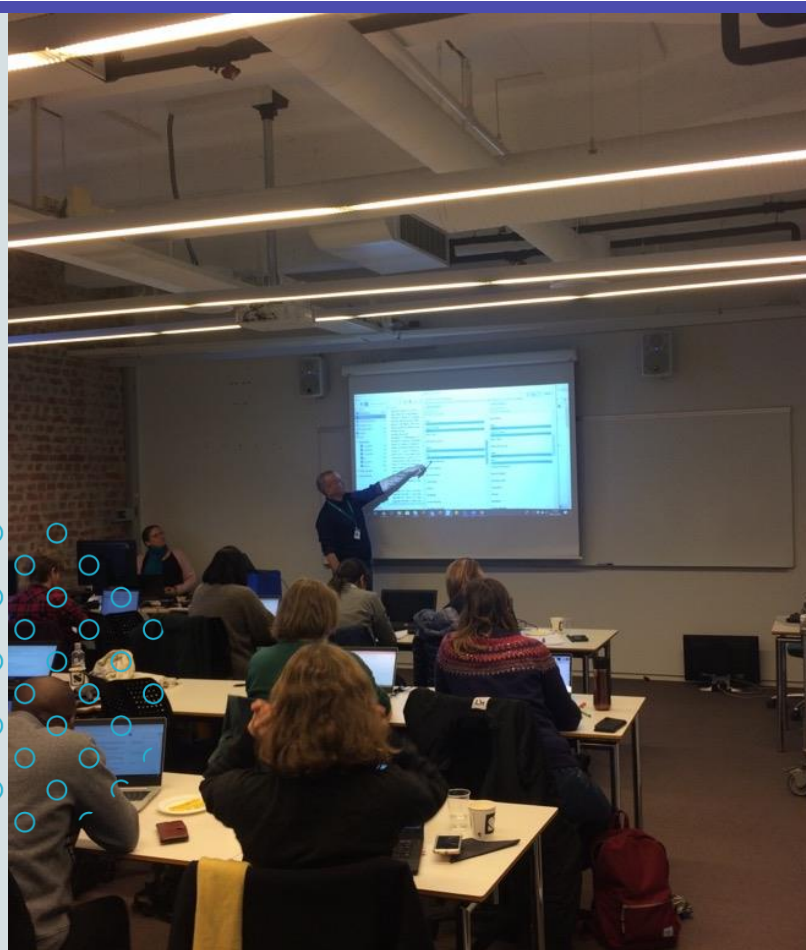# Literature Management and Scholarly Communication at USN

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Background

The University Library at USN was asked to create a course for its PhD candidates, with the following goals:

- Standardize services across all 8 campuses and all 8 PhD programs
- Help to increase the quality of dissertations at USN
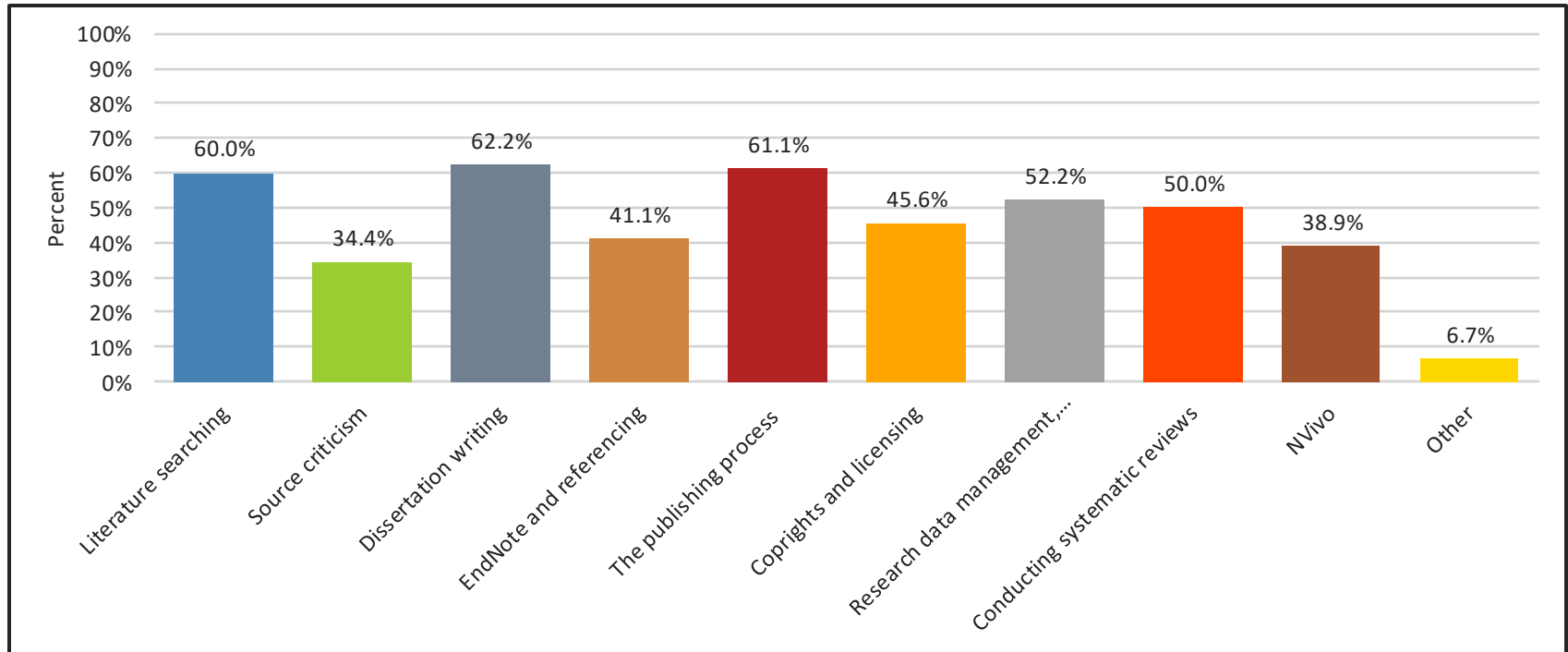- Decrease completion times for the candidates

Step One: Survey

Sent to all candidates in 2017 and asked about (among other topics):

- Their relationship to the library
- Their need for training and support
- Their experience with and knowledge of the research process
- Their intentions regarding publication
- 43% response rate (N=91)

Which topics would you like the library to offer more information on or courses in? (N=91)

Bar chart showing percent of respondents by topic:
- Literature searching: 60.0%
- Source criticism: 34.4%
- Dissertation writing: 62.2%
- EndNote and referencing: 41.1%
- The publishing process: 61.1%
- Coprights and licensing: 45.6%
- Research data management,...: 52.2%
- Conducting systematic reviews: 50.0%
- NVivo: 38.9%
- Other: 6.7%

