



Desire for Global Engagement in Independent Library- Published Journals:

A Case Study

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Case study overview...

- An independent, library-published, scholarly journal
- Global exchange
 - Experience
 - Successes
 - Challenges
- Professional discourse
 - Research/literature
 - Questions
 - Potential solutions

Communications in Information Literacy (CIL)

- Independent , library-published, scholarly journal
- Peer-reviewed
- Open access (diamond, platinum, pure, real, etc.)
- Purview: IL in higher education
- 2007 - present (v. 1–13); semiannual
- Cabell's, Clarivate, DOAJ, Ebsco, ERIC, Elsevier, Google Scholar, Library of Congress, ProQuest, Public Knowledge Project, Ulrichsweb, etc.

Online Journal Systems: 2007-2017 (University at Buffalo)

Digital Commons: 2017-present (Portland State University)

The screenshot shows the journal's homepage with a dark blue header containing the journal title. Below the header is a navigation menu with links for HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, and AUTHOR GUIDELINES. A secondary menu includes SUPPORT CIL. The main content area features a breadcrumb trail (Home > Vol 11, No 2 (2017)), the journal title, a brief description, a ranking from SCImago, and an announcement section titled 'GENERAL ANNOUNCEMENT: CIL HAS MOVED!' with details about the journal's relocation to a new platform and URL.

This screenshot shows the updated journal homepage. The header features the journal title in a large, serif font. A dark blue navigation bar contains links for PDXScholar Home and My Account. The page layout is divided into several sections: 'OPEN JOURNAL SYSTEMS' with links for Journal Home, About This Journal, Editorial Board, and Author Guidelines; a 'USER' section for logged-in users; 'JOURNAL CONTENT' with search and browse options; 'CURRENT ISSUE: Volume 12, Issue 1 (2018)'; 'Editorial' with a PDF link for 'Celebrating Greatness'; and 'Research Articles' with PDF links for two articles. A 'SCIMAGO RANKING' section is also present at the bottom.

Association of College and Research Libraries

A Division of the American Library Association

ACRL INSTRUCTION SECTION

Recognizes










Stewart Brower and Christopher Hollister

for launching

*Communications in Information Literacy,
the first born-digital, open-access peer reviewed journal
devoted entirely to information literacy.*

July 12, 2009

2018 SJR Score: 1.657, 6/226 Library and Information Science (Scopus ®)

	Title	Type	↓ SJR	H index	Total Docs. (2017)	Total Docs. (3years)	Total Refs.	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc.	
1	Information Systems Research	journal	3.160 Q1	135	51	151	3176	555	144	2.67	62.27	
2	Scientific data 	journal	3.026 Q1	26	205	252	6719	1514	236	5.94	32.78	
3	Information Communication and Society	journal	2.385 Q1	53	183	286	5230	1132	261	3.98	28.58	
4	Journal of Informetrics	journal	2.060 Q1	54	106	280	4233	982	243	4.15	39.93	
5	Journal of Information Technology	journal	1.752 Q1	66	30	89	2141	333	68	5.09	71.37	
6	Communications in Information Literacy 	journal	1.657 Q1	10	22	54	574	75	51	1.36	26.09	
7	European Journal of Information Systems	journal	1.628 Q1	88	43	111	3464	464	107	4.09	80.56	

“Values-driven publishing” (Hoops & Hare, 2019)

- Unfettered open access
- Independent/unaffiliated editorship
- Mentorship for new authors and reviewers
- Diversity/inclusiveness
- Global representation
- Eco-friendly practices

International IL research...

Valdunciel, M. (2018). Alfabetización informacional y biblioteca neoliberal: Hacia un nuevo paradigma. *Informacion, Cultura y Sociedad*, 39, 129–138.

Özel, N. (2014). Araştırma Görevlilerinin Bilgi Okuryazarlığı Becerileri ve Eğitim Gereksinimleri: Ankara Üniversitesi Örneği. *Information World / Bilgi Dnyasi*, 15(2), 253–283.

Sonia, Š. (2013). Az információs műveltség változó szempontjai a 2.0-ás kutatási környezetben. *Library Review / Konyvtari Figyelo*, 23(2), 332–342.

Kibler, S. (2017). Informationskompetenzvermittlung gemeinsam gestalten: hochschulinterne Kooperationen anbahnen und durchführen. *Bibliotheksdienst*, 51(12), 1009–1022.

León-Moreno, J., & Caldera-Serrano, J. (2013). Códigos QR en las bibliotecas. *Ciencias de La Información*, 44(1), 22.

