

Libraries as Publishers and Promoters of OA Scholarship:

OJS at UNC Greensboro and *The Journal of Learning Spaces*



Anna Craft
Coordinator of
Metadata Services

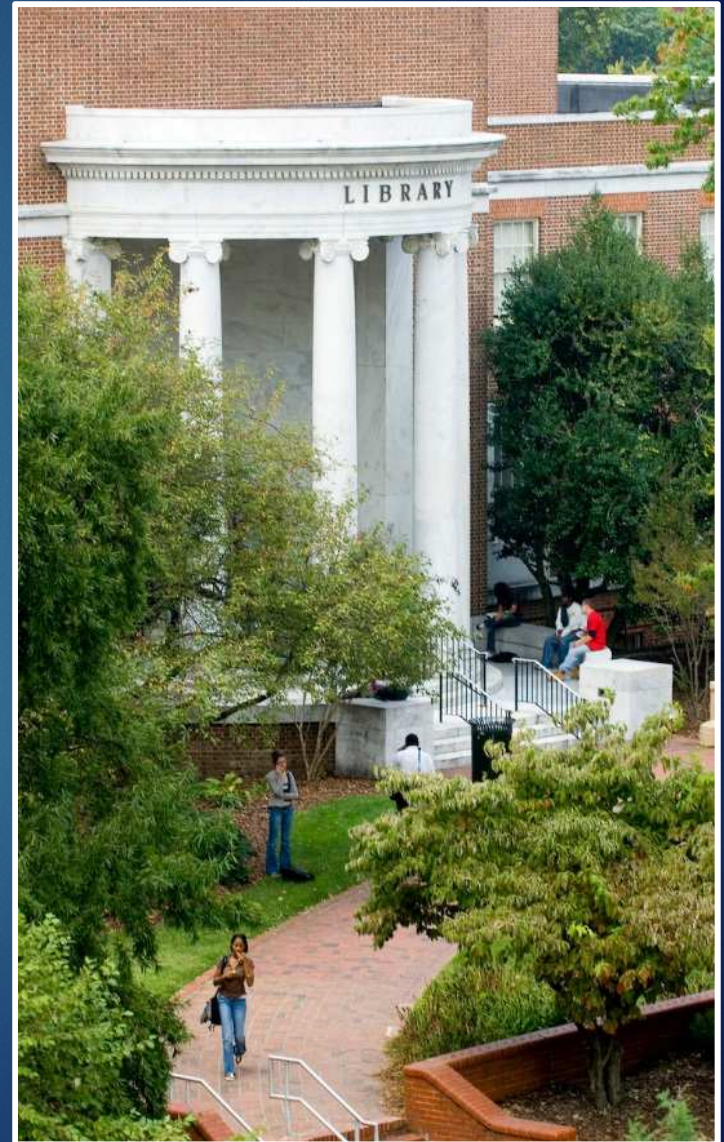
Michael Crumpton
Assistant Dean for
Administrative Services



Library Publishing Forum 2017

Overview

- Open Journal Systems (OJS) publishing at UNCG
- The *Journal of Learning Spaces*
- Challenges
- Lessons learned
- Value



Open Journal Systems (OJS)

- Free, open-source software developed by the Public Knowledge Project (PKP).
- Specifically designed to assist faculty and researchers in publishing peer-reviewed open access journals.
- More information:
 - <https://pkp.sfu.ca/ojs/>
- There are several other OA publishing systems available.



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Journal of Learning Spaces

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The North Carolina Journal of Mathematics and Statistics

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Partnerships: A Journal of Service-Learning and Civic Engagement

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OJS at UNCG

- Software selected and installed in 2010.
- The University Libraries have strong commitments to service, innovation, and open access initiatives.
- UNCG faculty members requested support in this area.
- *JLS* is one of twelve UNCG-based journals:
 - <http://libjournal.uncg.edu/>
- Hosting for other UNC schools:
 - <http://libojs2.uncg.edu/>

What can OJS do?

