

Know your rights

*What to consider before you submit to a journal
and sign a copyright transfer agreement*

Jessica Lange | Scholarly Communications Librarian



McGill

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Objectives

- Identify and compare copyright transfer agreements in academic journals
- Evaluate journals based on their author rights agreements
- Describe which rights are retained/revoked in these agreements
- Determine whether a journal's policies allow you to comply with the Tri-Agency Open Access Policy on Publications

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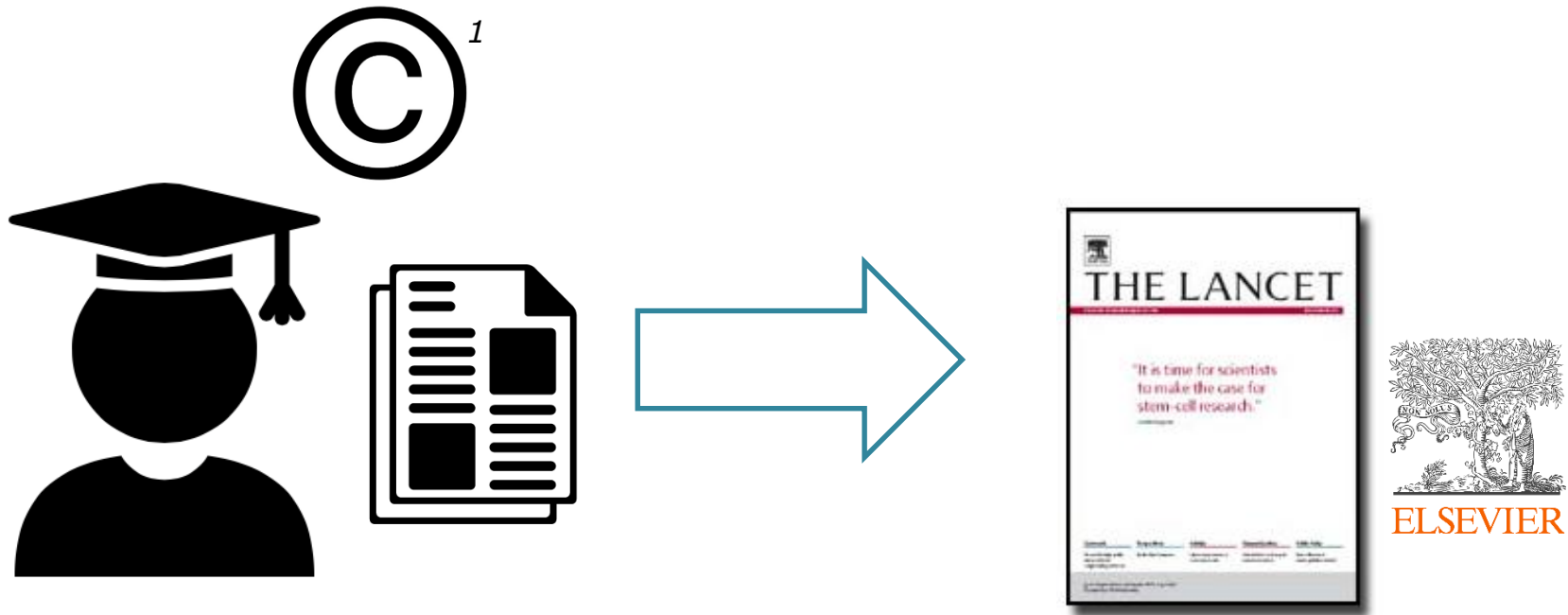
Workshop Outline

- Introduction + background
- Brainstorming activity
- Key terminology and phrasing in agreements
- Group activity
 - Copyright transfer agreements
 - Debrief
- Wrap-up and discussion

