



Scholarly communication

ICT-enabled opportunities
for academics

Laura Czerniewicz

14 September 2009

What academics want

- To be read
- To be visible
- To be cited
- To make a difference
- To contribute to a body of knowledge
- To influence
- To communicate with others
- To matter

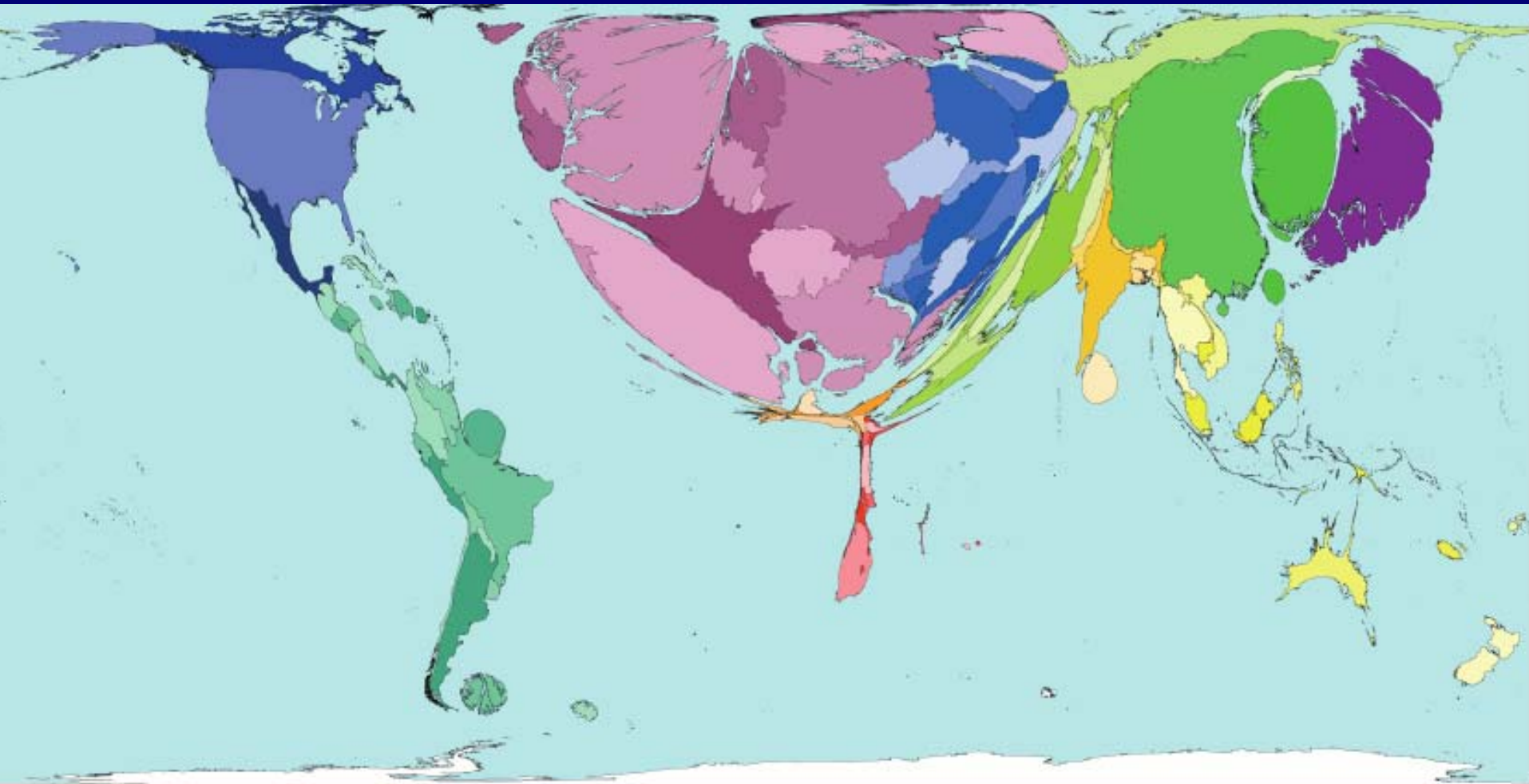
And academics in developing countries