<u>ID</u>	<u>MM-DD</u> <u>SUBMITTED</u>	<u>SEC</u>	<u>AUTHORS</u>	<u>TITLE</u>	<u>PEERREVIEW</u>			<u>RULING</u>	<u>SE</u>
					<u>ASK</u>	<u>DUE</u>	<u>DONE</u>		
825	10-23	POSIT	[REDACTED]	[REDACTED]	11-08	-120	—	—	JMV
910	03-30	RES	[REDACTED]	[REDACTED]	—	—	—	—	GM
1167	05-21	CASE	[REDACTED]	[REDACTED]	—	—	—	02-16	ma
1209	07-15	CASE	[REDACTED]	[REDACTED]	09-02	—	10-04	—	KM
1236	09-04	RES	[REDACTED]	[REDACTED]	02-29	—	—	—	AS
					02-29	—	—		
					01-26	—	02-15		
					02-29	-0	—		
1286	11-12	CASE	[REDACTED]	[REDACTED]	—	—	—	01-28	PLL
1318	02-25	RES	[REDACTED]	[REDACTED]	—	—	—	—	JMV

Library Roles

- Server and software management
 - Libraries' IT department
- User support and training
 - Technical Services
- Outreach and publicity
 - Technical Services
- Journal cataloging/discovery
 - Technical Services

What we don't* do

Roles

- » Journal Managers
- » Editors
- » Section Editors
- » Layout Editors
- » Copyeditors
- » Proofreaders
- » Reviewers
- » Authors
- » Readers
- » Subscription Managers



Skills needed for journal personnel

- Policy and decision-making
- Content expertise
- Technical (working in online systems)
- Graphic design
- Web design
- Copyediting and proofreading
- Article layout



Questions we get

- Policy and decision-making
- Technical (working in online systems)
- Graphic design
- Web design
- Copyediting and proofreading
- Article layout

Submission

Authors Jenny Dale 
Title Test HTML
Section Articles
Editor Jenny Dale 

Copyediting

<u>REVIEW METADATA</u>	REQUEST	UNDERWAY	COMPLETE	ACKNOWLEDGE
1. Initial Copyedit		N/A	<u>COMPLETE</u>	N/A
File: Request email cannot be sent until file is selected for copyediting in Editor Decision, Review page.				
2. Author Copyedit		—	—	
File:				
3. Final Copyedit		N/A	2011-12-06	N/A
File:				

Upload file to Step 1, Step 2, or Step 3 No file selected.

Copyedit Comments  No Comments [COPYEDIT INSTRUCTIONS](#)

Scheduling

Schedule for publication in [TABLE OF CONTENTS](#)
Published

Layout

	REQUEST	UNDERWAY	COMPLETE	ACKNOWLEDGE
Layout Version	N/A	N/A	N/A	N/A
File: 320-1660-1-LE.HTML	2012-05-28			
Galley Format	FILE	<i>None</i>	ORDER	ACTION VIEWS
Supplementary Files	FILE	<i>None</i>	ORDER	ACTION

Journal of Learning Spaces

A little history

- Started in 2011 to fill gap and direct campus involvement in space design
- UNCG faculty & staff involvement:
 - Editors
 - Reviewers
 - Copy editors
 - Layout editors
- Nine issues published through 2017
- Articles published as open access PDFs
- <http://libjournal.uncg.edu/jls/index>

Focus and Scope

A peer-reviewed, open-access journal published biannually, ***The Journal of Learning Spaces*** provides a scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment in higher education.

We define *learning* as the process of acquiring knowledge, skill, or understanding as a result of study, experience, or teaching.

Learning spaces are designed to support, facilitate, stimulate, or enhance learning and teaching. *Learning spaces* encompass formal, informal, and virtual environments.

Why is *JLS* important to our work?

- Expansion of Libraries' renovation projects
- Campus involvement
- LibGuides
- Presentations
- Promote Open Access (OA)
- Gap in the profession

