

Open Access: Strategies and Tools for Life after LMU

Time: 1.5 hour workshop

Size: 18 students

Location: Computer classroom (36 computers)

Technology

We wanted to demonstrate what it's like to lose access to the library's resources. The instructor's computer should not have access to library databases.

Option A

- Our electronic resources department subscribes to CrossBrowser. We have 1 login for the Instructor Librarian to use for demonstration purposes. Originally, we wanted 18 logins for every other computer in the eClassroom. That was not possible.

Option B

- Don't connect to the campus Wi-Fi or network, instead set up a personal hotspot on your iPhone and share with the Instructor's computer. Use your iPhone as a Mobile Hotspot & Share Internet. (How-to video) <https://youtu.be/rJjAADeVlaE>

Option C

- If it's too challenging to do a live demonstration, use a computer off campus and take screenshots, which can be added to a PowerPoint.

Learning Outcomes

1. Students will be able to define the following terms: open access, paywalls, and information privilege. (Know)
2. Students will appreciate the impact of open access scholarship and its benefit to the public good. (Value)
3. Students will be able to search the appropriate open access tool in order to find free scholarly content. (Do)

Framework

Information Has Value
Searching as Strategic Exploration

Teacher Materials

PowerPoint slides, Pre-lesson poll (Poll Everywhere), Evaluation or Reflection questions (Google Forms)

Student Materials

Case Study & Discussion Questions, Either worksheet #1 or #2 (every other computer/student), LibGuide <http://libguides.lmu.edu/SURP/OA>

Pre-lesson Poll

What is Open Access? - Poll Everywhere (A Wordle of student responses is embedded into presentation slide #3)

Presentation (10 min.)

Slides 1-11

Case Study & Discussion (20 min.)

Think-Pair-Share

- Students read Case Study (Yes, We Were Warned about Ebola) and Discussion Questions and think about it
- Pairs discuss and try answer the questions
- Pairs share their answers/thoughts with the whole class

Tip: If possible, students should read case study before class.

Yes, We Were Warned About Ebola

Dahn, B., Mussah, V., & Nutt, C. (2015, Apr 07). Yes, we were warned about Ebola. The New York Times Retrieved from https://www.nytimes.com/2015/04/08/opinion/yes-we-were-warned-about-ebola.html?_r=0

You can read 5 articles free per month from www.nytimes.com before hitting a paywall. We also have access via our library's databases.

Discussion Questions

1. Why didn't the medical teams in Liberia (both local & international) have access to important scientific studies about Ebola?
2. Important information was hidden behind barriers. List all the access barriers (financial, technical, legal, political) and communication breakdowns that you can think of.
3. What role did the researchers, publishers, governments, universities, and libraries play in this? What could they have done differently?
4. As a future researcher/scientist/producer of information, what can *you* do? How can you make *your* research free to the public?

Continue Presentation and Demonstration of Tools (20 min)

Slides 13-33

Activity Time (Worksheets) (20 min)

Every other computer was designated as "Open Access Only." Before class, the librarian turned off the Google Scholar "Library links" on those computers.

Students sat next to a partner. One partner received a worksheet titled "Information Privilege" and the other partner received a worksheet titled "Open Access Only." For each question, the students searched separately, and then compared their results screen to their partner. The Information Privilege partner always saw links to LMU Library content. The Open Access partner, sitting at the computer with the Google Scholar "Library links" turned off was not sure how to access content. The instructor told students to stop at the results screen and compare. This is the closest simulation to Open Access that was technologically possible on our campus at that time (May 2018).

Answer Key

Information Privilege

Google Scholar settings

This is the default for on-campus computers.

The screenshot shows the Google Scholar settings page. Under the 'Library links' section, there is a search box containing 'loyola marymount' and a search button. Below the search box, there are three checked options: 'Open WorldCat - Library Search', 'Loyola Marymount University - Full-Text @ LMU Library', and 'LOYOLA MARYMOUNT UNIVERSITY - ProQuest Fulltext'. These three options are circled in red. Below the list, there is a note about library access restrictions and 'Save' and 'Cancel' buttons.