Development of the course

- Visited other universities in Norway and Sweden
- Meetings with coordinators, administration, and faculty
- Breakthrough! When the former leader of one program got tired of waiting on the usual process
- Recruited from within the library and from the faculties, according to expertise and experience
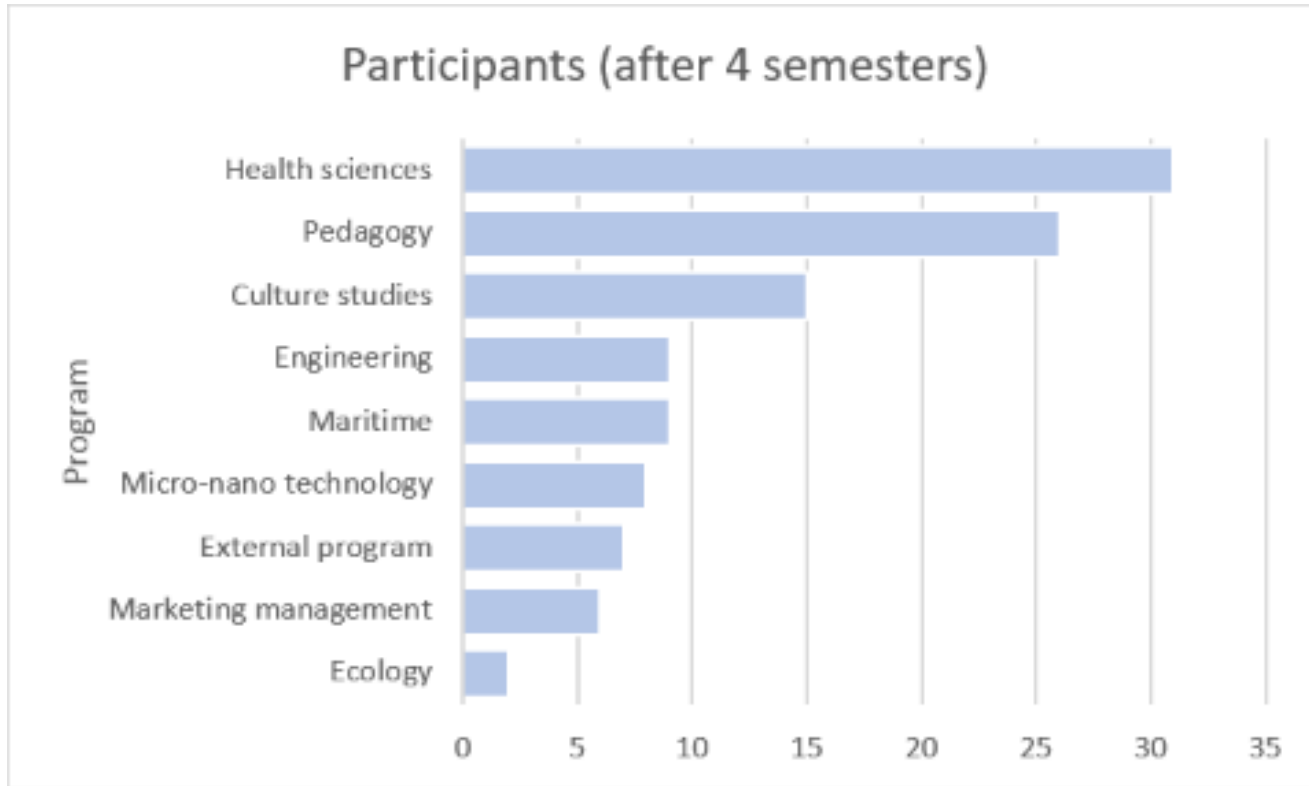 - 8 different library employees on a permanent basis, others according to the backgrounds of the candidates

The course:

- Provides 5 ECTS credits (accredited through the pedagogy PhD program)
- 3 times in English, once in Norwegian (25% do not speak Norwegian)
- 1 time in person, 3 times on Zoom (Autumn 2019 – Spring 2021)
- Content is generic and interdisciplinary
- 30 participants every semester, with waiting lists

The participants

Participants (after 4 semesters)

Program	Participants
Health sciences	31
Pedagogy	26
Culture studies	15
Engineering	9
Maritime	9
Micro-nano technology	8
External program	7
Marketing management	6
Ecology	2

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Exam – some experiences

- Exam: a paper of 4000 words that is graded pass/ fail

- Documentation and reflection on how they plan to conduct their literature review, data management and how to publish/ disseminate their research

- The candidates are advised to work on a draft in the time period between the lectures, and to ask their librarian for assistance

- The draft should be handed in and presented in the course seminar to get feedback from course teachers and other participants

