Integrating Scholarly Communication Competencies into the Thai LIS Curriculum.

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Abstract

Scholarly communication competencies are *open science skills* which should be embedded within formal education in the knowledge society.Scholarly communication is one of the key components in the library and information profession; it is a system that facilitates creating research and scholarly writing, evaluating onformation for quality dissemination to the scholarly community and preserving it for future use.

This paper aims to study the scholarly communication competencies in the library and information science curriculum in Thai universities. The qualitative research method is documentary analysis. The research reveals that most Thai LIS curricula are comprised of the courses in management, collection, services, and technology tools. At least 5 subjects need to be revised (both course description and contents) in order to enhance the core competencies of scholarly communication competencies in the Thai LIS curriculum.

Keyword(s): Scholarly Communication Competencies; Thai Library and Information Science Curriculum

Introduction

Scholarly communication competencies are *open science skills* which should be embedded within formal education in the knowledge society.(O'Carrol and others 2017) *Open Science* is a movement that aims to make research data accessible to all. It includes practices such as publishing *open scientific* research, campaigning for open access and generally making it easier to publish and communicate scientific knowledge. Research Data Services are the output of the research data management policy of institutions which combines collaboration of libraries, research centers and computer centers.

The list of core competencies for 21st century CARL librarians includes seven components: foundational knowledge, interpersonal skills, leadership and management, collections development, information literacy, research & contributions to the profession, and information technology skills. The new role of library is not just gathering, organizing and providing access to information, but creating knowledge and assisting their institutions to manage their research outputs in the institutional repositories. (Belzile and others 2010) This new role is called **scholarly communication** which constitutes a system to enable creating research and scholarly writing, evaluation for quality disseminating to the scholarly community and preserving it for future use.

Therefore, scholarly communication is one of the key components in the library and information profession nowadays because it is one of the three components of 21st century CARL librarians: foundational knowledge, collections development, and research & contributions to the profession. Scholarly communication is part of the foundation of

knowledge in the library and information profession. Collections development comprised of the scholarly publishing cycle, collections management, digital curation, digital preservation, management and the preservation of collections, and records management.

New technologies transform the way research is disseminated via open access institutional repositories. The creation of knowledge assets in each institution is given priority in the open access policy in the university with research collaboration in the research network. The challenge to move from the conventional model, in which researchers publish their research results in subscription-based journals still affect as the assessment to measure research quality and impact. The expansive notion of research data management model tends to change the way research should be communicated.

Objectives :

To study the scholarly communication competencies in the library and information science curriculum in Thai universities.

Methods:

The qualitative research method is documentary analysis, using as data sources of NASIG core competencies for scholarly communication librarians and course descriptions of Thai LIS curricula.

Findings:

1. Most Thai LIS curricula are comprised of courses in management, collection, services, and technology tools. Information repository management is part of 3 subjects in technology tools: information retrieval, library database, and information content creation. Copyright services is included in management courses.

Compulsory courses (59 credits)	***Elective courses (30 credits)***
Management Information, Library and Society Library and Information Management ***Collection*** Information Resources Development Information Resources Cataloging Information Resources Classification Knowledge Systems Organization ***Services*** Information Services and Dissemination Reference and Information Services User Studies Reading and Lifelong Learning Communication in Information Work ***Technology tools*** Information Retrieval	***Management*** Information Management for Children Information Management for Youth, Elderly People, the Disadvantaged Local Wisdom Management ***Collection*** Electronic Publications Library of Congress Classification Information Sources and Services in Science, Humanities, and Social Sciences ***Technology tools*** Programming for Library Work Systems Analysis and Design Application Software for Library Work Library and Information Web Development Web Database Development Library and Information Social Networking

Library Database Management Information Content Creation	

2. The integration of scholarly communication competencies in Thai LIS curriculum.

Course descriptions for at least 5 subjects need to be revised the course description in order to enhance the core competencies of scholarly communication.

Thai LIS curriculum	**Scholarly communication competencies:-**
Management ***(1)Information, Library and Society*** *Roles and importance of information, library and society; development of library; relationship of information, library and society; related policies on information and library; library and information science education and personnel* ***(2)Library and Information Organization Management*** *Concepts and principles of library and information organization management; planning; human resources management, budget management; communication management; change management; risk management; technology management; leadership and motivation; standard and quality assurance of libraries and information organizations*	**Management** *Publishing Services* *-Knowledge of and experience with publishing platforms, the full life cycle of publishing, minting identifiers, metadata schemata, Provide technical support, Perform system administration and programming, Collect and disseminate assessment metrics* *Copyright Services* *-Knowledge of national copyright law* *-Understand author's rights* *Assessment and Impact Metrics* *-Understand indicators of research impact* *-Understand emerging alternative measures of impact* *-Knowledge of faculty profile systems and academic social networks* *-Knowledge of faculty activity report systems* *-Evaluation of journals* ***CARL competencies :*** Leadership & Management Interpersonal skills Research & publications Professional associations
Collection ***(3)Information Resources Development*** *Concepts and principles of information resources development; types and characteristics of information resources; information sources; processes of information resources development; collaboration and network for information resources development; the use of technology for information resource development*	**Collection** ***CARL competencies :*** Scholarly publishing cycle Collection management Metadata & Persistent identifier Digital curation Digital preservation Records management

Services ***(4)Information Services and Dissemination*** *Concepts and principles of library services and information dissemination; planning and management of library services and information dissemination; information repackaging; the use of technology for library services and information dissemination; quality of library services and information dissemination; evaluation of library services and information dissemination; law and morality of library services and information dissemination*	**Services** *Data Management Services* *-Data description and storage* *-Data management planning* *-Knowledge of and ability to apply funder mandates related to data storage, access, and retention* *-Knowledge of and experience with open source and hosted data repository solutions.* *-Collection development, organization of, and access to third party data sets.* ***CARL competencies :*** Reference services Patron engagement Information & data literacy Critical thinking and lifelong learning Instruction methodologies
Technology tools ***(5)Information Retrieval*** *Types and structures of databases; concepts and principles of information retrieval; information retrieval systems; evaluation of information retrieval systems; information retrieval tools; techniques and strategies of information retrieval*	**Technology tools** *Institutional Repository Management* *-Collect, store, and preserve faculty, staff, and student intellectual output.* *-Knowledge of and ability to apply publisher policies on archiving* *-Knowledge of and ability to apply metadata schemata* *-Knowledge of and experience with repository solutions* *-Ability to develop policies* *-Reporting statistics in support of outreach and education.* ***CARL competencies :*** *Integrated Library System* *Database management* *Institutional repositories* *Electronic research management* *Web page development* *Emerging web technology (online networking tools)* *Learning management system (LMS)*

Summary:
Scholarly communication competencies are open science skills which should be embedded within formal education in the knowledge society. Therefore, the Thai LIS curriculum should be revised in accordance with changes in the scholarly communication system, which is a system that facilitates creating research and scholarly writing,

evaluating information for quality and disseminating it to the scholarly community and preserving it for future use.

Most Thai LIS curricula are comprised of the courses in management, collection, services, and technology tools. Course descriptions for at least 5 subjects need to be revised in order to enhance the core competencies of the scholarly communication system in the Thai LIS curriculum.

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