#1 Google Scholar

The screenshot shows the search results for 'the power of stakeholders voices the effects of social media'. The top result is 'The Power of Stakeholders' Voice: The Effects of Social Media Activism on Stock Markets' by P Gomez-Carrasco, G. Michelon. The link 'Full-Text @ LMU Library' is circled in red. The page also shows sorting options and citation information.

LMU Library subscribes to the full text.

Open Access Only

Google Scholar settings

A librarian turned off the "Library links" in Google Scholar before class.

The screenshot shows the Google Scholar settings page. Under the 'Library links' section, there is a search box that is empty and a search button. Below the search box, there is one checked option: 'Open WorldCat - Library Search'. Below this, there is a note about library access restrictions and 'Save' and 'Cancel' buttons.

#1 Google Scholar

The screenshot shows the search results for 'the power of stakeholders voices the effects of social media'. The top result is 'The Power of Stakeholders' Voice: The Effects of Social Media Activism on Stock Markets' by P Gomez-Carrasco, G. Michelon. The link 'Full-Text @ LMU Library' is circled in red. The page also shows sorting options and citation information.

Paywall

#2 Pubmed

<https://www.ncbi.nlm.nih.gov/pubmed?holding=calmulib>

Use this special URL to have your PubMed results linked to LMU's full text journals.

The screenshot shows a PubMed search result for the article "Integrating social justice concerns into economic evaluation for healthcare and public health: A systematic review." The search bar contains the query "Integrating social justice concerns into economic evaluation for healthcare". On the right side, under "Full text links", the "LMU LA" logo is circled in red. Below the title, the authors are listed: Dukhanin V¹, Searle A², Zwerling A³, Dowdy DW⁴, Taylor HA⁵, Merritt MW⁶. The abstract text is visible below the authors.

LMU Library subscribes to the full text.

#3 DOAJ

The screenshot shows a DOAJ search result for the article "Rethinking the development of Ebola treatments" by Rajesh Gupta. The search bar contains the query "ebola". The publisher is listed as Elsevier. The article is from Lancet Global Health, 2014;2(10):e563-e564. The DOI is 10.1016/S2214-109X(14)70304-3. The full text link is provided.

Open Access.

#2 Pubmed

<https://www.ncbi.nlm.nih.gov/pubmed/>

The screenshot shows a PubMed search result for the same article as in the first screenshot. However, the "LMU LA" logo is not present in the "Full text links" section. The search bar contains the query "Integrating social justice concerns into economic evaluation for healthcare". The authors and abstract text are the same as in the first screenshot.

Paywall

#3 DOAJ

same

#4 Most students use Google or Google Scholar

#4

The screenshot shows the top part of an Elsevier article page. At the top left, there are 'Get Access' and 'Export' buttons. Below that is the Elsevier logo and the journal title 'Annales de l'Institut Pasteur / Virologie', along with 'Volume 133, Issue 2, 1982, Pages 125-128'. The article title is 'A serological survey on viral haemorrhagic fevers in liberia *'. The authors are listed as 'J. Knobloch (1), E.J. Albiez (2), H. Schmitz (3)'. There is a 'Show more' button. A red circle highlights the 'Get rights and content' link. At the bottom of the article preview, there are navigation buttons for 'Previous article in issue' and 'Next article in issue'. Below the article preview is a 'Mots-clés' section.

The screenshot shows the RightsLink interface. At the top left is the Copyright Clearance Center logo and the RightsLink logo. There are navigation links for 'Home', 'Create Account', 'Help', and an email icon. The article details are listed: Title: 'A serological survey on viral haemorrhagic fevers in liberia', Author: 'J. Knobloch, E.J. Albiez, H. Schmitz', Publication: 'Annales de l'Institut Pasteur. Virologie', Publisher: 'Elsevier', Date: '1982'. A 'LOGIN' button is present with a note: 'If you're a copyright.com user, you can login to RightsLink using your copyright.com credentials. Already a RightsLink user or want to learn more?'. Below the details is a 'Quick Price Estimate' section with the following text: 'RightsLink uses Adobe technology to display and manage your purchased Elsevier content. This allows you to take notes, highlight, or bookmark your content for future reference. Prior to your initial viewing of the content, you will need to download an Adobe content viewer and create an Adobe ID to authenticate your device. For more information, see Help/FAQs. Future content purchases will be available for viewing within Adobe simply by choosing your device and downloading your content. Some titles contain content that is available at no charge through Elsevier's Open Access policies. Please verify that this content is not already available free of charge before placing your order.' The purchase form includes: 'I would like to...' with a dropdown menu set to 'purchase this content'; 'I am a/an...' with a dropdown menu set to 'None of the Above'; 'My currency is...' with a dropdown menu set to 'USD - \$'; and 'Quick Price' set to '55.20 USD'. A 'CONTINUE' button is at the bottom.

