

Focus Group Protocol for LIS Educators

Hello. Let's begin with introductions. We are (focus group facilitators introduce self, provide title and institutional affiliation). Thank you for participating in this focus group designed to ascertain and the educational needs of librarians with scholarly communication responsibilities and to inform the design and creation of an open education resource to meet those needs. Our full study consists of a set of focus groups and surveys, designed to gather the perspectives of LIS students, working professionals and LIS educators.

Your responses to the focus group questions are confidential. Only summary data will be reported, and no individual or institutional names will be used unless you have given explicit permission in the consent form to be quoted directly.

This session will be recorded. You can request that the recording to be paused at any time and the focus group can proceed without being recorded. You can discontinue participation at any time, and you do not have to answer any questions you do not wish to answer. Your identity will be kept confidential, unless you give the Investigators explicit permission to quote you directly in presentations and publications.

We'll begin by giving some context for our project. The significant increase in hiring for scholarly communication and ever greater level of engagement across libraries with issues such as open access, open data, and open education necessitates new resources and training. While organizations such as ACRL and NASIG have created toolkits to address the rising needs, library schools are just beginning to provide instruction in the knowledge and skills necessary to meet this growing demand. This IMLS-funded (LG-72-17-0132-17) project aims to fill the gap by synthesizing the available literature into a consumable, openly accessible, openly licensed guide to the field and issues by gathering contributions from experts in areas such as law, economics, and publishing, as well as practicing scholarly communication librarians at different stages of their careers.

We have asked you to join us today to draw upon your experience and insights as LIS educators, in hope of informing the design and content of this resource to optimize both its usefulness and its use.

1. Do you teach a course on the topic of scholarly communication and librarianship? If not, do you address topics in scholarly communication as part of other courses that you teach?
2. Do other people in your school or college teach such a course and address such topics?
3. How would you describe scholarly communication to a LIS student intending to be an academic librarian?
4. Are you aware of scholarly communication librarian job postings? To the extent that you are, what is your understanding of the focus of the work? What do you imagine, or know, that those librarians spend their time doing?

5. Do you think that your LIS program adequately prepares student to work in the area of scholarly communication?
 - a. For those who say yes: Please describe the aspects of your program that you think best prepare your students for this work.
 - b. For those who say no: what do you think they should be aware of prior to starting the job search? What is the best way for students to acquire those skills and that knowledge?
6. All: Where do you turn for educational resources when you begin to teach in a new area?
7. When you consider your own practices as a scholar, what do you think they most need to know about scholarly communication and where do you need the most support? What sort of support and education services help meet your needs?
8. Please look at the proposed table of contents. What are we missing? Do you have other comments about the proposed topics?
9. What is the best format for you to use in your teaching? A print textbook? Online? Collection of online resources? What is the best model for ancillary content hosting? Distributed across IRs and places like MERLOT and OER Commons? Or centralized and collected in one place (a Wordpress site or something similar)?
10. Can you envision open pedagogy models that build that ancillary environment or contribute to updating/customizing the primary text? Please share your ideas about those models.
11. How can we invest stakeholder groups in creation, use, and maintenance of this resource? Would you be willing to make use of this resources with your own students? If you're not sure, what would help you decide?
12. Would you be willing to contribute? If you're not sure, what would help you decide?

Thank you for your time. Your responses will be combined with those of others to document the design and creation of our open educational resource. We may contact you for a brief follow up if there is anything we need to clarify. If you would prefer not to be contacted, please indicate that on your consent form.