want to be producers of knowledge

not

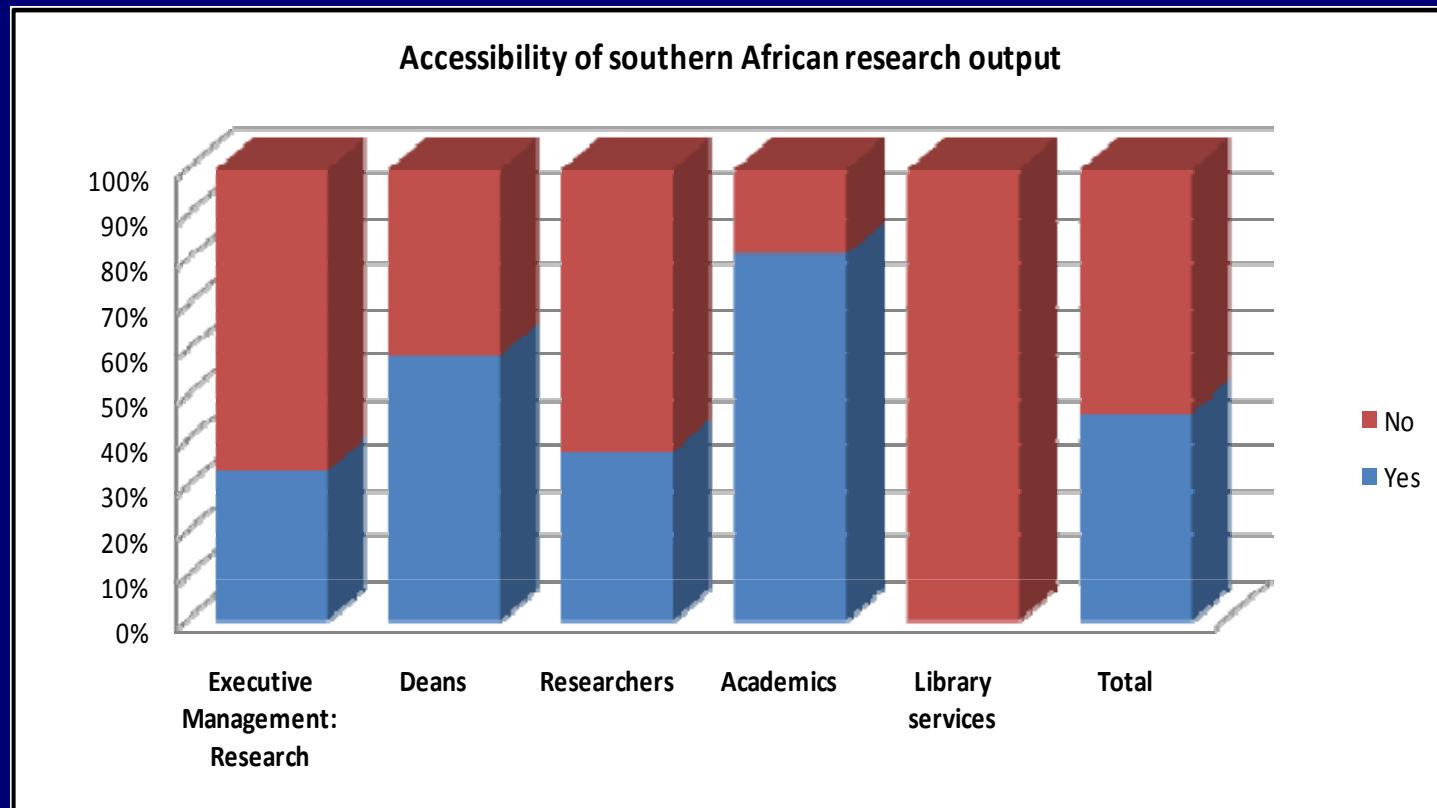
simply consumers of knowledge

Books produced



2008 Africa study

- A recent study “Opening Access to Knowledge in Southern African Universities” found
 - 54% state that research from the Southern African region is not available
 - Of those who say it is available, 90% indicate that it is not readily accessible



