

Jun 3rd, 12:00 AM

Redefining the Nexus: The Convergence of Information Literacy, Scholarly Communication and Data Literacy

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David Scherer and Lisa Zilinski, "Redefining the Nexus: The Convergence of Information Literacy, Scholarly Communication and Data Literacy." *Proceedings of the IATUL Conferences*. Paper 9.
<https://docs.lib.purdue.edu/iatul/2014/posters/9>

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Redefining the Nexus: The Convergence of Information Literacy, Scholarly Communication and Data Literacy

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Introduction

Information literacy (IL), scholarly communication (SC), and data literacy (DL) 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. We propose an emerging convergence of the intersections of these initiatives and services and discuss the changing roles of librarians in academic libraries [1].

Background

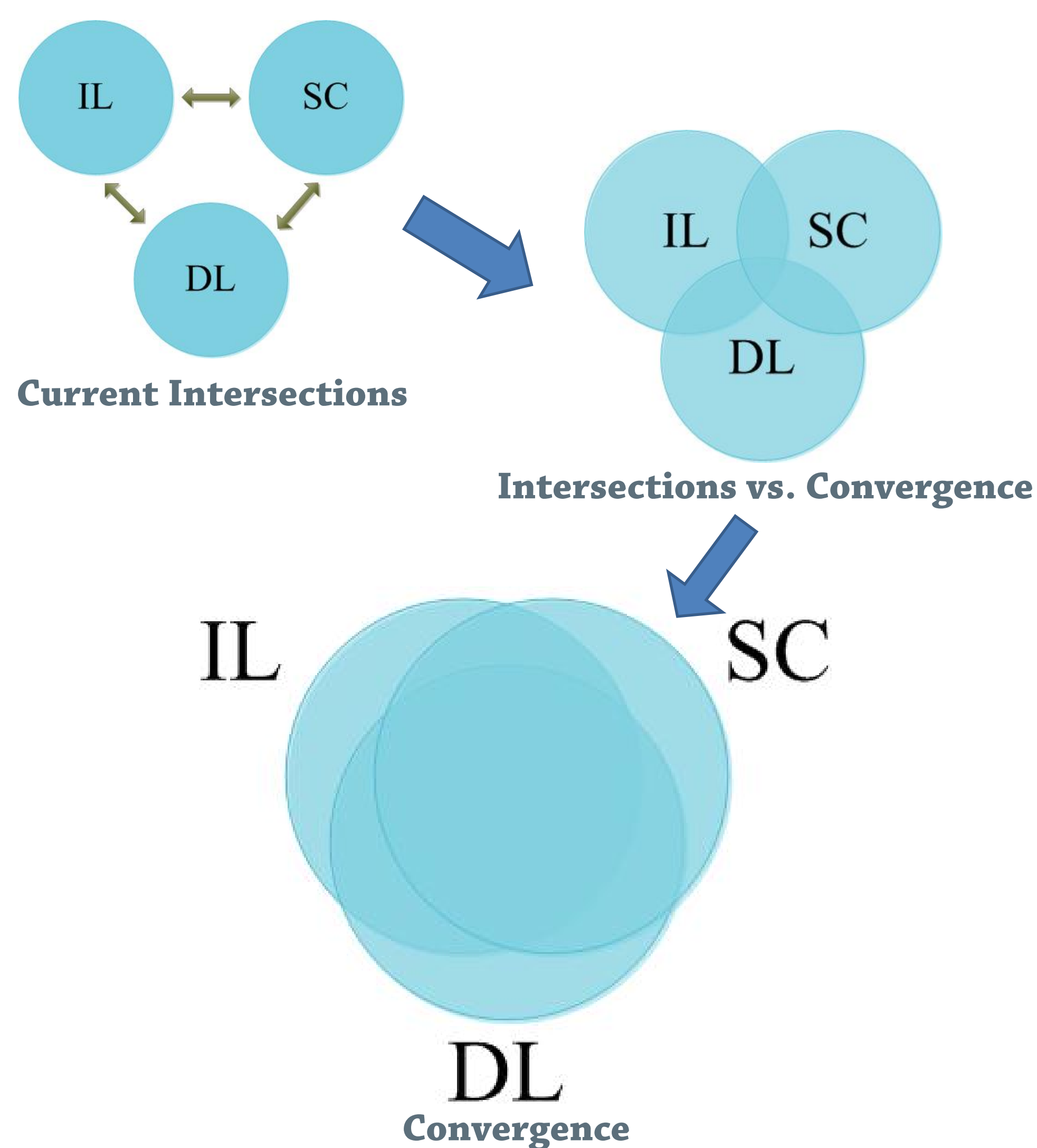
The March 2013, ARCL Committee on Research and the Scholarly Environment White Paper, "Intersections of Scholarly Communication and Information Literacy", discussed the intersection of two initiatives and the evolving environment in academic libraries, as well as explored the "economics of the distribution of scholarship, digital literacies, and our changing roles." However, in technical libraries, scholarly communication and information literacy initiatives are converging with data literacy initiatives.

Until recently, as highlighted in Common Ground at the Nexus of Information Literacy & Scholarly Communication, the conversations surrounding scholarly communication, information literacy, and data literacy have taken place in disparate and siloed environments [2]. "In higher education, library instruction is often focused on supporting students in understanding how to find, evaluate, access, and use scholarly information[3]." At Purdue University, the conversations have evolved to include data literacy and competencies in our instruction.

In the Literature

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].

Models



Current Intersections

At Purdue University, we have experienced several examples of the intersections of Information Literacy, Scholarly Communication, and Data Literacy. These examples have also included implementation and usage of the services and specialists representing the Purdue e-Pubs Institutional Repository, the Purdue University Research Repository (PURR), and the Purdue e-Archives Repository.

These examples can be found at <http://guides.lib.purdue.edu/nexus> and include:

- Summer Undergraduate Research Fellowship (SURF) program
- *Journal of Purdue Undergraduate Research* (JPUR)
- Joint Transportation Research Program Technical Reports
- Faculty Scholarship/Research and their data
- *Little Else Than a Memory: Purdue Students Search for the Class of 1904* by Kristina Bross (eds.)

Intersection vs. Convergence

The literature referred to interaction of information literacy, scholarly communication, and data literacy as intersections. 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 a model of convergence.
- Liaisons need their "toolbox" filled with converging tools that build upon collaborative interactions with IL, SC, and DL specialists.

References

- [1] Zilinski, L., Scherer, D., & Maybee, C. (2013). Librarians as Consultants: The Convergence of Information Literacy, Data Literacy and Scholarly Communication in Undergraduate Research. Presentation at the 2013 Indiana University Libraries Information Literacy Colloquium, New Albany, IN.
- [2] Gelfand, J. & Palmer, C. (2013). Weaving Scholarly Communication and Information Literacy: Strategies for Incorporating Both Threads in Academic Library Outreach. In S. Davis-Kahl & M. K. Hensley (Eds.). Common Ground at the Nexus of Information Literacy and Scholarly Communication (pp. 1-24). Chicago, IL: ACRL.
- [3] Duckett, L. & Warren, S. (2013). Exploring the Intersections of Information Literacy and Scholarly Communication: Two Frames of Reference for Undergraduate Instruction. In S. Davis-Kahl & M. K. Hensley (Eds.). Common Ground at the Nexus of Information Literacy and Scholarly Communication (pp. 1-24). Chicago, IL: ACRL.
- [4] Davis-Kahl & M. K. Hensley (Eds.). Common Ground at the Nexus of Information Literacy and Scholarly Communication (pp. 1-24). Chicago, IL: ACRL.