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# Student-Run Journals and Experiential Learning: Introducing Emerging Library & Information Perspectives

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# Student-Run Journals and Experiential Learning: Introducing Emerging Library & Information Perspectives

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## Overview

In the Master of Library & Information Science program at Western University, a methodical effort was made to offer a scholarly communication and open access course directly linked to the production of a student-run, open access journal. The newly created open access journal, *Emerging Library & Information Perspectives (ELIP)*, was developed in tandem with the course content, with students in the class engaging in experiential learning as members of the journal's editorial team. *ELIP* is published electronically by the FIMS Graduate Library through Open Journal Systems, which is a free and open source software developed by the Public Knowledge Project.

## ELIP's Aims & Scope

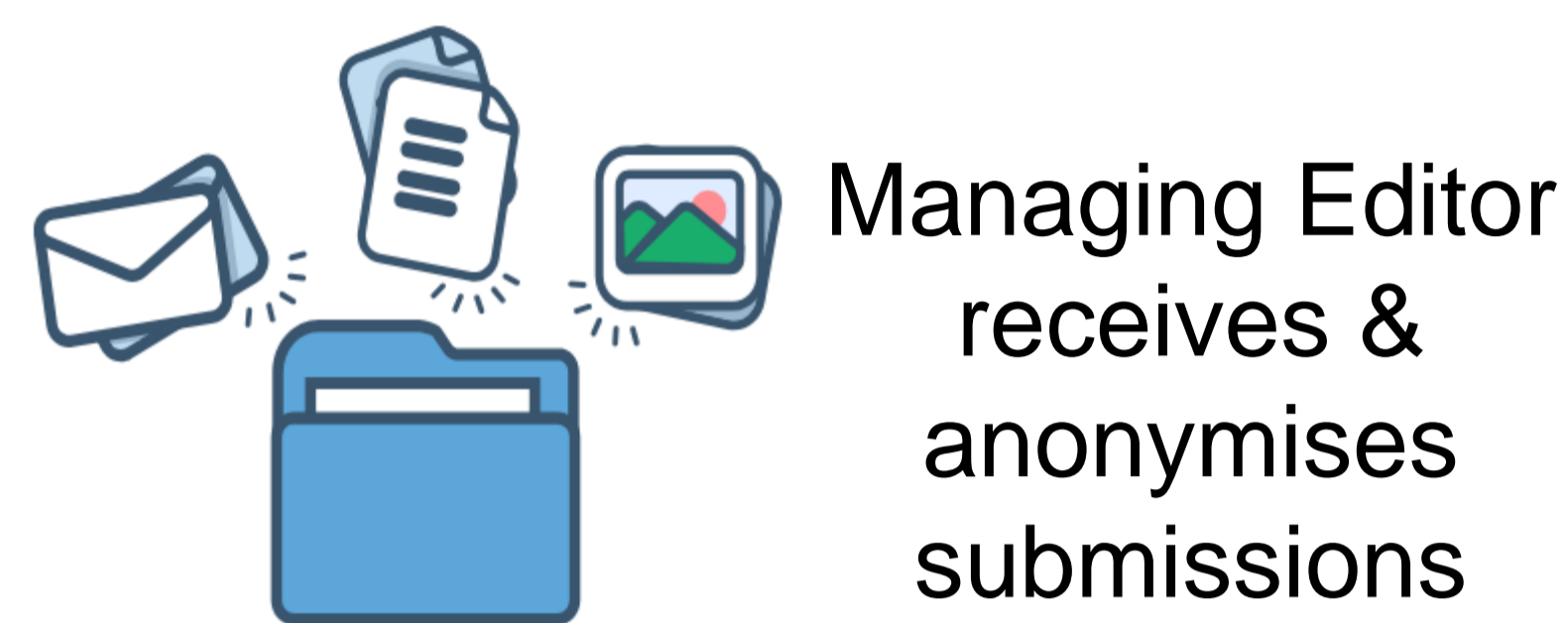
*Emerging Library & Information Perspectives (ELIP)* is an open access, peer-reviewed journal managed by students in the Master of Library and Information Science (MLIS) program at Western University. The journal aims to further research and scholarship in the field of library and information science by way of fostering a publishing community among emerging librarians and information professionals. It provides an open forum for sharing diverse perspectives and types of work to engage students, practitioners, and scholars. In addition to publishing student research and essays, *ELIP* accepts For/In the Field submissions, reviews, interviews, and multimodal content.

