



University of British Columbia
Department of Language and Literacy Education
LED 565D/951

DEVELOPMENTS IN ACCESS TO KNOWLEDGE AND SCHOLARLY COMMUNICATION

Instructor: John Willinsky

July 6 - July 24th 2009; 10:30 AM - 1:00 PM, MTWRF

The course will provide a point of critical reflection on, and practical guide to, current developments in access to online sources of knowledge, with a special focus on how people are able to obtain research and scholarly work. It will consider the potential of new communication systems to enhance the educational quality of materials, sources, and scholarship with an eye to how this work is becoming available to a wider public. This new openness has implications for teaching and learning, inside educational institutions, among public institutions such as libraries, and for individual and independent learners. It can help students better understand how to readily find the best work, as well as to position their own scholarly efforts to increase their contribution.

In terms of its coverage of scholarly communication and educational resources, the course will be comparable in some ways to a research methods course, as it examines the practical questions involved in new dissemination methods, as well as considering longstanding issues of epistemology, intellectual property, propriety, access, value, and responsibility within the scholarly community. Given the full-scale digital transformation of scholarly communication over the last decade, there is a need for researchers to better understand how the digital era is reshaping the nature of academic work, with an eye to ensuring that these developments contribute to the quality and effectiveness of research and scholarship, as well as the degree of global access to this knowledge.

As course participants are very likely to be involved in the production of knowledge within educational systems in this new era, they would do well to consider the educational and democratic implications that follow on the increased access to knowledge afforded by the digital era. At the same time, in order to steer a course through these emerging technologies, these students need a historical perspective on the development of scholarly communication.

It is no less important for students to see how these new technologies are being used to extend and explode traditional modes of sharing information and knowledge, to appreciate the impact of open access to research in terms of the changing place of knowledge within the larger society. The next generation of learners, scholars and researchers need to be in a position to assess the risks and fears, as well as the potential and promise, that is associated with digitally based scholarship; they need to be able to calculate the costs and benefits of these new systems, while considering how they might yet, through vision and experimentation, improve the quality, impact, reach, and efficacy of this work on a global scale.

Topics and Classes

REFERENCES IN ALL CAPS (E.G., JSTOR) IDENTIFY WEBSITES TO BE REVIEWED, WHILE THOSE IN REGULAR FONT (E.G., Oldenburg) ARE TEXTS FOUND IN THE BIBLIOGRAPHY.

1. Introduction to online sources of information and knowledge.
2. Historical background on impact of printing on access to scholarly work and the opening of science (David, Oldenburg, JSTOR).
3. The legalities of intellectual properties: Contracts, copyrights, patents, and other intellectual properties (Benkler, LAWRENCE LESSIG ON YOUTUBE, CREATIVE COMMONS, SCIENCE COMMONS).
4. The university within the knowledge economy (David and Foray, Peters, Bok, ITUNES U, OPENCOURSEWARE, OPEN YALE COURSES).
5. Science's ongoing opening: Open science, open access, open source, open review (Chan et al., Harnad, Nature, Falagas, BIOS.NET, PLOS ONE, SHERPA/ROMEO, DOAJ, PUBLIC KNOWLEDGE PROJECT).
6. The global circulation and postcolonial production of knowledge (Arunachalam, Teferra, HINARI, AGORA, AJOL, BIOLINE).
7. New forms and means for assembling scholarly resources I: Archives, scholarly editions, (David, den Besten, & Schroeder; Hodgkinson; Miller; APA, NINES, DARWIN CORRESPONDENCE PROJECT, DIGITAL LOCKE PROJECT).
8. New forms and means for assembling scholarly resources II: Collaborative research sites, data sharing, data-mashups (DATAVERSE NETWORK, CLEARMAP CRIME INCIDENTS, NETSQUARED).
9. The sharing of learning materials among teachers and students: Open Educational Resources (Cape Town Declaration, Smith, CURRIKI, MERLOT, CK12, CONNEXIONS, NATIONAL HISTORY EDUCATION CLEARING HOUSE).
10. The expanding sphere of public knowledge I: Encyclopedias (Willinsky 2008, ENCYCLOPEDIA OF LIFE, WIKIPEDIA, STANFORD ENCYCLOPEDIA OF PHILOSOPHY, CITIZENDIUM;).
11. The expanding sphere of public knowledge II: Indexes (Vine, Tenopir, CITSEER, GOOGLE SCHOLAR, PUBMED, ERIC, TECHNORATI, FISHBASE, OER COMMONS)
12. New ways and means of sharing knowledge: Blogging, wikis, casts, ebooks (Ross, Toobin, Rich, Buckler, SAVAGE MINDS, DAN COHEN DIGITAL HUMANITIES BLOG, EDUBLOGS, GOOGLE BOOK SEARCH).
13. Best of the web (STUDENT SELECTED SITES THAT BEST REPRESENT INCREASED ACCESS TO KNOWLEDGE).

Assignments

1. Select a potentially valuable source of scholarly communication and/or educational resources within your areas of academic interest and review the points of both innovation

and traditional practice (e.g., review, indexing, referencing, etc.) in terms of how it contributes to greater access to and circulation of knowledge, as well as its strengths and weaknesses in terms of other recent developments in digital scholarship (1,500-2,000 words with screen shots and other illustrations). This assignment is due July 14th and worth 40% of the course grade.

2. Identify an issue in access to knowledge, including scholarly communication and educational resources (e.g., digital divide, copyright, authority and trust, data sharing, blogging, information literacy, open access, etc.) that has emerged in your area of study and analyze current discussions of the issue and the various stances being taken, leading to one or two policy and/or practical recommendations that would seem likely to advance both access to, and the quality of, knowledge that is globally available (3,000 words). The assignment is due July 27th and worth 60% of the course grade.

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