Same answers

- A. This article costs \$55.20 (This is the article mentioned in the case study!)
- B. LMU owns or has access to this article (free to LMU students)
- C. Visit the library in person or buy the article

#5 Open Access Button (openaccessbutton.org)

Open Access Button

New: For Libraries Requests



Avoid
Paywalls,
Request
Research.

Free, legal research articles delivered instantly or automatically requested from authors.

10.1016/j.jad.2018.10.100



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Not what you were expecting? [Report an error.](#)

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If the article is unavailable, the following is shown:

This article is inaccessible

<https://www.ncbi.nlm.nih.gov/pubmed/29274616>

We ask the author to make this article available to everyone for free - legally. Start a request and we'll take care of the rest!

Continue

Any questions? Drop us an [email](#) or click [help](#).

Are you the author? Please [contact us!](#)

Question #5 on the worksheet.

DOIs for the OA Button

Please double check these DOIs before doing the activity. The status on these articles may have changed since date of workshop.

DOIs for Activity (social media effects on society)

1. Gomez-Carrasco, Pablo. "The Power of Stakeholders' Voice: The Effects of Social Media Activism on Stock Markets." *Business Strategy and the Environment*, vol. 26, no. 6, 09/01/2017, pp. 855-872, <https://doi.org/10.1002/bse.1973>.
2. Warren, Anne M. "Social Media Effects on Fostering Online Civic Engagement and Building Citizen Trust and Trust in Institutions." *Government Information Quarterly*, vol. 31, no. 2, 04/01/2014, pp. 291-301, <https://doi.org/10.1016/j.giq.2013.11.007>.
3. Chae, D., Kim, H. & Kim, Y.A. *Int J Ment Health Addiction* (2018) 16: 339. <https://doi.org/10.1007/s11469-017-9778-3>.
4. Katrin Weller, (2016) "Trying to understand social media users and usage: The forgotten features of social media platforms", *Online Information Review*, Vol. 40 Issue: 2, pp.256-264, <https://doi.org/10.1108/OIR-09-2015-0299>
5. Ahmet Akin, Umran Akin. (2015) "The Mediating Role of Social Safeness on the Relationship between Facebook® Use and Life Satisfaction." *Psychological Reports* Vol. 117, no. 2, <https://doi.org/10.2466/18.07.PR0.117c20z9>
6. Josephine B. Schmitt, Christina A. Debbelt & Frank M. Schneider (2017) Too much information? Predictors of information overload in the context of online news exposure, *Information, Communication & Society*, 21:8, 1151-1167, DOI: 10.1080/1369118X.2017.1305427.
7. ROTHCHILD, NICHOLAS. "Is Troublesome Facebook Use a Behavioral Addiction?." *American Journal of Medical Research*, vol. 5, no. 1, Jan. 2018, pp. 73-78. doi:10.22381/AJMR5120186.
8. ROBSON, THOMAS. "Fear of Missing out – an Essential Correlate of Social Networking Site Addiction." *American Journal of Medical Research*, vol. 5, no. 1, Jan. 2018, pp. 85-90. doi:10.22381/AJMR5120188.
9. Ofir Turel, Damien Brevers, Antoine Bechara, Time distortion when users at-risk for social media addiction engage in non-social media tasks, *Journal of Psychiatric Research*, Volume 97, 2018, Pages 84-88, <https://doi.org/10.1016/j.jpsychires.2017.11.014>.

LibGuide

<http://libguides.lmu.edu/SURP/OA>

Reflection or Assessment

Google Form <https://goo.gl/forms/uaM6Mb6vIP3tCY7v2>

Open Access

Please take a minute to reflect on today's Open Access workshop.

How does open access benefit you as a researcher, scholar, or in your future career

How might a lack of access affect you as an alum?

What is the most important thing that you have learned today?

Any comments or questions?

Good luck with your research project!