Introduction

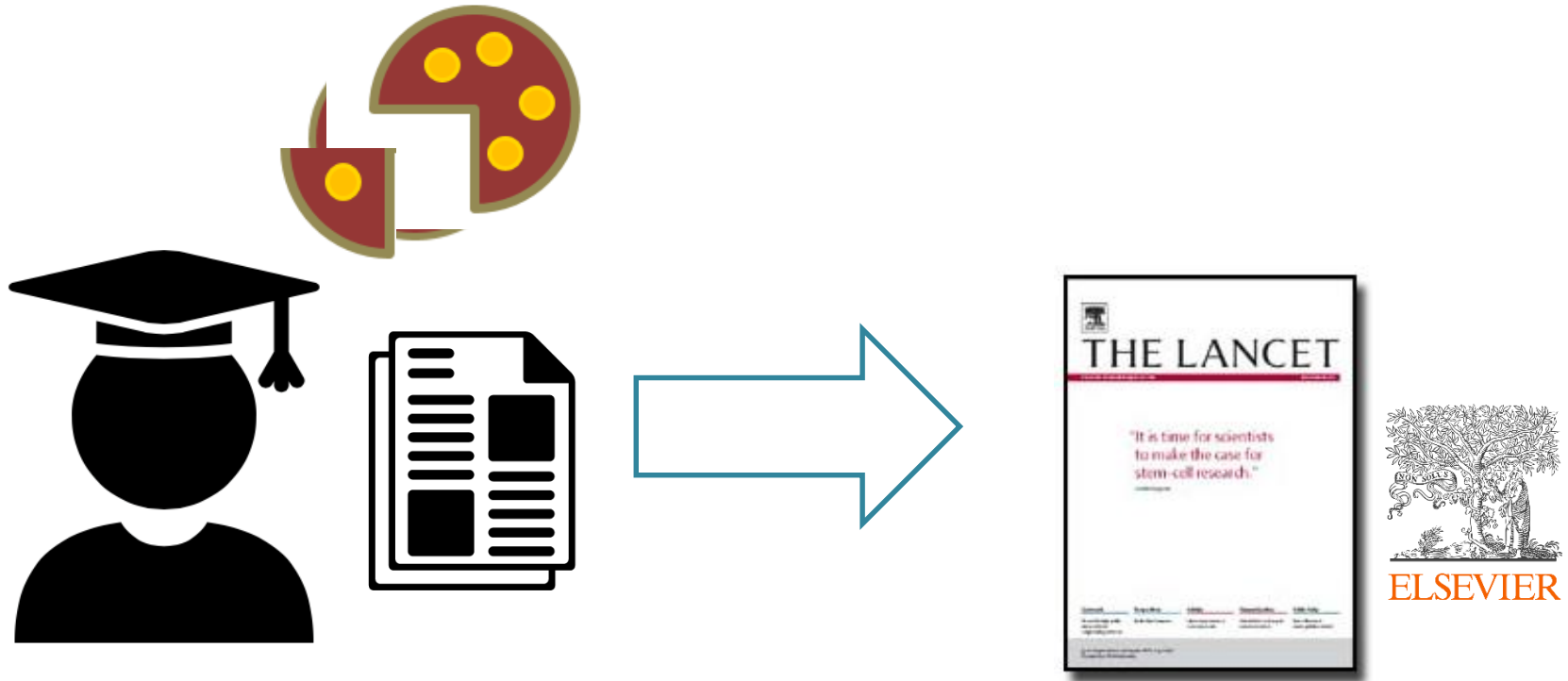
- What are copyright transfer agreements?
- Why do they matter?
- Shifting landscape
 - Open access movement
 - Funding requirements

What is a copyright transfer agreement?