Constraints to date

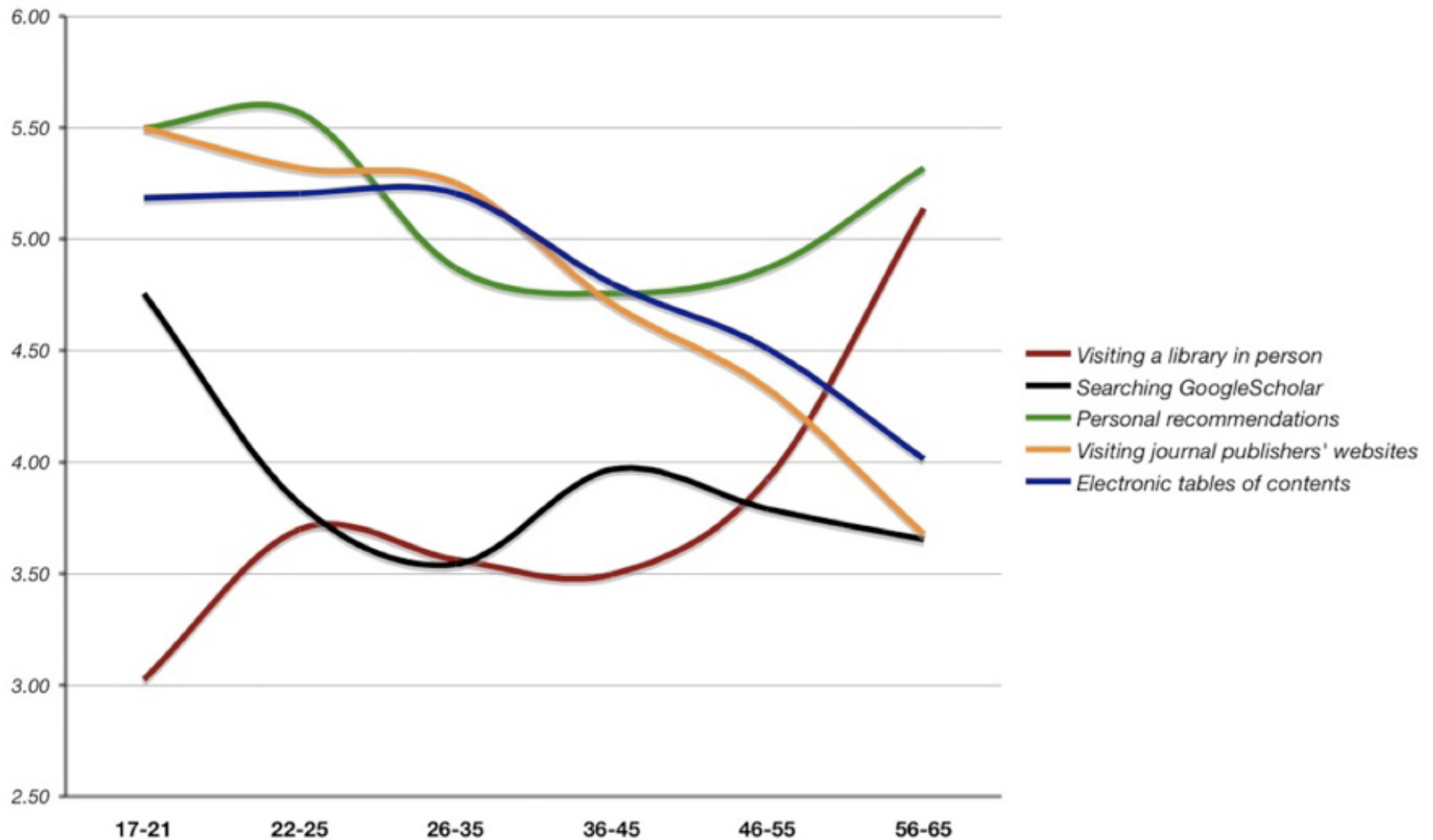
- The dissemination of academics' knowledge is out of their hands
- Only certain kinds of knowledge and knowledge sharing is validated
- It has been difficult until quite recently to take control of the knowledge sharing process
- The full potential has not fully been recognised
- Universities have generally not taken the issue on systemically

Some current trends

Everything must be electronic

- Content may still be used in different formats (many scholars find articles online and then print them locally) and on different devices (iPods, handheld readers, mobiles), but increasingly it must be at least discoverable online to reach readers.

Significant age-related differences in article discovery methods



New models of dissemination

- Traditional publishing, communication and dissemination models being challenged and supplemented
- A continuum of dissemination models envisaged and supported
 - From subscription-based to self publishing
- Universities are increasingly getting directly involved
 - developing broad strategies moving beyond presses & journal lists

Blurring of boundaries between formal & informal communication

- Formal scholarly communication- selection, editing, printing and distribution of author content by an intermediary (preferably one with some name recognition)
- Informal communication enabled by ICTs- sharing of working papers, reports etc
- Blurred spaces in between
- Repositories show *all* output



correction,
conciliation and
change in South
African education

Afsheidsgeleentheid
van prof. Jonathan
Jansen 27 Maart
2007

Community home page

Professor Jonathan Jansen obtained his PhD at Stanford University School of Education and his MS in Education at the University of Pretoria. He served as the Dean of the Faculty of Education, University of Pretoria up to March 2007, and as one of the top researchers in the field of education. This collection contains the research output of Professor Jansen.