Vyčítalová, A. (2012). Informační gramotnost ve zdravotnictví se zaměřením na rozvoj informační gramotnosti pacientů. *Knihovna*, 23(2), 5–21.

Erich, A., & Popescu, C. (2012). Cultura informației - o nouă abordare în sprijinul dezvoltării abilităților didactice. *Library & Information Science Research*, 16, 126–139.

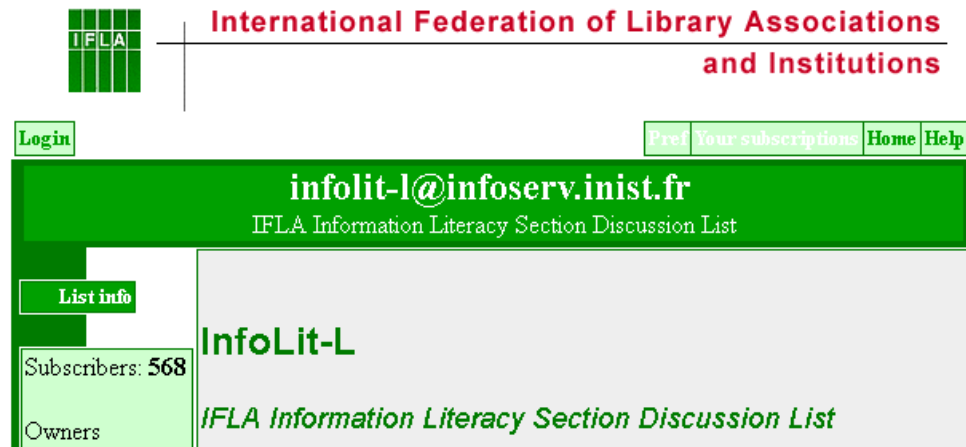
Dreisiebner, S., & Mandl, T. (2017). Entwicklung und Evaluierung einer Plattform zur Vermittlung von Informationskompetenz: Vorstellung des von der Europäischen Union geförderten Projekts "Information Literacy Online". *Bibliotheksdienst*, 51(9), 763–770.

Lasić-Lazić, J., Špiranec, S., & Zorica, M. B. (2012). Izgubljeni u novim obrazovnim okruženjima - pronadeni u informacijskom opismenjivanju. *Medijska Istraživanja/Media Research*, 18(1), 125–142.

Renditiso, A. (2011). L'information literacy nelle biblioteche universitarie italiane: i risultati di un'indagine comparati con le modalità di comunicazione del servizio sul Web. *Bollettino AIB*, 51(3), 213–226.

Zikuška, J., & Güntherová, E. (2009). Partnerství a spolupráce -- NAKLIV (Národní klastr informačního vzdělávání). *Knihovna*, 20(2), 63–67.

Soliciting across borders...



The screenshot shows the website for the IFLA Information Literacy Section Discussion List. At the top left is the IFLA logo. The main header reads "International Federation of Library Associations and Institutions". Below this is a navigation bar with links for "Login", "Pre", "Your subscriptions", "Home", and "Help". The central part of the page features the email address "infolit-l@infoserv.inist.fr" and the text "IFLA Information Literacy Section Discussion List". On the left side, there is a sidebar with "List info", "Subscribers: 568", and "Owners". The main content area displays "InfoLit-L" and "IFLA Information Literacy Section Discussion List".

13 [Az információs műveltség változó szempontjai a 2.0-ás kutatási környezetben. \(Hungarian\)](#)



By: Sonia, ŠPIRANEC. Library Review / Könyvtari Figyelo, 2013, Vol. 23 Issue 2, p332-342, 11p; Language: Hungarian

Subjects: Technological innovations; Web 2.0; **Information literacy** ; Social media & society; Learning & scholarship

 [PDF Full Text](#) (9.6MB)

European Conference on
Information Literacy (ECIL)



ili-l@lists.ala.org

Subject: ILI-L Discussion List

Description: ILI-L Discussion List

International submissions...

- Australia
- Canada
- China
- Colombia
- Cyprus
- Denmark
- Ecuador
- Hong Kong
- Hungary
- India
- Indonesia
- Iran
- Ireland
- Israel
- Kuwait
- Netherlands
- New Zealand
- Niger
- Nigeria
- Norway
- Pakistan
- Philippines
- Portugal
- Puerto Rico
- Qatar
- Russia
- Saudi Arabia
- Senegal
- Singapore
- Spain
- Sri Lanka
- Taiwan
- Thailand
- Trinidad and Tobago
- Turkey
- United Arab Emirates
- United Kingdom
- United States

PAKISTAN NIGERIA
CHINA
AUSTRALIA
CANADA
IRELAND
UK
INDIA
US
NORWAY

Publishing across borders...