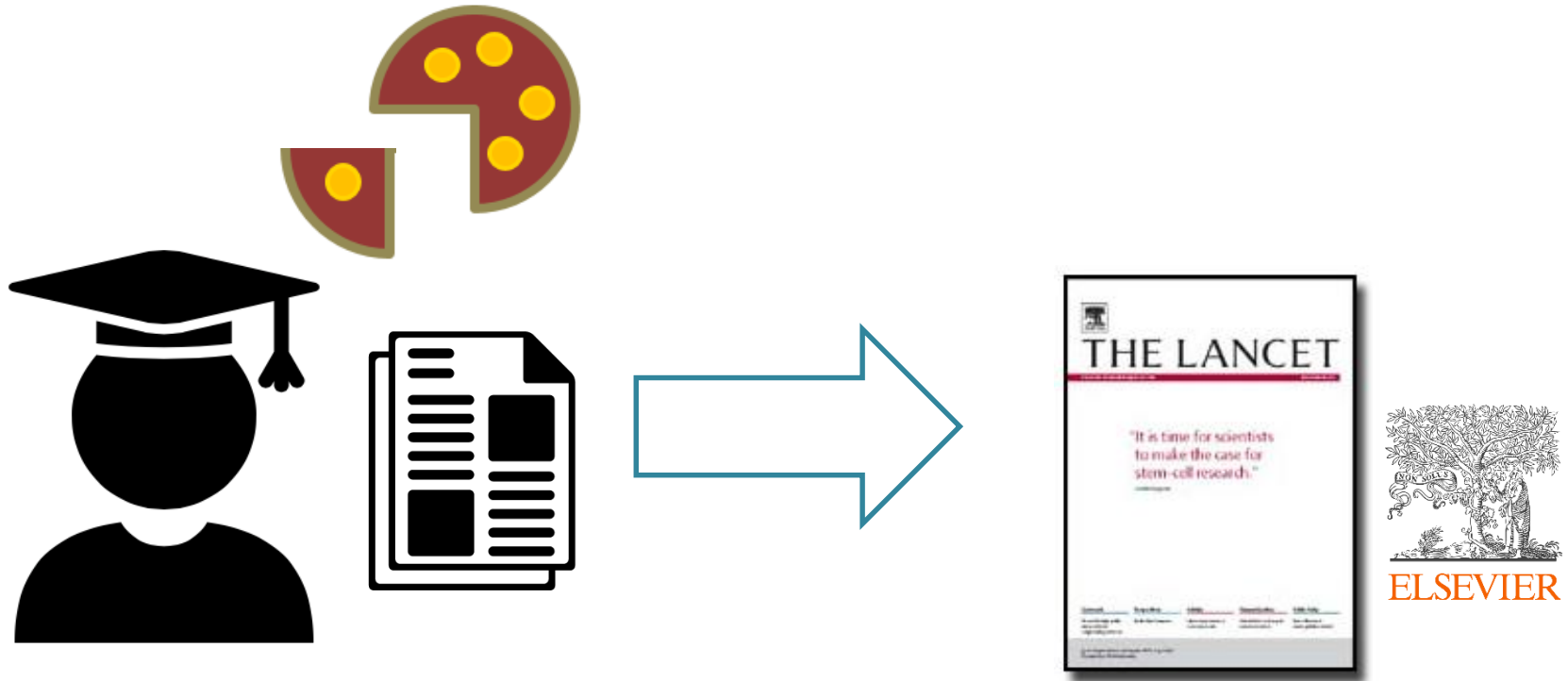


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What is a copyright transfer agreement?



What is a copyright transfer agreement?



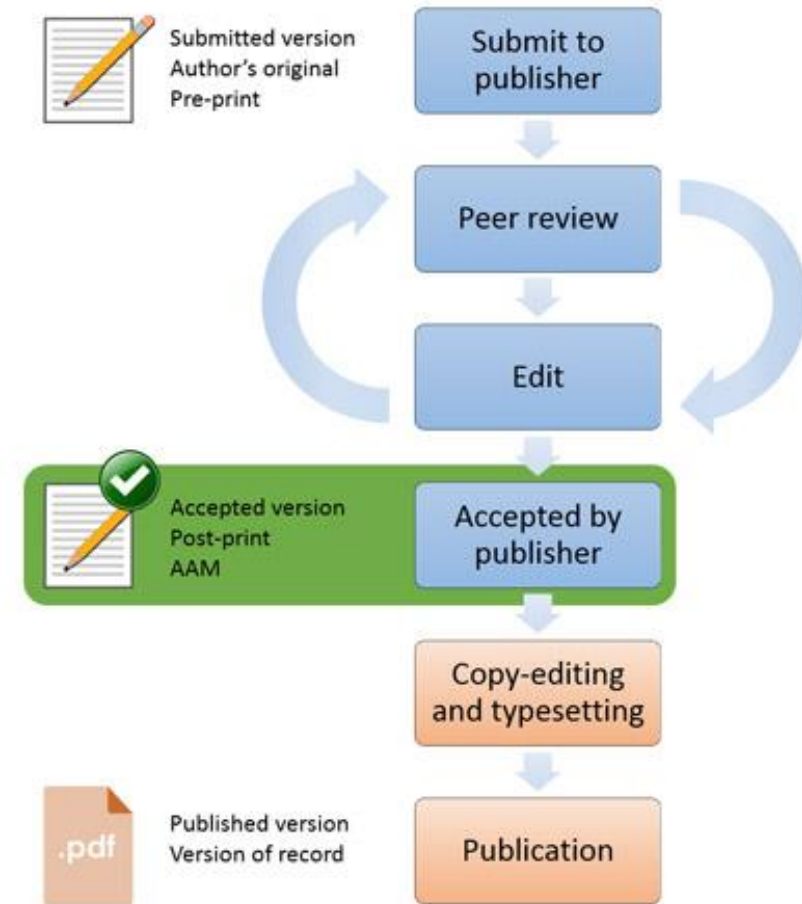
Brainstorming activity

*What kinds of activities do you want to know
if you can do with your article
(e.g. share with colleagues, post to a website etc.)?*