Collections in this community

- Knowledge & Research Collection (Jonathan Jansen)
- Media Columns (Jonathan Jansen)
- Photo Album (Jonathan Jansen)
- Radio & TV Interviews (Jonathan Jansen)
- Research Articles (Jonathan Jansen)
- Speeches (Jonathan Jansen)

| Issue Date | Title |
|------------|--|
| Jun-2007 | The leadership of transition : correction, conciliation and change in education |
| Nov-2006 | On becoming a scholar |
| Jun-2006 | What three new books tell us about the state of education schools in Africa |
| Jun-2006 | Status of education finance research in South Africa |
| Mar-2006 | BCQ |
| 2006 | Leading against the grain: the politics and emotions of leading for change in Africa |

| Issue Date | Title |
|-------------|--|
| 6-Feb-2007 | Wat maak dat ons Madiba-mal bly? 'n Onderhoud met prof Jonathan Jansen en Christiaan Kotze |
| 17-Jan-2007 | Pro's and con's of elite schools |
| 2-Aug-2006 | Prof. Jansen is interviewed by Michael Bossinger from MFM after being announced a winner at the NSTF (National Science & Technology Foundation) awards |
| 22-Mar-2007 | Tuks 'must nurture black academics' |
| 22-Mar-2007 | Obama se stryd om ras te omseil |
| 16-Mar-2007 | Tuks education boffin resigns |
| 15-Mar-2007 | Jansen bedank by |
| 15-Mar-2007 | Bedanking Jansen |
| 13-Mar-2007 | |
| 10-Feb-2007 | |
| 8-Feb-2007 | |

| Date | Title | Author(s) |
|-------------|---|--------------------|
| 22-Mar-2007 | Tuks 'must nurture black academics' | Jonathan Jansen en |
| 22-Mar-2007 | Obama se stryd om ras te omseel | Jonathan Jansen en |
| 16-Mar-2007 | Tuks education boffin resigns | Jonathan Jansen en |
| 15-Mar-2007 | Jansen bedank by die UP | Jonathan Jansen en |
| 13-Mar-2007 | Bedanking van Professor Jonathan Jansen | Jonathan Jansen en |
| 10-Feb-2007 | Teachers 'are the problem' | Jonathan Jansen en |
| 8-Feb-2007 | 60 Minutes to revive a nation | Jonathan Jansen en |
| 8-Feb-2007 | Geweld het in SA reeds die norm geword | Jonathan Jansen en |
| 31-Dec-2006 | It's time to face up to dismal reality behind matric euphoria | Jonathan Jansen en |
| 31-Dec-2006 | We have settled for a dual school system that nurtures racism | Jonathan Jansen en |
| 29-Dec-2006 | Education must go beyond just getting a certificate | Jonathan Jansen en |
| 22-Nov-2006 | Oorweeg nagraads | Jonathan Jansen en |
| 16-Nov-2006 | Ons woon lank saam | Jonathan Jansen en |
| 16-Nov-2006 | Ons soek nagraads | Jonathan Jansen en |
| 16-Nov-2006 | Vandag se stryd def | Jonathan Jansen en |
| 15-Nov-2006 | Korrupsie by | Jonathan Jansen en |
| 15-Nov-2006 | Charg | Jonathan Jansen en |

New content forms

- Multimedia & multi-format delivery increasingly important
 - Audio , video and images increasingly part of datasets and output
 - Will be relevant when SA has more bandwidth
 - Infrastructure should support multimedia

Prototype of new scholarly article

<http://beta.cell.com/>

Cell Press and Elsevier have launched a project called Article of the Future that is an ongoing collaboration with the scientific community to redefine how the scientific article is presented online. The project's goal is to take full advantage of online capabilities, allowing readers individualized entry points and routes through the content, while using the latest advances in visualization techniques. We have developed prototypes for two articles from Cell to demonstrate initial concepts and get feedback from the scientific community.

New forms of scholarly communication & resources

- Study of “original and scholarly works,” those resources containing born-digital content by and for a scholarly audience”
 - E-only journals (numerous, all disciplines)
 - Reviews (several humanities egs)
 - Preprints and working papers (all disciplines)
 - Encyclopaedias, dictionaries, and annotated & content
 - Data (sciences)
 - Blogs & wikis (controlled informal communication)
 - Discussion forums (archived discussions)
 - Professional and scholarly hubs (digital portals)

Some examples

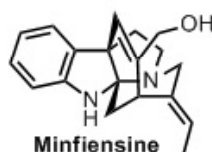


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[6 Sep 2009 | 27 Comments | 2,777 views]



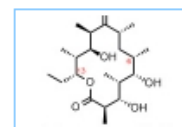
MacMillan, Jones, Simmons. JACS, 2009, ASAP. DOI: 10.1021/ja9052366.