## Course Learning Outcomes

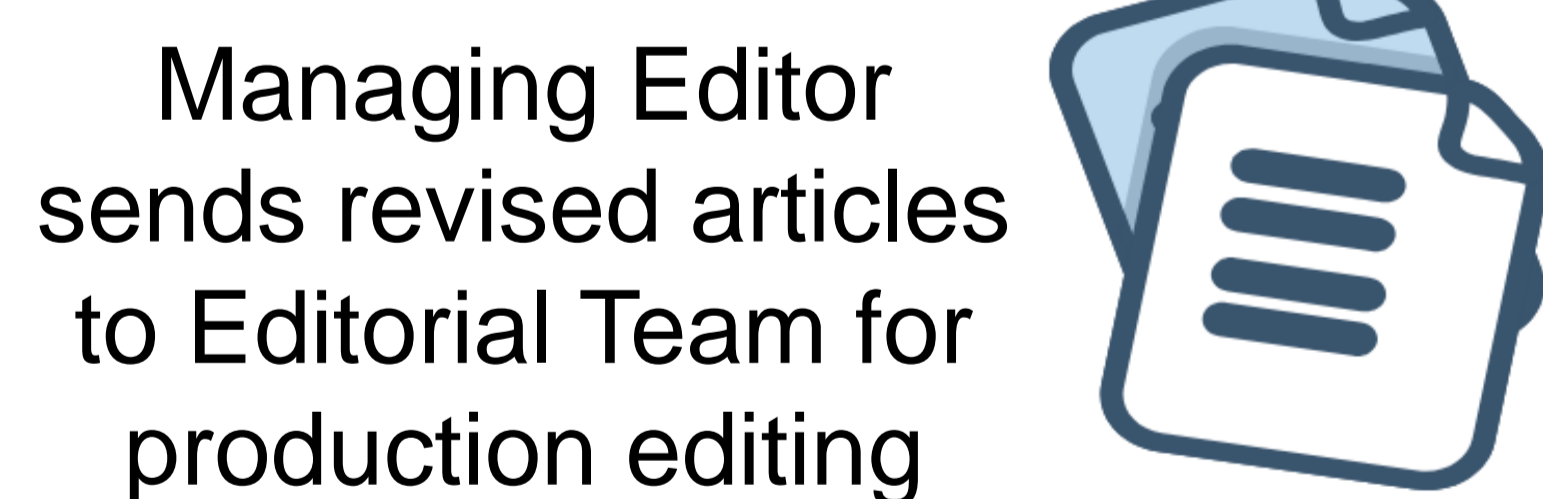
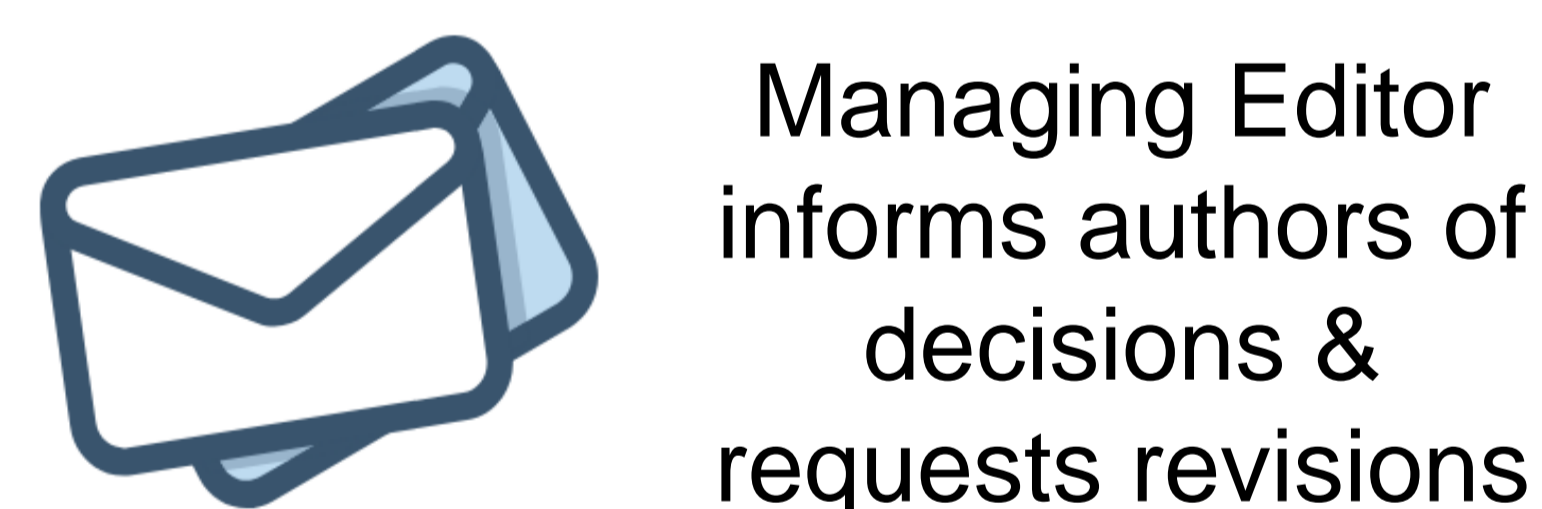
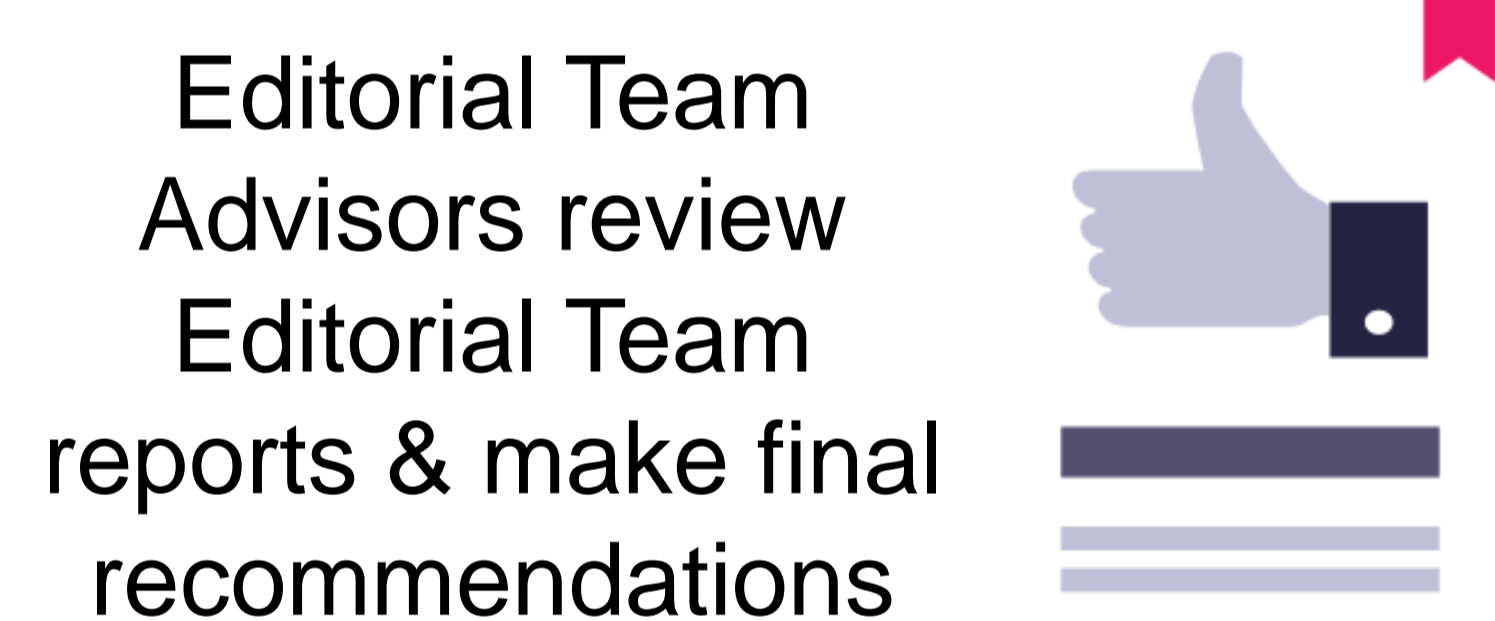
Students who successfully complete the Scholarly Communication and Open Access Publishing course will be able to:

1. Analyze LIS research with a more critical eye, informed by peer review expectations;
2. Become involved in scholarly publishing initiatives and/or pursue their own research with greater clarity surrounding best practices in scholarly communication and publishing;
3. Articulate the global implications of open access publishing and the role of librarians at various stages of the scholarly communication process.

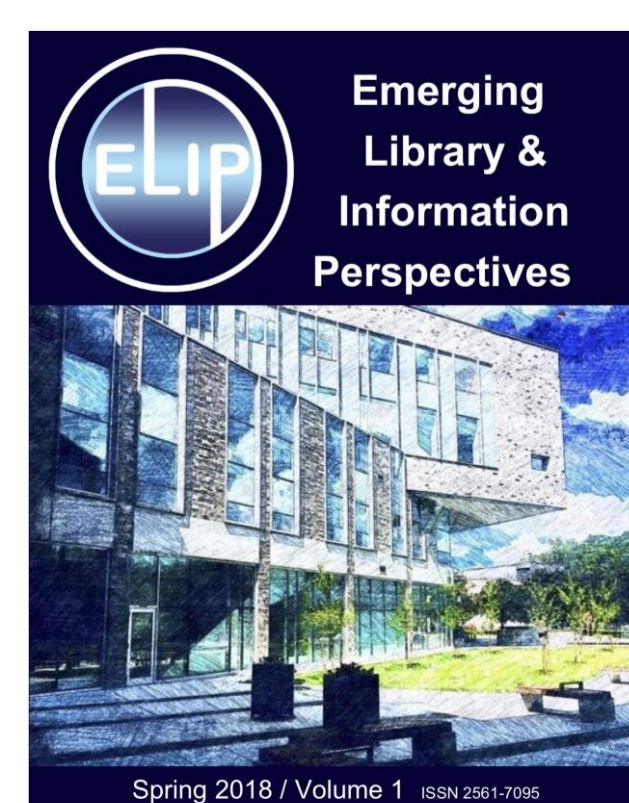
## ELIP's Workflow



...before sending them to Editorial Team Advisors for initial screening



First issue published in Spring 2018; Next issue Spring 2019



## Editorial Team Feedback

"Having this experience on my CV is really beneficial since some employers are looking for candidates who are engaged in the scholarly communication process. This experiential learning has also given me a new perspective in reflecting on my own writing, as well as a much better understanding of the process of submitting an article for publication."

- Anjeli Leamen, 2018 Editorial Team Member

"As a member of *ELIP*'s Editorial Team, I have enjoyed being actively engaged in the editorial process, and learning about the important decisions that go into publishing an open access, peer-reviewed journal. I have particularly enjoyed learning and thinking critically about the economics of scholarly publishing. This experience has inspired in me a passion for the open access movement. I am proud to be a part of a journal, centered on emerging LIS scholarship, that is completely open access!"

-Jaime L. Orr, 2018 Editor Team Member

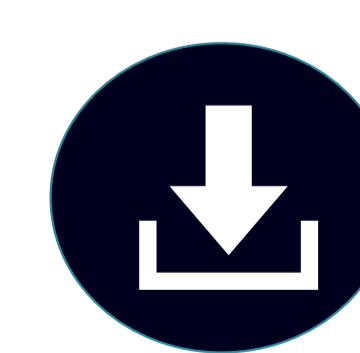
## Lessons Learned

- *ELIP*'s various submission categories appeal to LIS students with a range of interests and career aspirations
- Scheduling and planning depends on the number of submissions received, and how many actually go through to publishing
- Deadlines must be set to work for authors as well as the instructor and course
- MLIS students outside of the course are just as eager to be involved with *ELIP*

## Next Steps

- Editorial Team and author feedback will be used to improve *ELIP*'s workflow
- Work to create better communication with authors

## Impact\*



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