Key terms: Versions

- Pre-print
 - Author's original, submitted version
- Author's accepted manuscript (AAM)
 - Accepted version
 - Post-print
- Publisher's final version
 - Publisher's PDF
 - Version of Record (VoR)



Source: "Open Access Research FAQ." *Higher Education Funding Council for England*.
<http://www.hefce.ac.uk/rsrch/oa/FAQ/#deposit4>

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What do students want to know about the library?

What do students want to know about the library? Using student questions to direct information literacy sessions

Katherine Hanz
McGill University
Education Library
Education Building
3700 McTavish Street
Montreal, Quebec H3A 1Y2
Phone: (1)514-398-2763
Fax: (1)514-398-2165
katherine.hanz@mcgill.ca

Jessica Lange (corresponding author)
McGill University
Humanities & Social Sciences Library
McLennan Library Building
3459 McTavish Street
Montreal, Quebec H3A 1Y1
Phone: (1) 514-398-4690 ext. 00871
Fax: (1) 514-398-7184
jessica.lange@mcgill.ca

Abstract

This study examines the commonly-asked questions university students have and how these questions can inform librarians' information literacy efforts. A breaker activity during library workshops, students were asked to write down had about the library (e.g. "How do I borrow a book?"). The students' responses and evaluated according to semester and month. Although the results are preliminary, they suggest that librarians should tailor their information literacy sessions depending on the year in which they are held.

Introduction

In recent years, there has been a growing interest in collecting and analyzing questions that clients ask at academic libraries. Categorizing questions received at both physical reference desks and virtual reference desks allows librarians to evaluate the type and level of service provided by the library and online.^{1,2,3,4,5,6,7} Librarians have also analyzed questions assessing students' information literacy skills.^{8,9} Collecting this type of information allows librarians to better anticipate the information needs of their students and the level of their knowledge.

Two liaison librarians from McGill University (Montreal, Canada) were the basic "question and answer" interaction of the reference desk into the classroom.

Using student questions to direct information literacy workshops

Katherine Hanz Education Library, McGill University, Montreal, Canada, and
Social Sciences Library, McGill University, Montreal, Canada

Abstract. This article aims to discuss an innovative, student-centered method for one-shot information literacy workshops. By using student-generated questions, students want to know about the library, the authors examine how the students' questions can be used both as an ice breaker activity and as a means to orient the workshop's content.

Design/methodology/approach – A literature review discusses various approaches to one-shot information literacy workshops as well as methods for assessing students' library knowledge prior to workshops. The authors' own case study identifies best practices for implementing the activity. Finally, the authors discuss the types of student questions they collected from students over the course of two semesters.

Findings – The activity outlined in this article provides an engaging method for interacting with students during one-shot information literacy workshops. The activity acts as an effective method for obtaining a basic understanding of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops take place.

Originality/value – The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instructional design, instructional strategy

Paper type Case study

Introduction

What do university students really want to know about the library? When faced with their first semester of teaching in-class information literacy workshops, two early career liaison librarians at McGill University in Montreal, Canada contemplated this basic question. As a new information literacy workshop can be challenging. With little or no experience in teaching, new librarians must imagine how best to engage students, cover the appropriate content, and deal with time restrictions that are sometimes limiting. Planning in-class information literacy workshops often requires conjecture as the librarians anticipate how much research experience or library exposure students in a particular class may have. Although discussions with the professor, consideration of the level of study (undergraduate or graduate? freshman or senior?), the time of the year (first week of the semester or end of the semester?), and the time of the day (morning or afternoon?) are all factors that can influence the success of the workshop.



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RSR
41,3

532

Received 16 March 2012
Revised 19 April 2013
28 April 2013
Accepted 29 April 2013

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Katherine Hanz
Education Library, McGill University, Montreal, Canada, and
Jessica Lange
Humanities & Social Sciences Library, McGill University, Montreal, Canada

Abstract

Purpose – This article aims to discuss an innovative, student-centered method for engaging students in one-shot information literacy workshops. By using student-generated questions to find out what students want to know about the library, the authors examine how the students' questions are used both as an ice breaker activity and as a means to orient the workshop's content.