Now this is a popular target; I've covered syntheses by both Qin and Overman (with a related synthesis of vincorine by Qin too), both of which contain some really nice chemistry, and aren't exactly lengthy. However, this approach by MacMillan is incredibly concise, containing only nine steps, and starting with a commercially available indole. To get to the key cyclisation precursor, a process of carbonylating the C-2 position by lithiation and addition of DMF, followed by a Horner-Wadsworth-Emmons olefination ...

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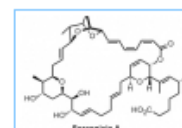


still in the r.b.f.



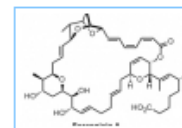
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[30 Aug 2009 | 40 Comments | 4,243 views]



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Sorangicin A - pt. 1

[23 Aug 2009 | 5 Comments | 2,624 views]

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AUGUST 28, 2009

District 9 (Part Two): Out of Afrofuturism?



Last time, I focused on *District 9* as adopting and expanding some core strategies of transmedia branding, linking it to *True Blood*, *Cloverfield*, and the granddaddy of them all, *The Blair Witch Project*. I should note that about the same time that post went live, friend and Convergence Culture Consortium consultant [Grant McCracken](#) [posted an interesting provocation](#) about what's behind the success of this season of *True Blood*.

I also should point you to the early "Save the Date" [Announcement](#) for this year's Futures of Entertainment conference which went live yesterday: an entire day of the event will be focused around issues of transmedia entertainment. This is an event you will not want to miss.

Today, I am coming at *District 9* from a somewhat different angle, suggesting that it might best be understood as borrowing from and contributing to a larger tradition of Afrofuturist science fiction. You could understand the last installment without confronting any spoilers. This time I need to deal with the larger story structure of the film so there are **spoilers** galore. So read at your own risk if you have not seen *District 9*.

Over the past decade or so, there has been an emerging body of criticism and theory around the concept of "Afrofuturism." For a good introduction to this concept, check out the [Afrofuturism](#) website or watch John Akomfrah's [1996 documentary](#), *Last Angel of History*, which traces the emergence of Afrofuturist concepts through science fiction and popular music of a much earlier vintage. For other good discussions of Afrofuturism, check out the special issue of *Social Text* which Alondra Nelson edited in 2001. Here's a decent short definition of Afrofuturism, taken from the Afrofuturism home page:

Once upon a time, in the not so distant past, music writers and cultural critics like Mark Dery, Greg Tate, Mark Sinker and Tricia Rose brought science fiction themes in

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To lookup an article using a document object identifier, there's a cheap and cheerful way to do it based upon the work we did earlier to add access to pubget.

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"Sometimes a reference is just a reference."

But not all the time. By the time we're reading an OpenWetWare (OWW) page and notice a reference to a published paper, we've come to the page through a search engine.



Done

Internet

Scholars will rely on integrated electronic environments

- Layered, interlinked platforms containing a wide variety of content – from fee-based to free – including:
 - traditional peer-reviewed published material (monographs, journals, reference works)
 - multimedia projects
 - raw primary source material (data sets, gray literature)
 - primary source material designed with the interpretative and conceptual insights of scholars
 - conference proceedings and other non-peer-reviewed output from universities
 - pre-print workspaces that allow scholars to collaborate in advance of publication (working paper repositories)
 - post-print conversation spaces that encourage scholarly communication (message boards, author sites, newsletters, blogs)
 - dissertation repositories
 - subject matter repositories

Some observations

- Examples in all disciplines
- Scholarly traditions such peer-review, citation metrics etc remain essential
- Often niche audiences, but not marginal
- Innovation and blurring re resource types
- Importance of hyperlinks and tags
- Sharing scholarly work at multiple stages of development is universal. Most scholars are inherently “social” (*Harley 2008*)
- Universities taking control



Understanding and promoting the information needs of researchers

research
information
network

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RIN ACTIVITIES Scholarly communications

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- ▶ RIN projects overview
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- ▶ Access and use of information services
- ▶ Scholarly communications
 - Web 2.0 resources
 - Making sense of research funding
 - Open science case studies
 - The UK's share of world research output
 - Communicating knowledge
 - ▶ Activities

GOALS FOR PUBLIC POLICY - SCHOLARLY COMMUNICATIONS STATEMENT OF PRINCIPLES

Scholarly communications has become a battlefield over the past four or five years. Researchers, funders, publishers and librarians have debated how best to exploit the opportunities presented by new technologies to maximise access to the information resources that researchers create. Researchers now expect immediate access to the information resources that researchers create. Resources directly on their desktop; and there is potential to transform the provision of information further, through text-mining and linking different information sources together.

