



Take control of your PhD journey

A librarian's perspective

Helene N. Andreassen, PhD & Lene Østvand, PhD

UiT The Arctic University of Norway

UKSG, Harrogate, April 10-12 2017

photo: private



The PhD student and the meeting with science

“A rebirth we all need to go through” (UiT professor, p.c.)



1. Enthusiasm, strong intrinsic motivation and a desire for career progression (Guerin et al., 2015)
2. Huge personal investment with much at stake (Leonard et al., 2005, Cyranoski et al., 2011)
3. High level of role strain, stress, and sense of isolation (Stubb et al., 2011, Grady et al., 2013)

The PhD student and the challenge of balancing



Expectations to do good research
Expectations to get maximal credit and be visible in the right circles

How to balance strategy and ideals?

Awareness of our two roles and the choices we have to make, as well as the consequences

- the good scientist
- the good academic

(Carter, 2015)



The world of the PhD student

The majority work alone

Productive isolation sometimes a necessity,
but meeting and discussing with peers
perceived as helpful and stress-reducing

The supervisor very influential throughout the
PhD period: Long-term responsibility,
overlapping motivations, mentor in the
student-to-researcher transition

(Stubb et al., 2011, Education for change, 2012,
Grady et al., 2013)

Purpose of this talk

How can the library best support the PhD students?

Which competences and skills that librarians possess are relevant for the doctoral education?

How can PhD support services contribute to development within the teacher librarian group?

Outline

The PhD student's experience with library support services,
PhD support at UiT, visibility and expectations, the road ahead

The PhD student and library services

Searching for information

The majority rely on recommendations from the supervisor

More than half have never sought advice from subject librarians

Sharing of knowledge

Around half have never sought advice on OA publishing. One quarter don't know this type of support exists

Around half have never asked assistance to deposit research output in institutional repositories. One third don't know this type of support exists

(Education for Change, 2012)



photo: Ingvild Isaksen, UiT

Evaluation of research training modules provided by the institution

Not sufficiently advanced, too generic, not available “on demand”, difficult to find alternative courses

(Elective) library-led training received more positively

Topics of training most widely undertaken: using information portals, finding/using research resources, managing references

Most students value the knowledge, experience and helpfulness of librarians: When they decide to come, they leave happy

(Education for Change, 2012)



photo: Ingvild Isaksen, UiT

Why the underuse of library services?

”In many cases the students [...] seemed open to receiving assistance from librarians but did not know **what—or even if—services were available.**”

“Librarians who expect teaching faculty to refer doctoral students to liaison librarians may find themselves waiting a long time; **very few respondents reported faculty having mentioned seeking assistance from a librarian.**”

“Doctoral students have unique problems and concerns and are **highly skeptical of services that they fear may be irrelevant.**”

(Fleming-May & Yuro, 2009, p. 215)



photo: Ingvild Isaksen, UiT

Rethinking the content of library-led research training at UiT

The observation

Plagiarism cases and little awareness/use of library resources, scepticism concerning OA

The academic library

Multidisciplinary expertise on teaching, research and publishing

The challenge

Contribute to the PhD student's development as a researcher

The objective

Help the PhD student make informed choices in the various phases of the writing process