Communications in INFORMATION LITERACY

PDXScholar Home | My Account

- Journal Home
- About This Journal
- Editorial Board
- Author Guidelines

Submit Article

Most Popular Papers

Receive Email Notices or RSS

Select an issue:
All issues

Search
Enter search terms:

Advanced Search

ISSN: 1933-5954

Home > Journals > COMMINFOLIT > Vol. 2 > Iss. 2 (2008)

Pedagogical Considerations in Developing an Online Tutorial in Information Literacy.

- [Therese Skagen](#), *University of Bergen Library*
- [Maria Carme Torras](#), *University of Bergen Library*
- [Solveig M. L. Kavli](#), *University of Bergen Library*
- [Susanne Mikki](#), *University of Bergen Library*
- [Sissel Hafstad](#), *Norwegian School of Economics and Business Administration*
- [Irene Hunskår](#), *Bergen University College*

19 DOWNLOADS
Since November 13, 2017
PLUMX METRICS

INCLUDED IN
[Information Literacy Commons](#)

SHARE
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Document Type
Research Article

Abstract
The article discusses the pedagogical background on which the design of the online tutorial Søk & Skriv ('Search and Write') is based. The tutorial Søk & Skriv is specially designed for distance learning students, but can also be used by students on campus. Søk & Skriv aims at increasing students' information and digital literacy

LAYOUT

Layout Editor

ASSIGN LAYOUT EDITOR

	REQUEST	UNDERWAY	COMPLETE	ACKNOWLEDGE
Layout Version		—	—	
File:	None (Upload final copyedit version as Layout Version prior to sending request)			

Galley Format	FILE	ORDER	ACTION	VIEWS
1. PDF VIEW PROOF	36-415-3-PB.PDF 2009-04-07		EDIT DELETE	9465
2. HTML VIEW PROOF	36-424-1-PB.HTML 2009-04-07		EDIT DELETE	8713

Supplementary Files

FILE

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None

Upload file to Layout Version, Galley, Supp. files No file chosen

Layout Comments

Articles

Any time

Since 2019

Since 2018

Since 2015

Custom range...

Sort by relevance

Sort by date

include patents

include citations

Pedagogical considerations in developing an online tutorial in information literacy. [\[PDF\] pdx.edu](#) [Find it @ UB](#)

[T Skagen](#), [MC Torras](#), [S Kavli](#), ... in *Information Literacy*, 2009 - [pdxscholar.library.pdx.edu](#)

The article discusses the pedagogical background on which the design of the online tutorial Søk & Skriv ('Search and Write') is based. The tutorial Søk & Skriv is specially designed for distance learning students, but can also be used by students on campus. Søk & Skriv aims at increasing students' information and digital literacy with the ultimate goal of empowering them to gradually become legitimate members of the academic community, as well as lifelong learners. Further, the tutorial sets out to make a contribution to the pedagogical ...

[Cited by 21](#) [Related articles](#) [All 15 versions](#) [Import into EndNote](#)

Showing the best result for this search. See all results

4. Are librarians and IL decision-makers aware of the problem of Dunning-Kruger Effect?

To what extent they consider this phenomenon in planning IL programs?

5. What special measures IL program planners take to motivate and involve 'low-achievers' of IL skills in training programs?

Limitations

Although our systematic review was rigorous, our search was limited to the English language studies. There may be informative studies published in other languages but missed in this review. Two major abstracting databases from the library and information science field and three general indexing and citation databases were used, and a large number of documents were scanned to maximize the search; however, some relevant studies may have been overlooked. Furthermore, the nature of systematic reviews like this reflects the shortcomings of the studies reviewed; included studies were heterogeneous in terms of the methods of data collection and analysis. Various definitions of information literacy skills were used; i.e., ACRL

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Kaplan & Baldauf (2005)...

- Examples of misrepresentation of the research of other scholars
- Extensive repetition
- Lack of effective parallelism
- Peculiar word choice
- Contradictions across large texts
- Descriptions of situations in a given polity without noticing that the particular situation is
- Widespread across many polities
- Leaps from the specific to the general
- Inclusion of irrelevant material
- Problem oversimplification
- Lack of evidence
- Over/under estimation
- Insufficient discussion of important elements
- Over/under assumption of audience knowledge
- And so on...

Mišak, Marušić, & Marušić (2005)...

“...specialized translators may contribute to the quality of a paper by assuming the role of critical readers or language reviewers and act as authors’ editors.”



