



národní
úložiště
šedé
literatury

Cestovní zpráva: 38th Annual IATUL Conference Bozen 2017

Krueger, Stephanie; Chodounská, Alena
2017

Dostupný z <http://www.nusl.cz/ntk/nusl-370912>

Dílo je chráněno podle autorského zákona č. 121/2000 Sb.

Licence Creative Commons Uveďte původ – Neužívejte komerčně – Zachovejte licenci
4.0 Mezinárodní

Tento dokument byl stažen z Národního úložiště šedé literatury (NUŠL).

Datum stažení: 17.08.2018

Další dokumenty můžete najít prostřednictvím vyhledávacího rozhraní nusl.cz .

**38th Annual IATUL Conference Bozen 2017
Free University of Bozen-Bolzano - University Library
June 18, 2017 – June 22, 2017**

**Traveling Days (including travel to and from Bozen on 18.06
and 22.06): 18.-22.6 2017
Conference Days: 18.-22.6 2017**

Účastníci:

Stephanie Krueger, Alena Chodounská (funded by CzechELib)
6.2017

Anotace:

IATUL's 2017 theme was *Embedding Libraries – Service and Development in Context*.

Conference program at:

<https://iatulevents.ub.tum.de/ocs/index.php/bozen2017/bozen2017/schedConf/program>. Over 120 attendees from many countries worldwide attended this year's conference.

Dr. Krueger presented a paper entitled [*Letting Traditional Boundaries Blur: A Case Study in Co-Developing STEM "Excellence" Courses*](#) and moderated a session on Thursday at the request of conference organizers. Speakers at the moderated session were from the Technical University of Munich and the German National Library of Science and Technology in Hannover.

Paper Abstract:

This illustrative case study describes the evolution of a series of courses (2014-present) aimed at providing advanced students and early career researchers from a Czech STEM campus with the skills they need to adequately participate in global scientific endeavors. The involvement of library staff in the courses described here ranged far beyond embedding in the passive sense of the word, with all aspects of course design, implementation, and revision managed collaboratively and actively by an interdisciplinary, cross-institutional team championed by library personnel. Thus, this study raises the question of whether or not "embedding" is the appropriate term for describing active library leadership in such "catalytic" endeavors.

Structurally, the case study will linearly relate how course modules were developed and how the team approached various organizational and structural hurdles which emerged over time.

The study will also show how information literacy concepts were woven into the curriculum without being labeled as such—thus identifying a possible necessity for refining the discourse surrounding information literacy concepts so that students and researchers better understand why they are valuable.

*The study includes original data from course evaluations as well as descriptions of final syllabi (topics covered, readings assigned, types of homework assigned) for two courses, *Scientific Writing in English*, and *Gaining Confidence in Presenting*. Because all instruction and materials were delivered in English, the content described will be relevant to anyone working with advanced STEM students and early career researchers who publish in English.*

Finally, the study relates how such courses provide essential starting points for proactive engagement with patrons and includes examples of dialogues about writing, publishing, and related topics, introducing issues related to blur: the blurring of traditional boundaries between librarianship and scholarship.

Notes on the Conference

Writing this commentary several weeks after this year's annual [IATUL conference](#), my thoughts keep returning to Rick Anderson's 2015 *UKSG Insights* opinion piece, "[A quiet culture war in research libraries](#)," in which he describes the inherent tensions between strictly institutional ("soldier") and strictly global ("revolutionary") professional orientations. Such orientations are themselves not necessary binary in nature, of course, and they often exhibit themselves differently according to particular local contexts situated within broader environmental (online networked) environments.

However, what struck me about this year's IATUL meeting was a real openness of participants to global/revolutionary perspectives. To me this was refreshing and inspiring, and I was able to discuss complex, pressing issues (e.g., what do we do about P2P sharing in relation to interlibrary loan requests?) openly and without institutional blinders. Perhaps this had something to do with the conference theme (*Embedding Libraries – Services Development in Context*), but perhaps we are beginning to see a real shift in perspectives as the necessity of change hits home, particularly for those of us working in libraries very closely with professors and students and who are conducting our own research activities.

While final papers have not yet been [published](#), I wanted to share here just a few highlights about notable presentations.

- Researchers **Paolo Lugli** ([Rector, Free University of Bolzano](#)) and **Edwin Georg Keiner** ([Faculty of Education, Free University of Bolzano](#)) both discussed the library in terms of a (in Keiner's words) "critical, informed knowledge space" with active contribution to learning, research, and institutional reputation – and even the "structural transformation of the public sphere" through "shared worldwide conversations" (Keiner). Lugli mentioned going beyond traditional collection emphasis to assistance with complex student/research support tasks (e.g., electronic labs books, supporting the machinery for language exams in a trilingual environment).
- **Elisha Rufaro Chiware** (Director, [Cape Peninsula University of Technology Library](#), South Africa) provided an update of how the cross-institutional e-Research Infrastructure and Communication platform ([eRIC](#), hosted by the Technical University of Munich) has been used to integrate research data management services into local institutional workflows.
- **Göran Hamrin** ([KTH Royal Institute of Technology](#), Sweden) described a case study in evaluating the efficacy of information literacy initiatives in improving master degree projects using comparative (i.e., pre- and post-information literacy intervention) interpretive content analysis.
- **Lee Yen Han** ([King Abdullah University of Science and Technology](#), Saudi Arabia) described preparations for a campus-wide roll out of a mandatory online plagiarism tutorial.
- **Roy Tennant** ([OCLC Research](#)) continued elaborating his [long-term vision](#) of a post-MARC discovery world.

I conclude by calling attention to the article listed below, called to my attention by two Canadian colleagues at IATUL, in which [Beall](#) notes:

I think predatory publishers pose the biggest threat to science since the Inquisition. They threaten research by failing to demarcate authentic science from methodologically unsound science, by allowing for counterfeit science, such as complementary and alternative medicine (CAM) to parade as if it were authentic science, and by enabling the publication of activist science.

Additional Reading

Beall, J. (2017). What I learned from predatory publishers. *Biochemia Medica*. 27(2), 273-278. <https://doi.org/10.11613/BM.2017.029>

V Praze, 3,7.2017

Stephanie Krueger