- Failure rate is 10-20% because of language difficulties, not being used to writing reflection/ discussion papers, not being at PhD level (taking the Associate Professor training program) and/or great variations in prior knowledge
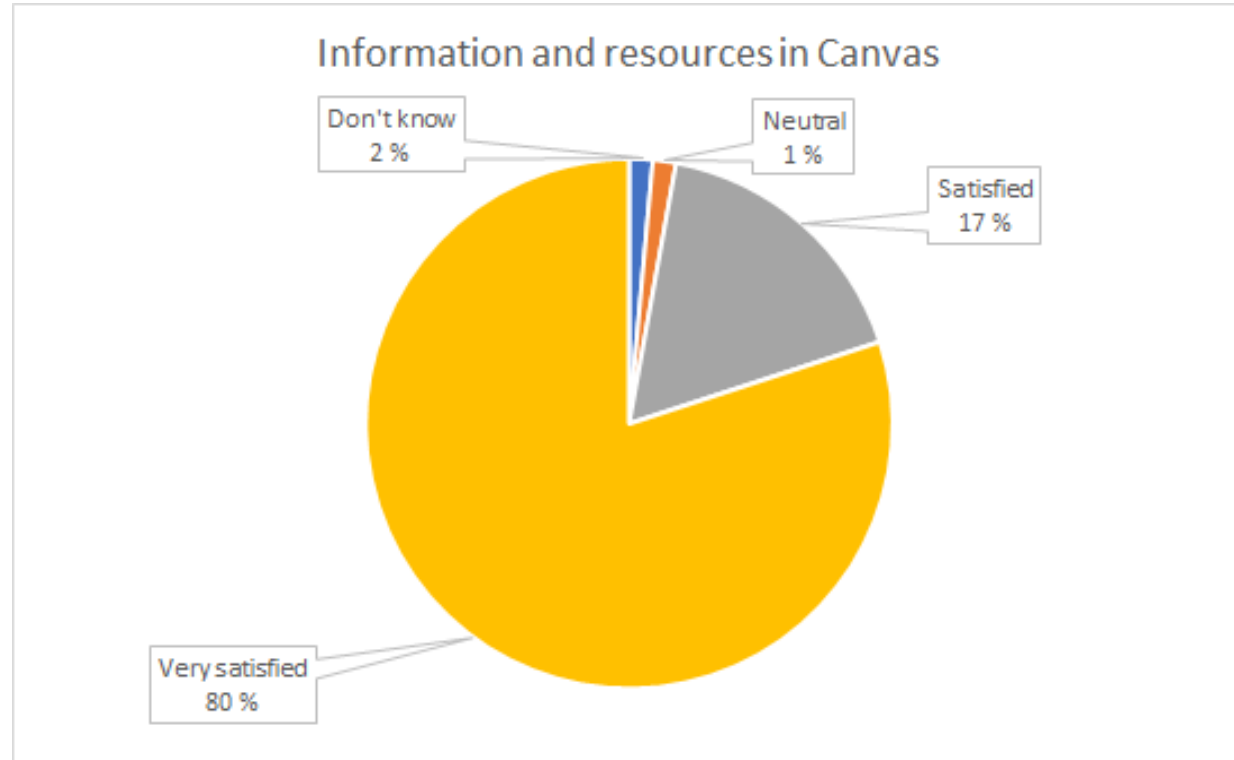
What do the candidates want?

10 most common words in answers: (231 answers in all)

word:	n:
Literature	52
Search	38
Management	36
Review	31
Data	24
Skills	18
Searching	17
Knowledge	14
Overview	10
Research	10

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The course

- 4 days of lectures
- 2 days of seminars
- All resources are in Canvas

Information and resources in Canvas

Don't know 2 %
Neutral 1 %
Satisfied 17 %
Very satisfied 80 %

The course materials:

Mon 4. Nov 9.00 - Literature management	Mon 4. Nov 12.30 - Data management
Preparations and lectures:	Preparations and lectures:
Introduction lecture 📄/ Shea	Research Data 📄/ Shea
Literature management 📄/ Atle	Reuse of data 📄/ Dag Even
PhD on Track ↗	Data Management Plan 📄/ Dag Even
Databases USN ↗	The FAIR principles ↗
Reference tools ↗	NSDs Data Management Plan (DMP) ↗
Search record for saving searches 📄	Ten rules for writing a DMP ↗
Tue 5. Nov 9.00 - Literature review	Tue 5. Nov 12.30 - Literature searching
Preparations and lectures:	Preparations and lectures:
The thesis literature review 📄/ Anita	Advanced search techniques 1 📄/ Atle
The systematic review 📄/ Elin Kjelle	Advanced search techniques 2 📄/ Marit
Guide to the dissertation literature review ↗	PhD on Track ↗
Ten rules for writing a literature review ↗	Databases USN ↗

The course materials:

Mon 25. Nov 9.00 - Publishing

Preparations and lectures:

The publishing process 📄/ Eva

Prologue to a science of the science ↗

Making the future of scholarly communication ↗

USN Open Access Policy ↗

Link to video about Open Access ↗

Mon 25. Nov 12.30 - Publishing

Preparations and lectures:

Publishing experiences 📄/ Tony Burner

Making your research visible 📄/ Herman

Cristin - the research information system ↗

The Norwegian register for scientific publications ↗

The Leiden manifesto for scientific metrics ↗

Tue 26. Nov 9.00 - Research dissemination

Conference presentations 📄/Thomas Moser

A handbook about making presentations 📄

Pecha Kucha presentations USN 24.09.19 ↗

Tue 26. Nov 11.00 - Seminar:

Preparations:

You will find information under "Seminar draft" and under "Assignments". Here is a link to:
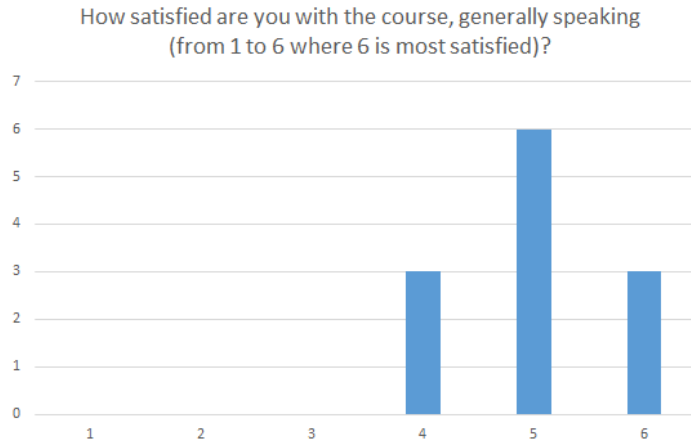
Time schedule seminar 📄
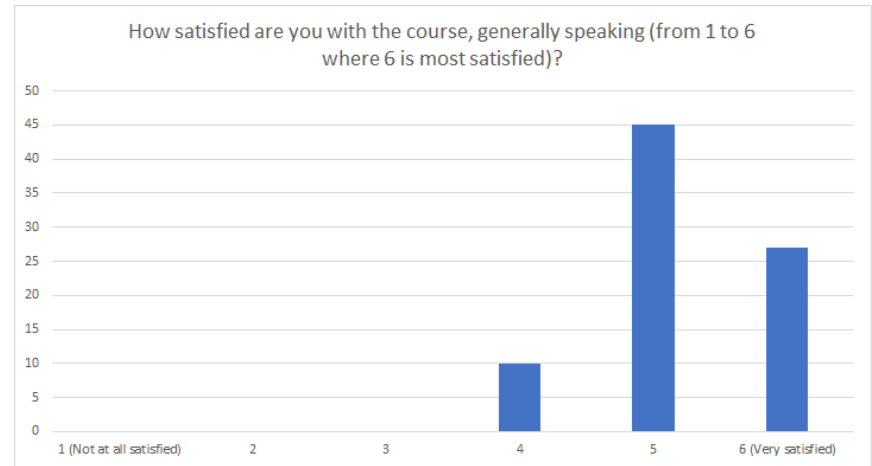
Experiences so far

- Participants from:
  - All 8 PhD programs
  - Employees in the Associate Professor training program
  - Candidates from other universities in Norway
- Advantages of remote teaching:
  - Participation is available to those who might not otherwise be able to attend
  - Lectures are recorded and can be re-watched
- Disadvantages of remote teaching:
  - Lack of opportunities to meet others in the same program
  - Lack of free exchange of ideas

Participant satisfaction:

After the first time:

How satisfied are you with the course, generally speaking (from 1 to 6 where 6 is most satisfied)?

After 4 semesters:

How satisfied are you with the course, generally speaking (from 1 to 6 where 6 is most satisfied)?

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Another measure of satisfaction:

After the first time:

After 4 semesters:

Evaluations - quotes

"It has been a good course, hands-on and useful directly into my PhD project."

"Overall, I think this was a really nice and informative course and should be mandatory for all PhD-candidates!"

"I'm in the early stages of my project, and the course has been extremely useful. It has given me tools, information and strategies for my further work, and - not least - has helped me reflect on my project and clarify my approach."

"I think this is an important course for PhD students and should be taken at the beginning of any PhD program."

more quotes...

"By familiarizing with the lecture content the day before, I could digress from the lecture and investigate some of the topics in depth while the lecture commenced."

"I think this course worked well online. The subjects are often relevant online, so in "class" session, computers would have been necessary anyway."

"This has been a fantastic online experience! I've enjoyed the variety of presentation formats, interactive exercises, breakout rooms and lectures, presentations and discussions. Session lengths and breaks worked out well for me. I appreciated that the time schedule was kept at all times. It made the course predictable and very efficient. Thank you for a great learning experience!"

The future of the course

- The course will continue to be offered every semester
- Hybrid between live and remote participation (preferred by 69% of previous students)
- Find a permanent host for the course – possibly the Division for Research
- Create other generic PhD courses to supplement