The teaching strategy

Focus on the whys to encourage learning of the hows



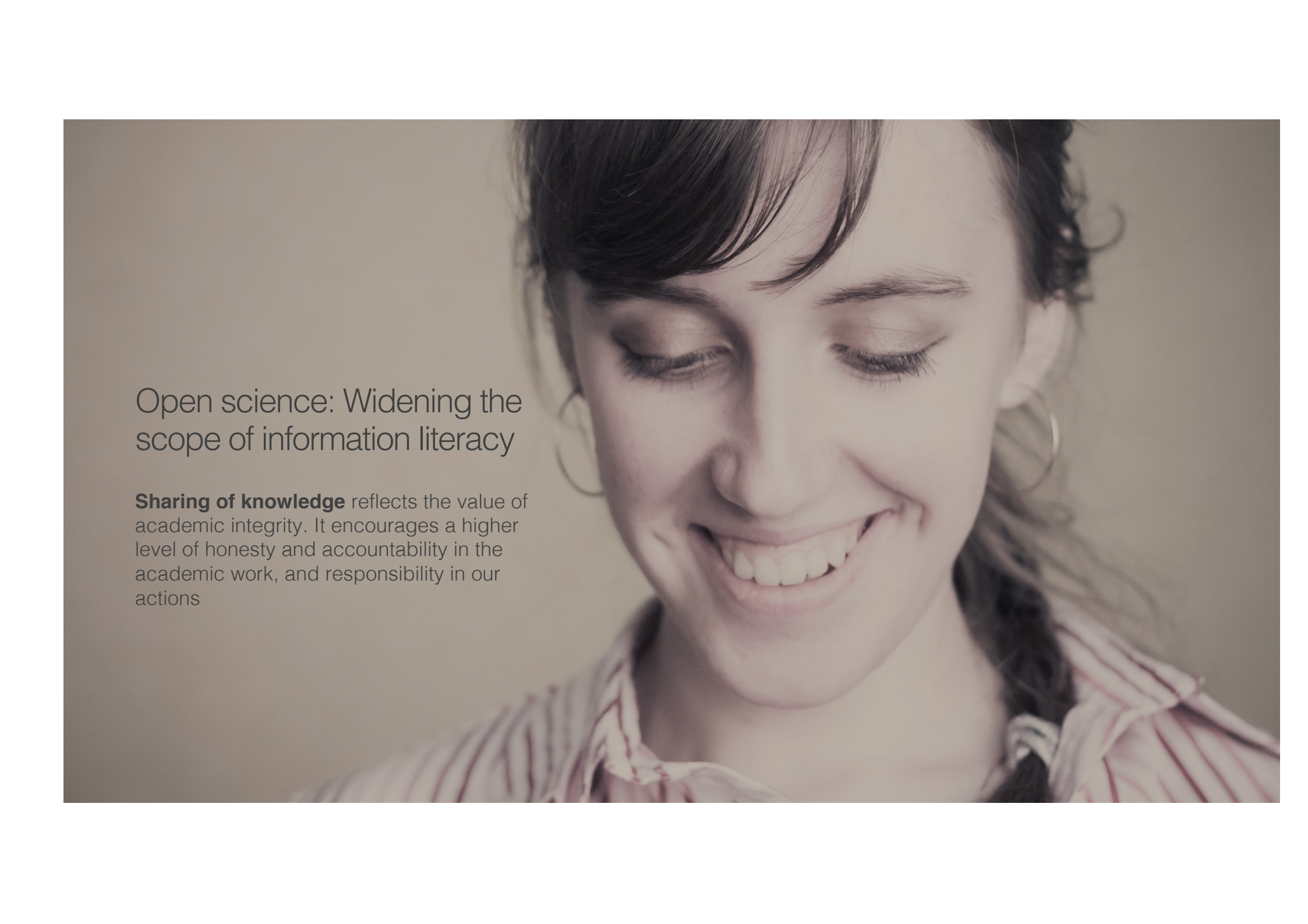
photo: Ingvild Isaksen, UiT



Information literacy and its core concept

Academic integrity, commitment to the values of honesty, trust, fairness, respect, responsibility, and the courage to act upon these (CAI, 1999)

Internalised during the course of study, but merits repeated attention, as level of knowledge, experience, inner motivation, and external pressure change



Open science: Widening the scope of information literacy

Sharing of knowledge reflects the value of academic integrity. It encourages a higher level of honesty and accountability in the academic work, and responsibility in our actions



Take control of your PhD journey

From (p)reflection to publishing

Academic integrity and the transparency of
science

Searching for literature

Open access publishing

Research data management

Reference management

photo: private

The setting

Making use of the student diversity

Reduce the “silo-ing effect” by allowing students across disciplines to meet in interactive seminars, where discussion and group activities are favoured in course planning

UiT is a multidisciplinary institution, with a high rate of international students: 42% (321/767) with a non-Norwegian nationality entering the PhD programmes in the period 2012-2016

Drawing on their own experience, scientific and cultural, participants can relate to the course content, all while being encouraged to exit their bubble and reflect on other people’s perspectives