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Keywords Academic libraries, Best practice, Library instruction, Information literacy, Instructional design, Instructional strategy

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The authors would like to thank Megan Fitzgibbons for her insightful comments and suggestions for this article.



Reference Services Review
Vol. 41 No. 3, 2013
pp. 532-546
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0090-7324
DOI 10.1108/RSR-03-2013-0016

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Reducing noise in the academic library: The effectiveness of installing noise meters

Abstract

Purpose: The objective of this research was to explore the effect of an electronic noise-monitoring device (NoiseSign) on reducing noise levels in quiet study areas in an academic library.

Design/methodology/approach: Surveys and decibel level measurements were used to measure the perceived and objective noise levels respectively, before and after the installation of the NoiseSign in both an intervention and a control area of two major branch libraries. Patrons' perception of noise was measured with a passive paper survey and online survey, which asked patrons to rate the current noise level and their desired noise level. The actual noise measurements were collected twice a day for sixty-second periods with a hand-held decibel reader and then corroborated after the intervention with automatically logged decibel readings from the noise monitor device in the two intervention areas. The authors conducted one-way ANOVAs to determine if the results were significant.

Findings: The NoiseSign had no statistically significant effect on either actual noise levels or user perceptions of noise in the library. Survey comments and anecdotal observation of the spaces while doing measurements did reveal that noise in the quiet study areas was not the primary source of complaints.

Originality/value: In spite of many proposed solutions to reducing noise in libraries, there has been very little research in this area. This is the first study to examine the effectiveness of using a noise-monitoring device in reducing noise levels in an academic library.

Keywords: Noise, quiet study, library spaces, noise reduction

Introduction

Noise in libraries is a constant source of concern for library users and administrators. This survey reports on the installation of a noise-monitoring sign at McGill University, a large university located in Montreal, Canada. Comments received from LibQUAL as well as from additional user surveys demonstrated that noise was a problem for McGill University Library in its individual study spaces. The matter of noise in the library became particularly pressing when a recent survey at our institution revealed that our users' primary purpose in using the library was individual study. McGill University Library had already

employed noise-reduction strategies such as designating official quiet zones and purchasing appropriate quiet study furniture, such as carrels; however, it was clear from user comments that these changes were not sufficient.

Literature suggests that students adhere more to quiet policies when there is an authority figure or a monitoring presence in the area (Bedwell and Banks, 2013; Bird and Puglisi, 1984). The monitoring figure need not necessarily be a staff member; in their article on library design, Foster and Gibbons (2007) found that students "taught" each other the sometimes implicit rules about the spaces they were in "through an occasional verbal warning" or "gave them 'the stare' or glare that

POST PRINT - Lange, J., Miller-Nesbitt, A., Severson, S. (2016) Reducing noise in the academic library: The effectiveness of installing noise meters. *Library Hi Tech*, 34(1), 45-63. doi: [10.1108/LHT-04-2015-0034](https://doi.org/10.1108/LHT-04-2015-0034)

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Reducing noise in the academic library: the effectiveness of installing noise meters

Jessica Lange, Andrea Miller-Nesbitt and Sarah Severson
McGill University, Montreal, Canada

Reducing noise in the academic library

45

Received 4 April 2015
Revised 5 October 2015
Accepted 6 October 2015

Abstract

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Keywords Evaluation, University libraries, Academic libraries, Surveys, Space planning, Library buildings

Paper type Research paper

Introduction

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Library Hi Tech
Vol. 34 No. 1, 2016
pp. 45-63
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0737-8831
DOI: 10.1108/LHT-04-2015-0034

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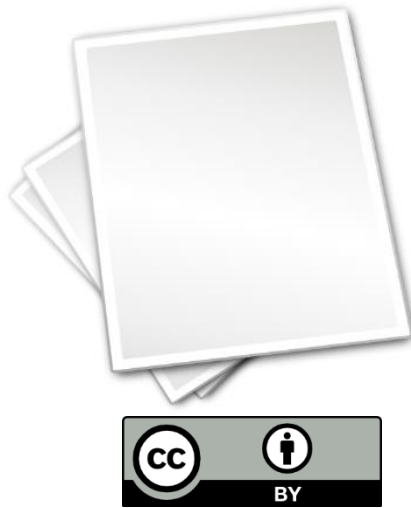
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- Negotiation Resources
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 - Quilter, Laura, "21 Negotiating Author Agreements" (2015). New England Copyright Boot Camp. Paper 14. <http://scholarworks.umass.edu/cbc/14>



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