Journal of Learning Spaces

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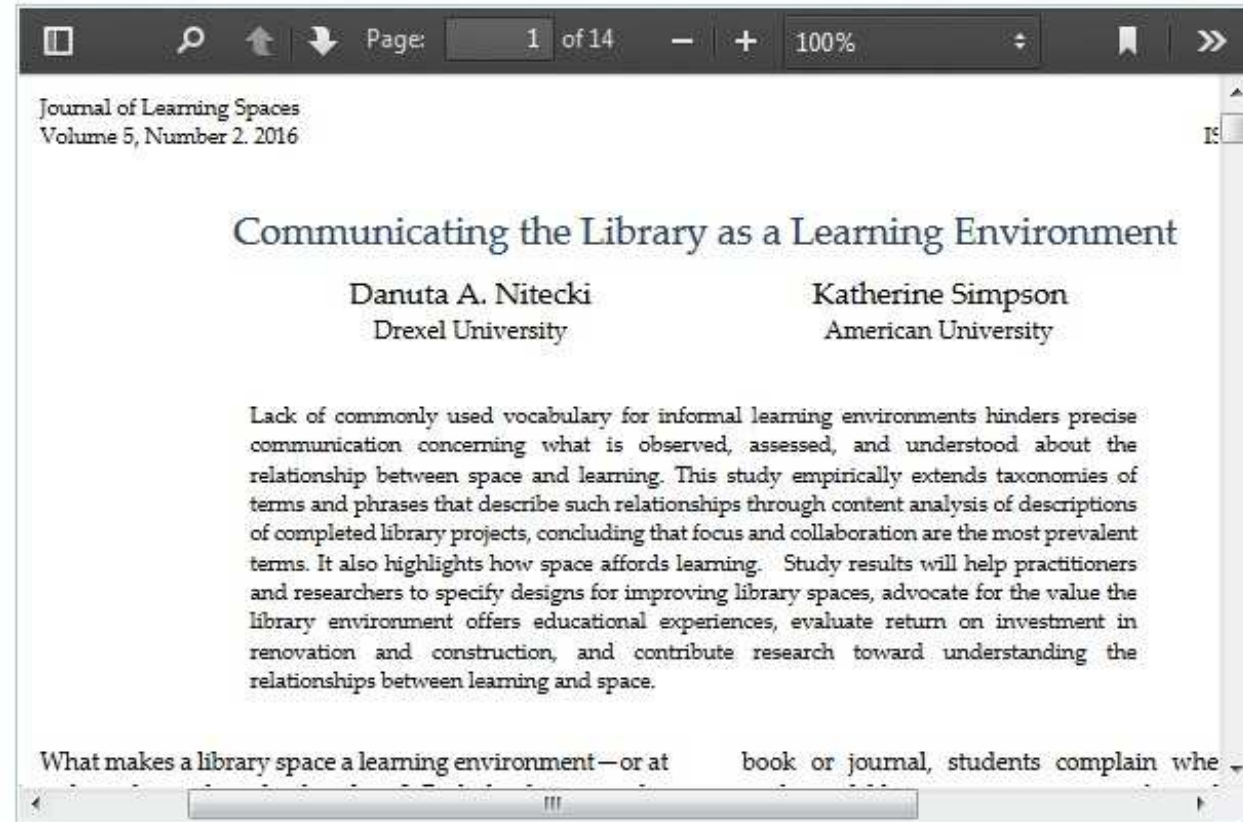
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Journal of Learning Spaces
Volume 5, Number 2, 2016

Communicating the Library as a Learning Environment

Danuta A. Nitecki
Drexel University

Katherine Simpson
American University

Lack of commonly used vocabulary for informal learning environments hinders precise communication concerning what is observed, assessed, and understood about the relationship between space and learning. This study empirically extends taxonomies of terms and phrases that describe such relationships through content analysis of descriptions of completed library projects, concluding that focus and collaboration are the most prevalent terms. It also highlights how space affords learning. Study results will help practitioners and researchers to specify designs for improving library spaces, advocate for the value the library environment offers educational experiences, evaluate return on investment in renovation and construction, and contribute research toward understanding the relationships between learning and space.

What makes a library space a learning environment—or at book or journal, students complain whe

FULLSCREEN



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<http://libjournal.uncg.edu/jls/article/view/1318/969>

STUDENT PERCEPTIONS OF A 21ST CENTURY LEARNING SPACE



*Each couch seats 2 students

Figure 1. Seating options in flexible classroom

HDLR, hence we had free access and control (or “ownership”) of the space. Second, the learning space is one of the very few 21st century learning spaces that existed on

Cohort students used the study classroom for a math course, a technology course that integrated English and

STUDENT PERCEPTIONS OF A 21ST CENTURY LEARNING SPACE



Figure 3. Classroom use of flexible furniture

Communications into the curriculum, and a seminar course. The diverse nature of the instructors, content, and delivery among these classes allowed students to reflect on the role of the learning space across a range of learning experiences. This population was chosen because they would be experiencing a wide variety of pedagogical approaches and instructors (from traditional lecture to extended problem-

motivation to learn in the class. With regards to classroom climate, the students rated the impact of the classroom furniture on four items: group work/collaborative learning, instructor-student interactions, student-student interactions, and physical comfort. Response categories for these items ranged from “No impact” =1 to “Very significant impact” = 5.