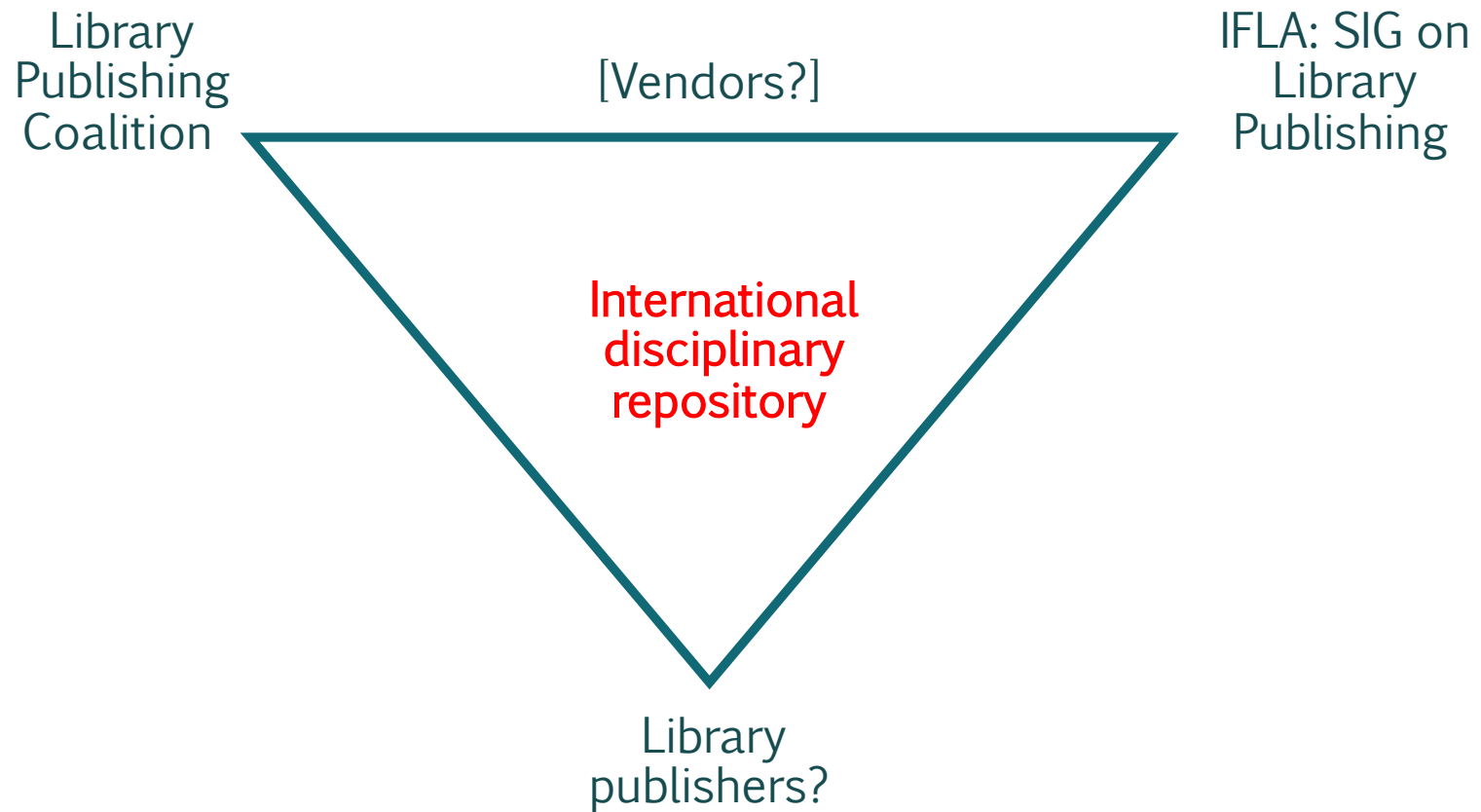
Flowerdew (2008)...

“...results in an unnecessary impoverishment of global knowledge, because contributions from [non-native English] writers may go unrecognized.”