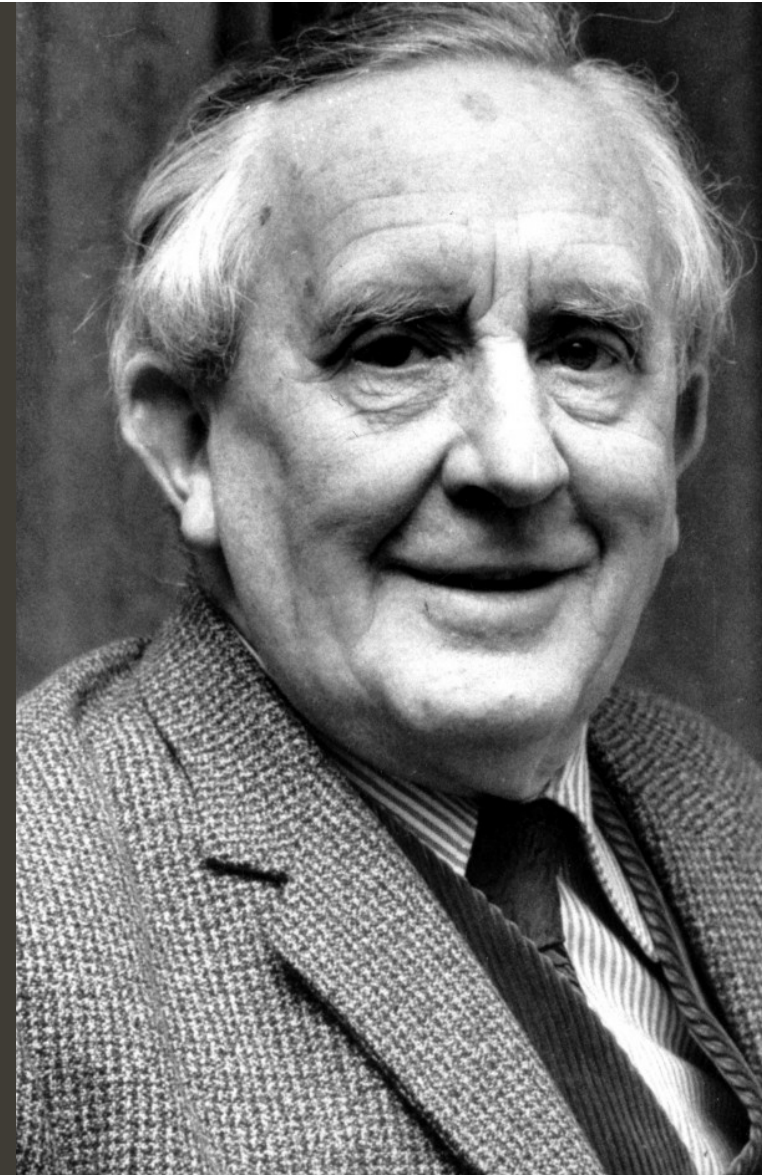
The study

seminar discussions, course evaluations, pre-surveys,
post-surveys, own reflections

Academic integrity

Even the smallest person can change the
course of the future

The Fellowship of the Ring
J.R.R. Tolkien (1954)



