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Review of Common Ground at the Nexus of Information Literacy and Scholarly Communication

Kaijsa Calkins

U of Wyoming, kcalkins@uwyo.edu

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Review of Common Ground at the Nexus of Information Literacy and Scholarly Communication

Keywords

Collaboration, scholarly communication initiatives

Review of *Common Ground at the Nexus of Information Literacy and Scholarly Communication*

Kaijsa Calkins (kcalkins@uwyo.edu)
University of Wyoming

Stephanie Davis-Kahl and, Merinda Kaye Hensley eds., *Common Ground at the Nexus of Information Literacy and Scholarly Communication* (Chicago: Association of College and Research Libraries, 2013).

The increasing focus of academic libraries on scholarly communication initiatives has created new opportunities for collaboration between libraries and other campus units and between departments within libraries. At the same time, these new initiatives present challenges for librarians to continually add more and different expertise into their professional practices. Stephanie Davis-Kahl and Merinda Kaye Hensley's edited volume, *Common Ground at the Nexus of Information Literacy and Scholarly Communication*, brings together an excellent collection of writing by librarians, disciplinary faculty, and others from a wide variety of higher education settings that address the intersections between scholarly communication and information literacy instruction initiatives. Notably, an open-access PDF is freely available on the ACRL website in addition to the print and ebook versions available for traditional purchase. [The editors note that one chapter, a previously published article, is not available in the open-access edition but that the authors deposited a post-print in the Graduate School of Education Open Archive.]

In the first chapter, "Weaving Scholarly Communication and Information Literacy," Julia Gelfand and Catherine Palmer set the stage well for the rest of the book by placing alongside one another the histories and literature of information literacy and scholarly communication and identify current issues in each area. The authors reveal the points of intersection and suggest strategies for collaboration between librarians to strengthen both areas. On its own, the chapter provides an excellent starting point for discussion within libraries about new approaches to instruction and work with faculty. Other

chapters provide models for ways that subject or instruction librarians can work with classes and programs to incorporate scholarly communication as well as information literacy instruction, and many include useful appendices of materials that can be adapted by librarians for their own contexts. Topics related to library and other undergraduate instruction include plagiarism and copyright education; journal publishing; scholarly communication processes; open access and science; academic integrity. Other projects focus on education and support for faculty and graduate student researchers.

Common Ground at the Nexus of Information Literacy and Scholarly Communication is a valuable resource for a variety of librarians, from those who lead scholarly communication initiatives, to instruction and assessment librarians, to subject specialists and other liaisons. As Joyce Ogburn writes in the preface, this book "is a strong beginning in the journey to expose and exploit the intersections between the creative impulse and the need to access and use information wisely." It is a must-read for scholarly communication and instruction librarians and administrators at four-year colleges and universities, but is also likely of interest to a broader range of librarians and other faculty.