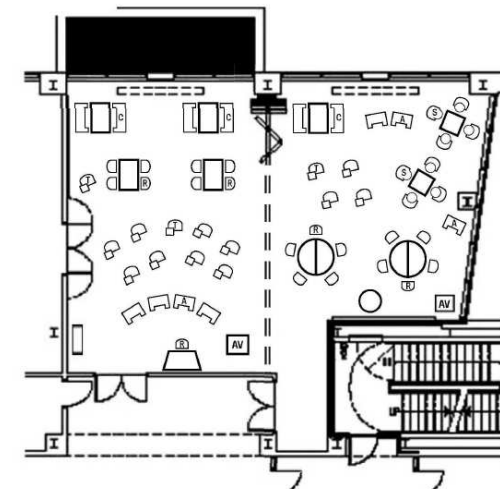
includes a photo illustration. Figure 2 shows the default arrangement for furniture in this

All furniture was movable to allow an endless variety of room configurations. Figure 3 captures the learning studio and its use during a class.

Participants

A purposeful sample of participants consisted of 25 students enrolled in the Purdue Technic Institute (PPI) experimental cohort in the fall semester of 2014. The PPI experimental program is an initiative to form a college within this large research university using a highly student-centered approach. The PPI program uses a pedagogy that integrates humanities and social studies and is explicitly intended to be student-centered and instructor-facilitated. This approach necessitates flexible learning environments. The PPI transformation process is detailed in Mili, Herrick & Froonickx (2016). The PPI experimental cohort initially comprised the inaugural experimental cohort. Unlike the general student population, students in this cohort program complete almost all of their ear credits as a group using the various learning spaces in the HDLR. This study focuses on student perceptions and use of a medium-classroom outfitted as a 21st century learning space.

DLR 143A/B



AMENITIES:

- 2 AV carts w/ screen and projector
- 19 rolling chairs (R)
- 14 torsion chairs (T)
- 8 tall stools (S)
- 7 arm chairs (A)
- 6 couches (C)
- 7 rectangle tables
- 4 semi circle tables
- 2 tall tables
- 1 trapezoid table
- 1 small round table

Figure 2. Default furniture arrangement in HDLR flexible learning studio

Discovery



journal of learning spaces



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Scholarly articles for journal of learning spaces

... of different formal **learning spaces** on instructor and ... - [Brooks](#) - Cited by 47

... the use of blogs as **learning spaces** in the higher ... - [Williams](#) - Cited by 901

Learning styles and **learning spaces**: Enhancing ... - [Kolb](#) - Cited by 2457

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About

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HTML

Much progress has been made in creating informal learning ...

For Readers

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The image shows a screenshot of a Facebook page for 'Journal of Learning Spaces'. The page header includes the Facebook logo, the page name 'Journal of Learning Spaces', and a search icon. The user profile 'Mike' is visible in the top right corner, along with navigation icons for Home, Messages, Notifications, and Settings. The main navigation bar includes 'Page', 'Messages', 'Notifications', 'Insights', 'Publishing Tools', 'Settings', and 'Help'. The page cover features a blue banner with the text 'Journal of Learning Spaces' and a photo of a colorful learning space with a red beanbag chair, yellow and green chairs, and a white table. The text 'Learning Spaces' is overlaid on the photo in blue. Below the cover photo, there are buttons for 'Liked', 'Following', 'Message', and 'More', along with a '+ Add a Button' button. The page name 'Journal of Learning Spaces' and the handle '@JournalofLearningSpaces' are also visible in the left sidebar.

Authors are promoting their work in the journal:

Journal of Learning Spaces

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Vol 4, No 1 (2015)

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[PDF](#)
John A. McArthur

[Learning Theory Expertise in the Design of Learning Spaces: Who Needs a Seat at the Table?](#) [HTML](#)
[PDF](#)
Michael M Rook, Koun Choi, Scott P. McDonald

