First Comes Coffee
Brewing Partnerships between Scholarly Communication and Teaching Librarians

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In a city known for its coffee, librarians strive to teach information literacy.
Sometimes they feel isolated, unable to connect.
So they meet periodically to drink coffee* and discuss teaching in a supportive, semi-structured group. Response is positive.

*or tea

Photo by Kathleen Collins
But challenges remain

• Teaching librarians want to include scholarly communication in their lessons but aren’t sure how.

• The scholarly communications team wants students to know about copyright and publishing, but they have few opportunities to teach.
Perhaps they just need a nudge.
They planned a special coffee* meet-up to talk about putting scholarly communication into their information literacy. Because one without the other is like a cup without a saucer. Incomplete. Unsupported.

*and tea
Valentine’s Day was approaching so they advertised accordingly.

Teaching librarian with secret passion for scholarly communication seeks like-minded matches. Let’s plan lessons and discuss information policy. Meet me for coffee* at <time> and <place>. It could be the start of a new chapter!

*or tea
They assembled coffee* and posters and question prompts. Then they joined the fun.

*and tea
They had a lot to talk about!
I came here because:

• To connect with colleagues and talk about collaborations in a relaxed setting

• I’m interested in how scholcom issues affect students’ work and influence their learning - whether they realize it or not
I’d most like to talk about:

• The intersection of scholcom and undergrad assignments: peer review, citation mining, who gets ahead in academic publishing

• Students’ understanding of scholarly information and their mental models around the “containers” for scholarly information

• Adoption of OER!
One question I have about teaching scholarly communication is:

• What values do we place on info?

• How can I connect how students think about sharing and ownership with scholcom?

• Fostering open pedagogy and student participation in OER creation without exploiting student labor . . .
One thing I love about scholarly communication is:

• Its opportunities to create connections to real-life experiences (my life! other peoples lives!!)

• The enthusiasm we all have!
Summary

• The University of Washington is large and decentralized.

• The meet up was an easy event to plan. It was a beginning step toward combining scholarly communication and teaching.

• Playful marketing made it memorable. People still talk about the “the Valentine’s coffee.”

• Using conversation prompts as an assessment tool, they found that librarians love to connect with colleagues; want to make scholarly communication relevant to students’ lives; and advocate for openness.
So far, these new events have sprung from the Valentine’s Day coffee

• a recurring microteaching workshop about the value of information
• a coffee* meet-up about open pedagogy
• an information literacy game meet-up

*and tea
Stay tuned as they build momentum around scholarly communication and information literacy!