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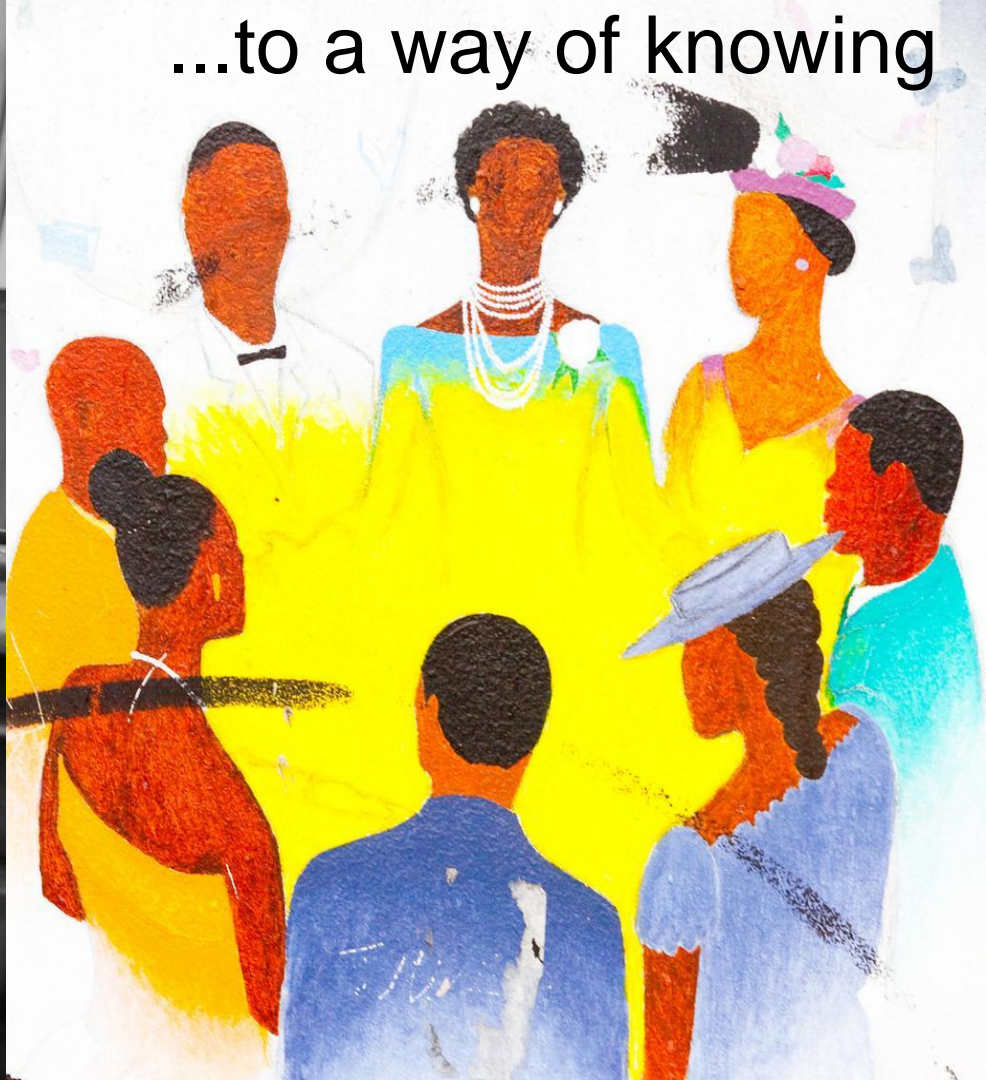
# From Transfer to Transition:

Scaffolding instruction librarian learning  
through an OA publishing assignment



From skills...

...to a way of knowing



Knowing-in-practice






Tacit ways of knowing



Reciprocal rather than unilateral

# Assignment Design





Write  
Check-in  
Review  
Archive  
Promote



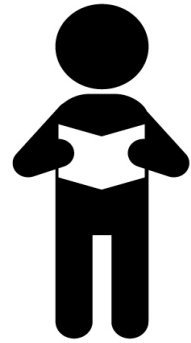
1. How do students and reviewers experience participation in an open access publishing assignment?
2. How does participation in this project affect the development of Instruction Librarians identities?



Descriptive Survey Method



18 student responses



19 reviewer responses

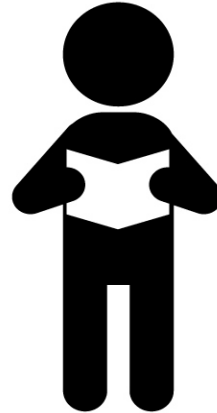


US, Canada, UK

# Peer Review Process

“a helpful, valuable experience prior to entering the ‘real world.’”

“made me want to polish it [the paper] more than I would for other classes.”



“students are tackling real-world issues and sometimes not with real-world experience”

“I was surprised that the paper was already in such good shape when I received it”

# Effect on learning

“more likely to develop your skills as... an education researcher?”

“this assignment has helped to crystalize my views on IL”



“so many LIS students, and even new librarians... express fear of writing and publishing”

“I found... the insight into how students versus practitioners approach the same topic very useful”



Imogen Malone  
Age 18  
Hayesfield School

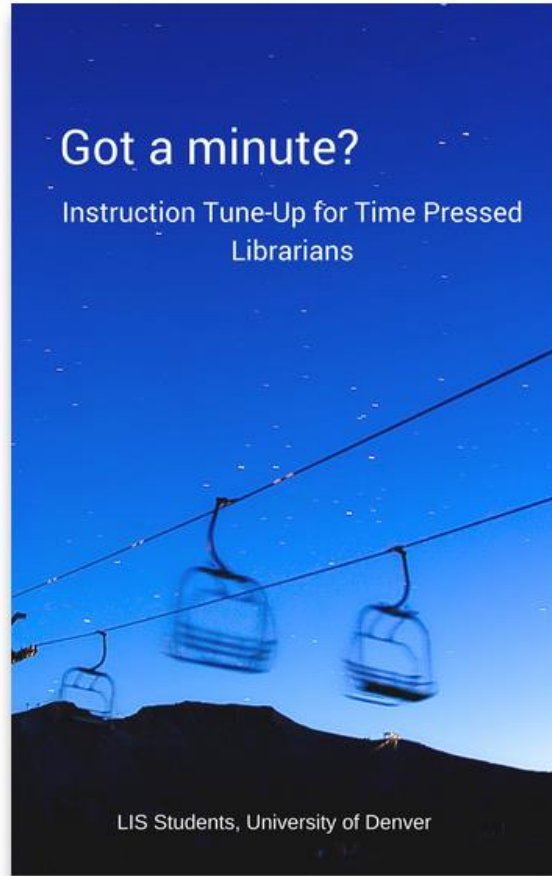
Takeaway ideas

# Divisions and tensions



From transfer...  
...to transition





## **Student Book:**

<https://gotamminute.pressbooks.com/>

## **Article:**

Hicks, A. (2017). Participation as pedagogy: Student and librarian experiences of an Open Access publishing assignment. *Journal of Education for Library and Information Science* 58(3), 160-175.

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