Case Studies

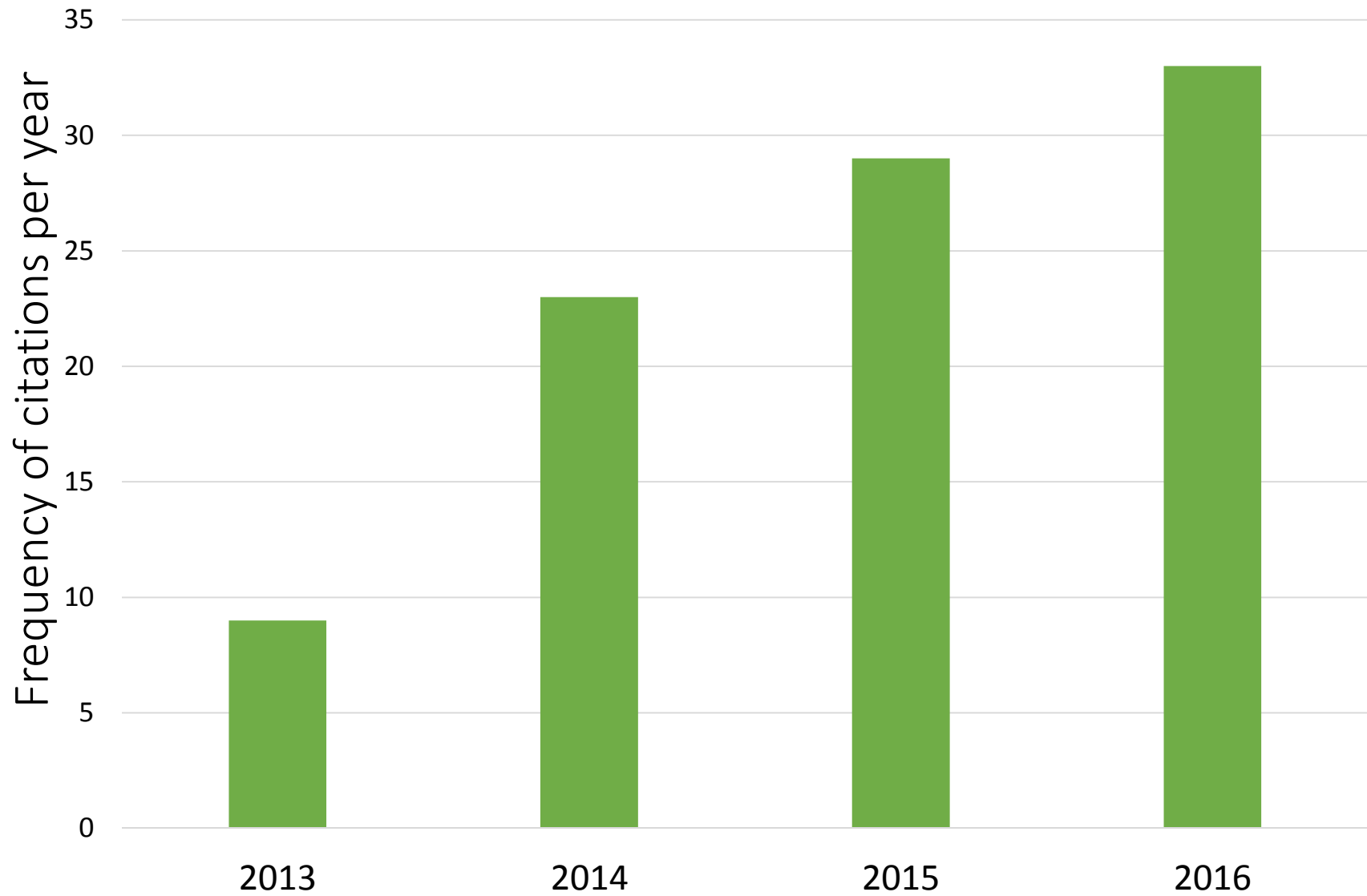
[Designing Mobile Technology to Enhance Library Space Use: Findings from an Undergraduate Student Competition](#) [HTML](#)
[PDF](#)
David Ward, James Hahn, Lori Mestre

[Uncommons: Transforming Dusty Reading Rooms into Artefactual, "Third Space," Library Learning Labs](#) [HTML](#)
[PDF](#)
Suzanne Michele Schadl, Molly Nelson, Kristen S. Valencia

Position Pieces

[Recognizing Campus Landscapes as Learning Spaces](#) [HTML](#) [PDF](#)
Kathleen G Scholl, Gowri Betrabet Gulwadi

