

## Scenario 4 - The Case of the Surprise Instruction Session

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One of the things you hadn't entirely appreciated when you were in library school was exactly how many different things a librarian at a small public university has to do.

One of those things is instruction, at least when it falls into your area of expertise. Despite your newness in the library, you've been asked by Janna, the instruction coordinator, to run a session for new graduate students that will teach them the basics of scholarly communication.

You have a couple points of information to go on:

- The session should not be tied to a specific field or course. Grad students from all programs on campus will be attending.
- The session should account for students with differing levels of knowledge. Some of the grad student are brand new, but others have been here a few terms already.
- Ideally, what you come up with can be re-used and offered every few terms.
- The session should mention potential future changes to the publication process, not just describe how things work now.

That's all Jana gave you.

It's not much to go on, although it does suggest a few ideas. And you were a grad student yourself pretty recently, so at least in theory you should have a good idea of Things Grad Students Want to Know about Publication (TM).

*In theory.*

Well, you could procrastinate on this all day, but you guess things'll go better if you actually do what they're paying you for, instead.

### Scenario 4 Resources

Chan, C. (2019). Bringing them up to speed: Teaching scholarly communication to new graduate students. *LOEX Quarterly*, 45/46(4/1), 4-9. <https://commons.emich.edu/loexquarterly/vol45/iss4/3/>

Chan offers practical advice on teaching scholarly communication topics to new graduate students, based on developing and offering a two-part online course to graduate students at Hong Kong Baptist University. A literature review is also provided.

Davis-Kahl, S., & Hensley, M. K. (2013). *Common ground at the nexus of information literacy and scholarly communication*. Association of College and Research Libraries, a division of the American Library Association. <https://digitalcommons.iwu.edu/bookshelf/36/>

This collection of scholarly essays explores the intersection of scholarly communication and library instruction. With both general essays and specific topics like metadata-mining, instructing graduate students about publishing, and developing outreach programs to faculty, this book is sure to provide guidance and context for any scholarly communication librarian tasked with direct instruction of students. The link provided is for the open access PDF.

Miller, A., & Reed, K. N. (2018). An examination of instructional intervention on doctoral student perceptions of scholarly communication. *Practical Academic Librarianship*, 8(1).  
<https://journals.tdl.org/pal/index.php/pal/article/view/7053>

Miller & Reed discuss the importance of teaching doctoral students about scholarly communication, despite it not being taught in many institutions. They report on an "instruction intervention" carried out at Middle Tennessee State University, where a team of librarians taught a one-off instruction session to a group of PhD students as part of a research methods class.