Academic integrity

Even the smallest person can change the course of the future

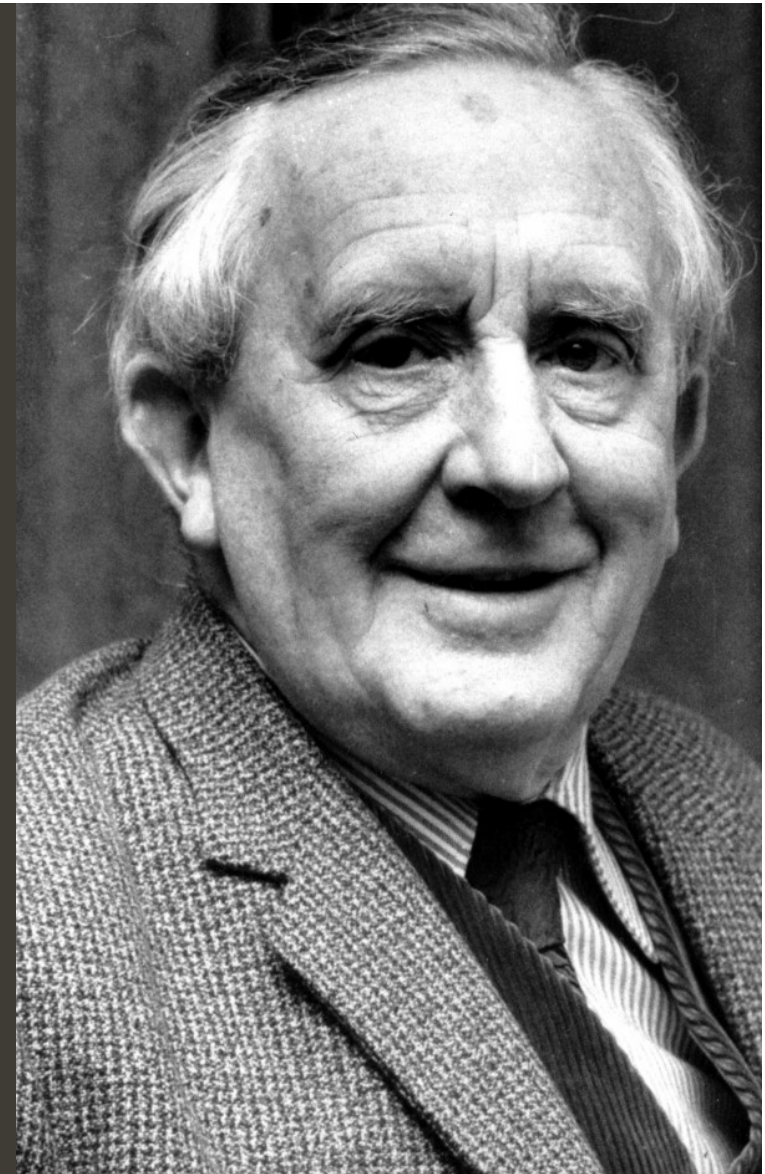
The Fellowship of the Ring
J.R.R. Tolkien (1954)

Focus on research conduct, the dynamics of academia, our place in it

- the value of the contribution to science and society in general
- the value of the developmental process
- the consequences of our choices, for ourselves and others

Plagiarism, questionable research practices and misconduct: might hinder progress and harm society

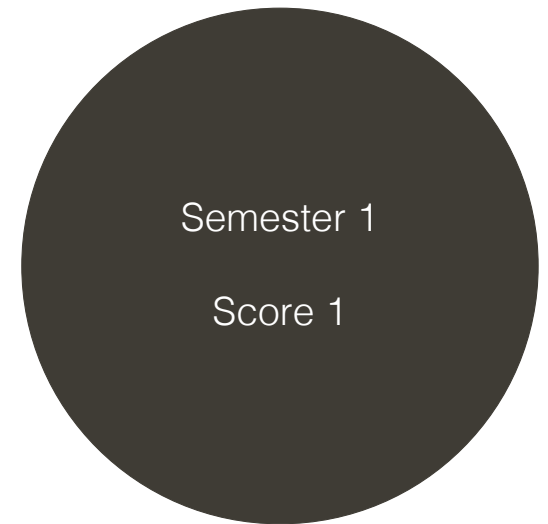
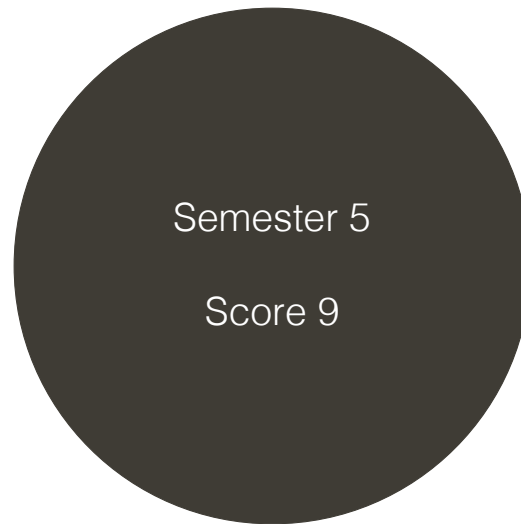
Sharing of research opens for broader feedback, shows compliance with expectations in current research funding, helps realise the role we play



Why do a PhD?