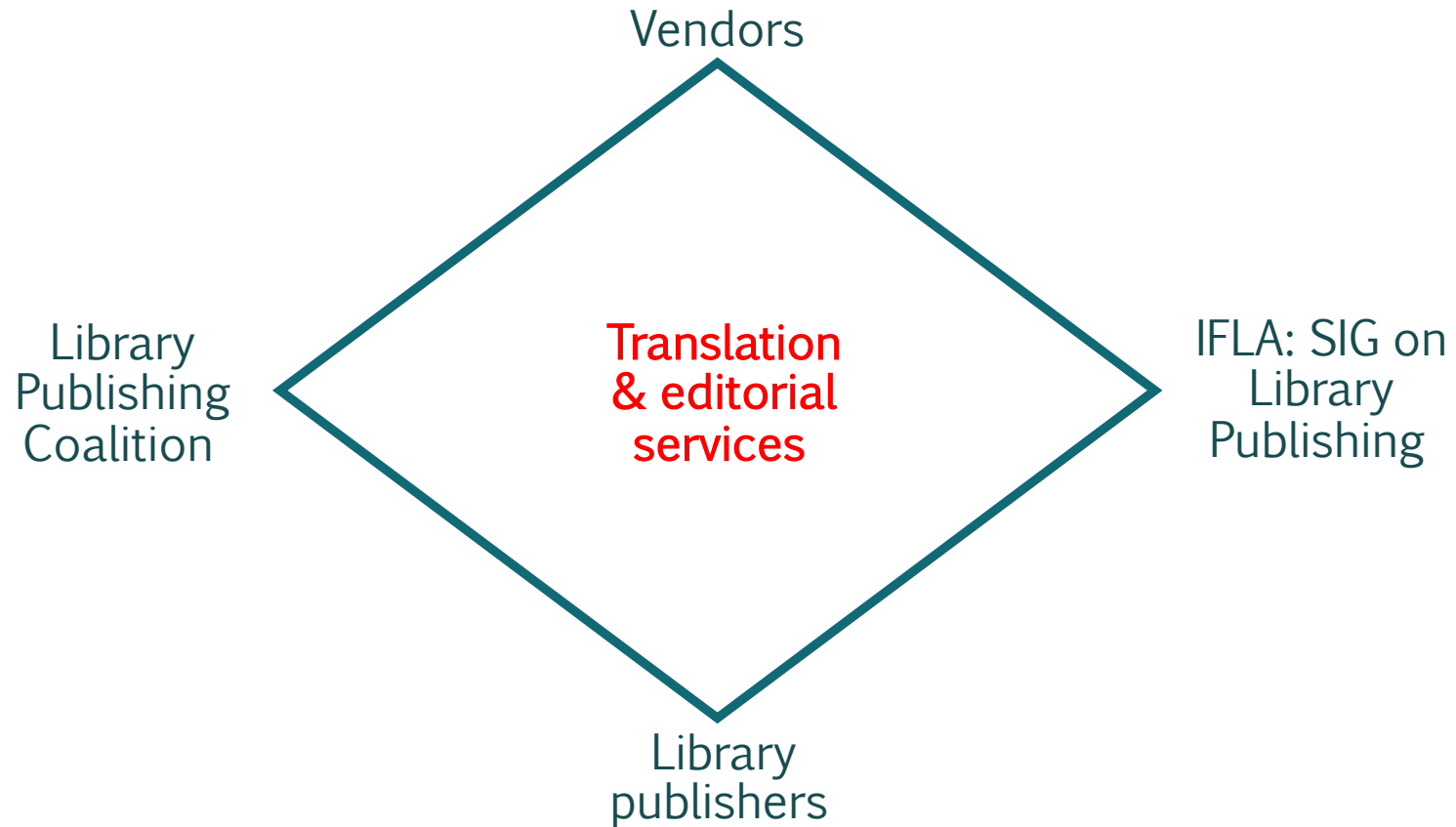
“English belongs to everyone and this includes the particular disciplinary communities, which have their own particular varieties of the language.”

“This means that what is acceptable to the disciplinary community is up to the members of that community [regardless of native language]. Perhaps editors should therefore be encouraged to accept forms of English which, as long as they are intelligible, may not conform to ‘standard English’.”

Global exchange option A...



Global exchange option B...



References...

Flowerdew, J. (2008). Scholarly writers who use English as an additional language: What can Goffman's "Stigma" tell us? *Journal of English for Academic Purposes*, 7(2), 77-86.

Hoops, J., & Hare, S. (2019). Library publisher resources: Making publishing approachable, sustainable, and values-driven. *College & Research Libraries News*, 80(2), 74-77.

Kaplan, R., & Baldauf, R. (2005). Editing contributed scholarly articles from a language management perspective. *Journal of Second Language Writing*, 14(1), 47-62.

Mišak, A., Marušić, M., & Marušić, A. (2005). Manuscript editing as a way of teaching academic writing: Experience from a small scientific journal. *Journal of Second Language Writing*, 14(2) 122-131.

Go raibh maith agat

감사합니다

Merci

شكرا

ありがとう

Dziękuję Ci

धन्यवाद

ευχαριστώ

Grazie

Спасибо

Thank you

