatives. However, data literacy has not been given the same amount of focus in the literature as information literacy and scholarly communication [1].

## Background

The convergence of information literacy and scholarly communication was illustrated in the March 2013, ARCL Committee on Research and the Scholarly Environment White Paper, "Intersections of Scholarly Communication and Information Literacy" [2]. The paper discussed this intersection and the evolving environment in academic libraries, as well as explored the "economics of the distribution of scholarship, digital literacies, and our changing roles." In the 2013 book, *Common Ground at the Nexus of Information Literacy & Scholarly Communication* [3], the focus is again on information literacy and scholarly communication. Both of these publications discuss data literacy, but do not consider data literacy as an equal part of the literacy continuum.

Scholarly communication and information literacy have emerged as responses by academic libraries to trends and issues in the higher education in response to advancements in technology, publishing, and information production [4]. The same thing is happening currently with data literacy.

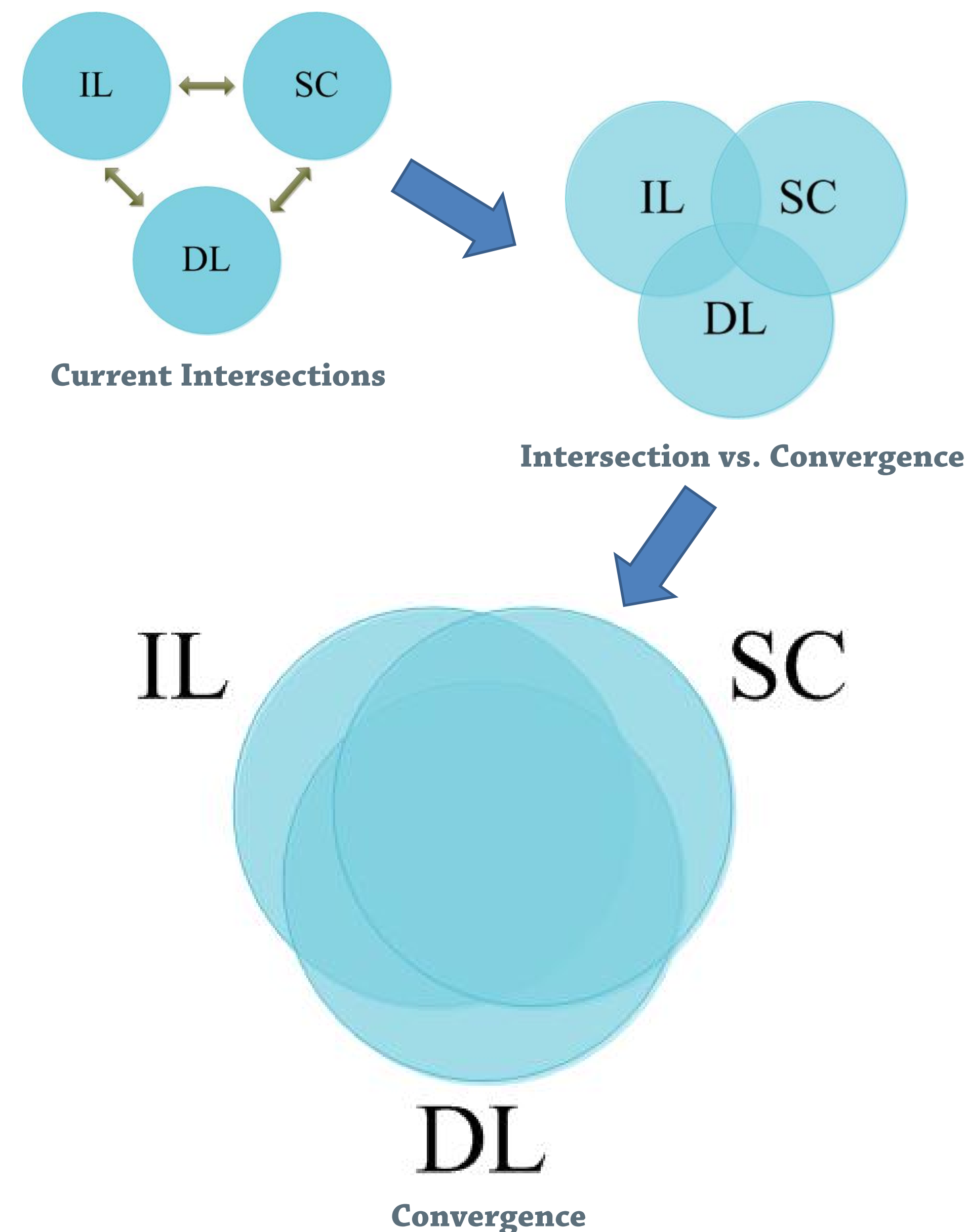
### In the Literature

- IL & SC, IL & DL, or SC & DL, but not all three at once.
- DL & SC emphasize the role of information producer; IL emphasizes consumer [5,6]
- IL, SC, & DL all support informed citizenship [4,7,8]

## References

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- [2] Association of College and Research Libraries (ACRL). Working Group on Intersections of Scholarly Communication and Information Literacy. (2013). *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment*. Chicago, IL: Association of College and Research Libraries.
- [3] Davis-Kahl & M. K. Hensley (Eds.). *Common Ground at the Nexus of Information Literacy and Scholarly Communication* (pp. 1-24). Chicago, IL: ACRL.
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- [5] Carlson, J., Fosmire, M., Miller, C. C. & Sapp Nelson, M. (2011). Determining Data Information Literacy Needs: A Study of Students and Research Faculty. *portal: Libraries and the Academy*, 11(2), 629-657.
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- [7] Twidale, M. B., Blake, C. & Grant, J. (2013). Towards a data literate citizenry. In Schamber, L. (Ed.). *iConference 2013 proceedings* (pp. 247-257). iSchools.
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## Models



## Current Intersections

Currently, conversations are starting to happen between initiatives.

- Summer Undergraduate Research Fellowship (SURF) program
- *Journal of Purdue Undergraduate Research* (JPUR)
- Purdue e-Pubs and the Purdue University Research Repository (PURR)

## Intersection vs. Convergence

When we started this research, we found the literature referred to the intersections of information literacy, scholarly communication, and data literacy. After further discussion, we have begun to think of this "intersection" as more of a convergence.

## Convergence

The model illustrates the convergence of data literacy with information literacy and scholarly communication. A discussion is happening that emphasizes the importance of viewing data literacy as a co-collaboration with information literacy and scholarly communication.

## Next Steps

- Information Literacy, Scholarly Communication, and Data Literacy services need to be built upon convergence.
- Liaisons need their "toolbox" filled with converging tools.