I can go in depth into a topic that interests me
I love science

“As a PhD student, I find it hard to balance the pressure to do good research and the pressure to publish quickly”



The focus of your supervisor?

The contribution of my research to academia
The contribution of my research to society in general

Pressure comes from outside

Open access and supervisors
Not a theme for discussion
Fully engaged, or “interested but cautious”

(Education for change, 2012)

Knowledge about open science

Open access

Related to publishers

Little knowledge about open repositories and self-archiving

Open data

Little knowledge about how and where to share
Uncertain about how to find data shared by others

Attitudes towards prestige & being a good academic

Impact factor does play a role

Transparency ensures good quality research, which in itself is prestigious

Different processes for publishing articles and publishing data: No impact factor for data repositories

Sharing data: Good for science, good for the career

Concern: Scooping and missing attribution

Going open does not mean removing our ownership: We decide what and when to share, and it must be cited

Assumed relevancy to others & decision on sharing data

I would share because you never know which data
people might find relevant in the future

I would share because I know of people
who would be interested in my data

I can't share because my data are sensitive

Sharing data: A gateway to open science thinking

Students starting a PhD nowadays are stepping straight into a data-rich environment and will need to handle this **rapidly evolving research landscape** with confidence if they are to fully realise their research potential. [...] We need to stop focusing on published papers, and start demanding **delivery of a coherent research story**: that is, the research report, methods, data, metadata, all appropriately licensed and readily, freely available online. We have focused too long on turning students into research producers: we need to start **making them see that they're research users** as well. Only then can they start producing verifiable, reproducible, useful research.

Open Science Training Initiative

<http://www.opensciencetraining.com>



The University Library at UiT as a driving force in the work on open science

Long experience with OA publishing,
operation of the institutional archive
Munin, and administration of the UiT
Publication Fund

For more information:

M. Løkse & L. Longva: How to become
top of the class in open science.
(Breakout session B, Monday and
Tuesday, at 14.30)

photo: Rune Ytreberg

UiT and research data management

June 2015 Launch of the Tromsø Repository of Language and Linguistics (TROLLing). An operational service, but also a pilot archive for the future institutional archive

May 2016 Launch of an independent module on research data management in the Take Control seminar series

September 2016 Launch of UiT Open Research Data, including introductory courses on how to use the archive

February 2017 Launch of a series of training modules on research data management (searching, citing, structuring, Data management plans)

September 2017 Effectuation of the UiT Open data policy



Why haven't the supervisors told us about this?

We would really like to have a bullet point list
with the main arguments for having DMPs and sharing data, and how to do it

Then we can refer to this and the library's competence
when we discuss with the professors

Meeting with faculty

The authority issue

“It is essential that librarians be known and trusted by faculty as well as their students. **A faculty member’s endorsement of a librarian’s ability or helpfulness** may be one of the most important factors in encouraging PhD students to approach that librarian for assistance.”

(Fleming-May & Yuro, 2009, p. 215)

How to get there

- identify our competencies and skills
- avoid planning too long, put the idea into action
- read, (peer) evaluate, revise
- actively seek dialogue, on all levels, to promote, get feedback on, and improve the service



photo: flickr.com/photos/uitfoto/

Take control 2015-2017

From an idea to a formal, interdisciplinary course with ECTS credits

March 2017: Approved by the UiT strategic scientific committee

Fall 2017: In the program of the annual seminar for PhD supervisors

Probable door opener: Research data management

Possible effect: Make visible the knowledge necessary to provide good quality library-led training modules





Searching for literature: The necessity of tailor-making the traditional library service

Rather than conceive of information literacy as a domain into which students ought to fit, I suggest that **students exhibit information competencies in their own ways**, even though the attributes may be individualized, tacit, unrecognized, or differently named. (Green, 2010, p. 315)

The aim of doing literature search Make good research, develop independence and a researcher identity

The challenges of doing literature search Linguistic, methodological, conceptual, ontological (Chen et al., 2016)

The librarian's contribution Explain advanced tools and make the student identify the whys. More easy to provide good teaching if the librarian is trained within the discipline

Revisiting our questions

Which competencies and skills that librarians possess are relevant for the doctoral education?