Maximising access to research results through an effective scholarly communications system is essential underpinning for high-quality research and knowledge transfer in the UK. Researchers are concerned that developments such as the deposit of journal articles in freely-accessible repositories may put at risk the whole future of scholarly publishing, and the highly-valued services that they provide.

It is in this context that the RIN has brought together the key players in the scholarly communications community to agree on the principles and goals at the heart of the scholarly communications statement. The statement has been signed by the following organisations:

- The Association of Learned and Professional Society Publishers (ALPSP)
- The British Library
- The Chartered Institute of Library and Information Professionals (CILIP)
- The Consortium of Research Libraries (CoRL)
- The Department for Trade and Industry (DTI)

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The bottom line

If it is not online it does not exist

and

- Change of mindset
- If you don't tell people they don't know
- No false modesty
- It is not crass marketing
- Not just the output that is online - it is also the scholarly community- are you?

What is possible: less effort

- A website with a list of all output
- Copies on personal web sites and appropriate repositories off all output from journals listed on *sherpa romeo website*
- Copies of penultimate versions

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Research Outputs

[2009](#) | [2008](#) | [2007](#) | [2006](#) | [2005](#) | [2004](#) | [2003](#) | [2002](#) | [OpeningScholarship Outputs](#)

2009

Book Chapters

Czerniewicz, L. and Brown, C. (2009). A Virtual Wheel of Fortune? Enablers and Constraints. In "Bridging the knowledge divide: *technology for development*" (Eds) S. Marshall And W. Kinuthia. Information Age Publishing.

Czerniewicz, L. & Brown, C. (in press). Intermediaries and infrastructure as agents: the mediation of elearning policy and culture. In T. Mayes, D. Morrison, H. Mellar, P. Bullen & M. Oliver: *Transforming higher education through technology-enhanced learning*.

Journal articles

Czerniewicz, L. 2008, Distinguishing the Field of Educational Technology in Williams, S & Czerniewicz, (Eds) *Electronic Journal of Educational Technology*, 6 Issue 3, pp171-178, October 2008

Czerniewicz, L. and Brown, C. (2009) A study of the relationship between institutional policy, organisational culture and e-learning in South African universities. *Computers and Education*. 53 (1) p121-131

Czerniewicz, L., Williams, K., and Brown, C. (2009) Students make a plan: understanding student agency in constraining environments. *Research in Learning Technology*. Issue 17 (2)

Hodgkinson-Williams, CA and Czerniewicz, L (in press). Educational technologists in Higher Education Institutions in South Africa: beyond random acts of progress. *Education as Change*.

Hodgkinson-Williams, CA and Gray, E (in press) Degrees of Openness: The emergence of Open Educational Resources at the University of Cape Town. *International Journal of Education and Development using Information and Communication Technology*

Louw, J, Brown, C, Muller, J, and Soudien, C (2009) Instructional technologies in social science instruction in South Africa. *Education*. 53 (2) p234-242

Ng'ambi, D. and Brown, I. 2009. Intended and Unintended Consequences of Student Use of an Online Questioning Environment. *Educational Technology*, 40(2). Pp. 316-328

Ng'ambi, D. and Goodman, S. 2009. Bridging distance between actual and potential development: A case of using ICT mediated learning tool, *Education and Information Technologies Journal*. Springer: Netherlands

Conference proceedings

Brown, C. & Czerniewicz, L. (2009). Making sense of Gender and ICTs in Education: Theoretical Explanations for complex phenomena. In the 4th International Conference on e-Learning (ICEL) 16-17 July 2009. Toronto, Canada

Conference presentations

Czerniewicz, L. (2009). Digital inclusion and exclusion: towards elearning for all. CPUT. Elearning Update 3 September 2009

Computers & Education xxx (2009) xxx–xxx



ELSEVIER

Contents lists available at ScienceDirect

Computers & Education

journal homepage: www.elsevier.com/locate/compedu

A study of the relationship between institutional policy, organisational culture and e-learning use in four South African universities

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Centre for Educational Technology, University of Cape Town, Private Bag, Rondebosch, 7700, Cape Town, South Africa

ARTICLE INFO

Article history:

Received 1 October 2008

Received in revised form 18 December 2008

Accepted 12 January 2009

Available online xxxx

Keywords:

Policy

Organisational culture

E-learning

Use

Higher education

Change

Innovation

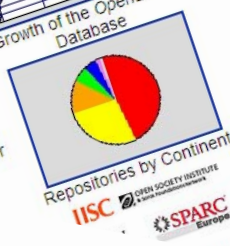
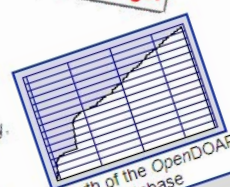
South Africa

ABSTRACT

This article investigates the relationship between policy (conceptualised as goals, values and resources), organisational culture and e-learning use. Through both qualitative and quantitative research methods, we gathered data about staff and student perspectives from four diverse South African universities representing a selection of ICT in education policy types (Structured and Unstructured) and organisational cultural types of “collegium, bureaucracy, corporate and enterprise” (McNay, 1995). While our findings show a clear relationship between policy and use of ICTs for teaching and learning, organisational culture is found crucial to policy mediation and the way that e-learning use is embedded within the organisation. We conclude that although a Structured Corporate institutional type enables the attainment of a “critical mass” within e-learning, Unstructured Collegium institutions are better at fostering innovation. Unstructured Bureaucratic institutions are the least enabling of either top down or bottom up e-learning change.

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- **Rhodes University** - <http://www.ru.ac.za/>
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OpenDOAR is an authoritative directory of academic open access repositories. Each OpenDOAR repository has been visited by project staff to check the information that is recorded here. This in-depth approach does not rely on automated analysis and gives a quality-controlled list of repositories.

As well as providing a simple [repository list](#), OpenDOAR lets you [search for repositories](#) or [search repository contents](#). Additionally, we provide tools and support to both repository administrators and service providers in sharing best practice and improving the quality of the repository infrastructure. Further explanation of these features is given in a project document [Beyond the list](#).

The current [directory lists repositories](#) and allows breakdown and selection by a variety of criteria - see the [Find](#) page - which can also be viewed as [statistical charts](#). The underlying database has been designed from the ground up to include in-depth information on each repository that can be used for search, analysis, or underpinning services like text-mining. The OpenDOAR service is being developed incrementally, developing the current service as new features are introduced.

Developments will be of use both to users wishing to find original research papers and alert services which need easy-to-use tools for developing tailored search services to their needs.

The importance and widespread support for the project can be seen in its funding with the [Joint Information Systems Committee](#) (JISC), the [Consortium of Research](#) (CoR), and the [SPARC Europe Award for Outstanding Achievement](#).

OpenDOAR has also been identified as a key resource for the Open Access movement, contributing to SHERPA being awarded the [SPARC Europe Award for Outstanding Achievement](#).

More information on the project is available on this site through the [About](#) page. © 2006-2008, [University of Nottingham UK](#). Last updated: 11-Sep-7



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What is possible: more effort

- Develop an online presence
- Become part of online communities
- Use social software



Imraan Buccus

Protests: Rethinking the crisis

Recent shocking images of the police shooting at South Africa's poorest citizens were beamed around the world as people in poor communities were protesting. The damage to the country caused by these images that looked like a flashback to the 1980s is...

We've strayed from the ideals of democracy

A few days ago we had gathered in Athens, Greece, for a conference on participatory democracy. The conference organisers had certainly chosen an appropriate city — the city where democracy started. On a free conference day some of us made our way to...

Durban breaks new ground in participatory democracy

I have written previously about the need for democracy to be about more than just voting every few years. It has been about the need for democracy to be an everyday way of life for all citizens. Active citizenship is the essence of what is sometimes...

Neglecting the law and failing the poor

One of the guarantees of our celebrated Constitution is that every child has the right to education. In order to secure this right in practice the law stipulates that fees should...

PROFILE

Imraan Buccus is a university-based researcher in Durban. He is also a PhD Research Fellow at the Centre for International Development Studies, Radboud University, Nijmegen in The Netherlands. Imraan is the editor of Critical Dialogue, a journal of public participation in governance, and has academic interests include issues around civil society and poverty, participatory democracy, social accountability and local governance.

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Minister weighs in on access to knowledge at UNESCO

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South African Higher Education Minister weighs in on access to knowledge at UNESCO conference

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At the UNESCO World Conference on Higher Education, a roundtable session on Africa brought Blade Nzimande, South Africa's new Minister of the new Higher Education Ministry to the fore.