JLS Articles cited by others



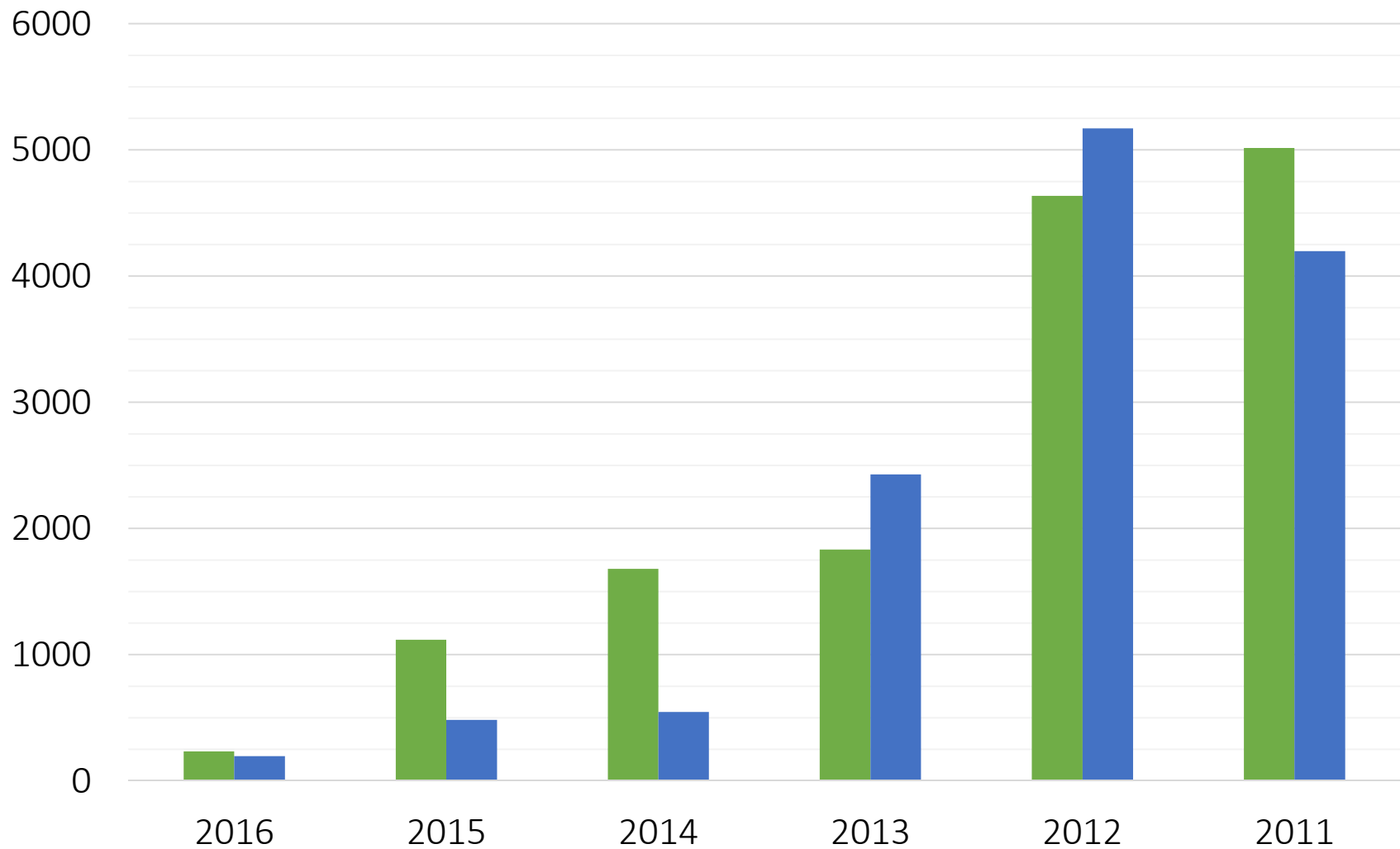
Word usage analysis of article titles revealed that the four most commonly used words are **learn**, **space**, **design**, and **student**. Followed by this are **classroom**, **library**, **university**, **academic**, and **teach**.



Learn	30	Library	8	Common	3	Instructor	3	Use	3
Space	29	University	8	Review	3	Faculty	3	Book	3
Design	10	Academic	5	Active	3	Community	3	Consideration	2
Student	10	Teach	4	Impact	3	New	3	Analysis	2
Classroom	9	Collaborative	3	Collaboration	3	Living-Learn	3	Intentional	2

Average Yearly Views

■ Abstract Views ■ PDF Views



Challenges

- Software learning curve
- Turnover / continuity
- Communication
 - Challenges related to disparate locations of journal personnel
- Volunteer scenario, paid but must find the time to perform activities
- Finding the expertise as needed

Lessons learned

- Free software is not without its costs
- Sustainability planning is important
- Maintaining a schedule and communicating it to authors; schedule must continue or content becomes stagnant
- OA publishing offers an outreach opportunity
- It takes time to build a platform and audience



Value

- Strengthen relationships between the Libraries, faculty, and scholarly communities
- Meet needs of campus faculty
- Support new publishing models
- Facilitate content creation
- Demonstrate commitment to open access



THANK YOU!!

To those of you
who have
helped make
this journal
successful!



Questions?

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