- Information literacy, including critical source evaluation, academic integrity, and open science
- Tools to make informed choices in the collection of information, the writing process, and when publishing

How can the library best support the PhD students?

- Link teaching of practical skills to the reasons behind them
- Make them reflect on the essentials of academia and their role in it
- Be aware of the motivations and pressures likely to drive them

How can PhD support services contribute to development within the teacher librarian group?

- Get a fuller picture of the academic life span
- Via dialogue with faculty and research administration, more clearly identify our role
- Visibility and attractiveness is only of value if we present ourselves as a competent and relevant discussion partner in the teaching situation

The road ahead

Get more participants to our PhD seminars, also those who are negative or neutral to open science, and those who consider themselves to master the skills being taught

photo: private

The road ahead

Investigate knowledge about and opinions related to academic integrity and open science, in a representative selection of the PhD student population at UiT

photo: private



The road ahead

Deeper discussion with the UiT supervisor population,
to inform about the library support services,
get information about their knowledge, thoughts and actions,
and decide on how we can best collaborate

photo: private

Thank you for your attention*

helene
helene.n.andreassen@uit.no

lene
lene.ostvand@uit.no

to read about Take control: ub.uit.no

*Thanks to the Take Control teacher group at UiT for sharing their thoughts and teaching material with us



References

- CAI (Center for Academic Integrity). (1999). *The fundamental values of academic integrity*. Retrieved from www.academicintegrity.org/icaai/assets/FVProject.pdf
- Carter, G. (2015). Goals of science vs goals of scientists (& a love letter to PLOS One). Retrieved from <https://socialbat.org/2015/08/12/goals-of-science-vs-goals-of-scientists-a-love-letter-for-plos-one/>
- Chen, D.-T. V., Wang, Y.-M., & Lee, W. C. (2016). Challenges confronting beginning researchers in conducting literature reviews. *Studies in Continuing Education, 38*(1), 47-60. doi:10.1080/0158037X.2015.1030335
- Cyranoski, D., Gilbert, N., Ledford, H., Nayar, A., & Yahia, M. (2011). Education: The PhD factory. *Nature, 472*(7343), 276-279. doi:10.1038/472276a
- Education for change. (2012). *Researchers of tomorrow: The research behaviour of generation Y doctoral students*. Retrieved from <http://www.webarchive.org.uk/wayback/archive/20140614040703/http://www.jisc.ac.uk/media/documents/publications/reports/2012/Researchers-of-Tomorrow.pdf>
- Fleming-May, R., & Yuro, L. (2009). From student to scholar: The academic library and social sciences PhD students' transformation. *Portal, 9*(2), 199-221.
- Grady, R. K., La Touche, R., Oslawski-Lopez, J., Powers, A., & Simacek, K. (2013). Betwixt and Between. *Teaching Sociology, 42*(1), 5-16. doi:10.1177/0092055X13502182



References

- Green, R. (2010). Information illiteracy: Examining our assumptions. *The Journal of Academic Librarianship*, 36(4), 313-319. doi:10.1016/j.acalib.2010.05.005
- Guerin, C., Jayatilaka, A., & Ranasinghe, D. (2015). Why start a higher degree by research? An exploratory factor analysis of motivations to undertake doctoral studies. *Higher Education Research & Development*, 34(1), 89-104. doi:10.1080/07294360.2014.934663
- Leonard, D., Becker, R., & Coate, K. (2005). To prove myself at the highest level: The benefits of doctoral study. *Higher Education Research & Development*, 24(2), 135-149. doi:10.1080/07294360500062904
- Stubb, J., Pyhältö, K., & Lonka, K. (2011). Balancing between inspiration and exhaustion: PhD students' experienced socio-psychological well-being. *Studies in Continuing Education*, 33(1), 33-50. doi:10.1080/0158037X.2010.515572
- Tolkien, J.R.R. (1991 [1954-55]). *The Lord of the Rings: The Fellowship of the Ring*. London: HarperCollins.

All pictures are taken from Colourbox, if not stated otherwise.