In the official online report on the round table, his speech is reported as follows:

Encouraging the production of indigenous knowledge is indispensable to meet the continent's development challenges. "The term 'knowledge society' means two different things in developed and developing countries: one is the producer and one is the consumer", said Blade Nzimande, Minister of Higher Education and Training, South Africa. Speaking on behalf of the 53-member conference of Education ministers in Africa he delivered



The use of ICT and collaborative communications and social networking are offering new possibilities from a continent that has been characterised as the 'silent continent' because so little of what Africa has to say reaches beyond limited local audiences. Building on a long career in publishing, I am interested in how we can break out of the models of scarce and expensive print resources, to the more abundant world of open and

THE MEDIUM IS THE MESSAGE

ON LIBRARIES, TECHNOLOGY, INNOVATION AND TRENDS (WITH RESPECT TO MCLUHAN)

Is Blogging Scholarly Communication?

One of the more dynamic dialogs I have had with my promotion and tenure committee has been over what constitutes scholarly communication. The purpose of the academic review process is to document a record of sustained excellence in librarianship and of quality scholarship and service that is nationally and/or internationally recognized and consistent with the mission of the libraries.

Our criteria documentation states:

Scholarship is the creation of new knowledge or organization of knowledge within a new framework or presentation. In the University Libraries, scholarship usually takes the form of a publication, but it can also be evidenced in other ways, e.g., exhibits, public performances, digital resources, papers at professional meetings, etc. Creative works not related to the candidate's responsibilities will be considered as supplemental evidence of contributions to the University and/or broader community. Scholarship should be consistent with the mission of the libraries.

Criteria for evaluation will include originality, breadth of dissemination, and impact on scholarship and/or practice in the candidate's field of research. Particularly important are works that have been reviewed by peers as worthy of merit. Generally



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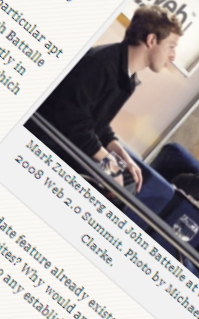
WHAT'S HOT AND COOKING IN SCHOLARLY PUBLISHING

The Strength of Weak Ties: Why Twitter Matters in Scholarly Communication

Aug 12, 2009
Posted by Michael Clarke under Business Models, Reading, Social Media, Social Role, Sociology, Technology, World of Tomorrow | Tags: Facebook, John Battelle, Mark Zuckerberg, Social network, Social Networking, Social Web, Sociology, Twitter | 53 Comments

"Is Twitter a feature of Facebook?" This was the question put to Mark Zuckerberg, Facebook CEO, by John Battelle during an onstage interview at O'Reilly's Web 2.0 Summit last year.

This question seemed particular apt to me at the time. Though Battelle was asking the question partly in jest, in reference to rumors (which were later confirmed to be true) that Facebook was seeking to acquire Twitter, it nonetheless brought to the fore what I saw as the central problem with Twitter. Doesn't Twitter simply replicate another status update, particularly one not linked to any established network? What is the point?



Mark Zuckerberg and John Battelle at the 2008 Web 2.0 Summit. Photo by Michael Clarke.

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Re-moralising higher education

Written by Steven Schwartz on August 27th, 2009

A spirited panel discussion took place following my annual lecture at Macquarie University this week calling for the re-moralisation of higher education. Moderated by the author and journalist Jeff McMullen, the panel also featured media commentator Miranda Devine, historian and former vice-chancellor, Emeritus Professor Deryck Schreuder, and the Headmaster of The King's School, Dr Tim Hawkes.

Each gave a different perspective on my argument that education should be a moral enterprise.

You can read the speech - Re-moralising the University - in full [here](#).

I argue that from its earliest classical origins, education's real purpose was to build "character" so graduates could take up their role in their society and contribute to the good of everyone.

But parents have told me, for example, that higher education should be about career preparation. Some people have challenged the whole idea of character building.

Let me know what you think.

NEW: Here's [a post commenting on my lecture from Stephen Romei](#) in his Pair of Ragged Claws blog in the *Australian Literary Review*. He praises Macquarie's new curriculum, and says "there is no doubt society could do with an ethical overhaul,

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Location New York, NY, USA
Web <http://scholcomm....>
Bio Columbia's Scholarly Communication Prog. aims to inform and innovate discussion on how researchers create and share new knowledge

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What is to be done?

- Lobby to change and expand the system
- Get informed
- Get involved with the open access debates
- Take control
- Exploit the many opportunities to share the knowledge that is produced

The last word

From the heart of the
academic world

The HSRC Press distributes books in 11
countries but has
online readers in 184 countries.

Online titles are visited 22.5 times
more than copies bought



Thank you

Laura Czerniewicz

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