Mary’s Example

Description of Policy/Program

That we apply “writing to learn” theory to librarian’s professional publications so that we view publication as continuing education and value what the librarian learns through the process more than what the institution gains through the product.

Resources that set up the need
For WTL in prof literature:

- Kennedy and Brancolini, 2012 – survey of academic librarians, lots of stuff
- Luo, 2011 – librarians read, but not consume, not to produce
- Bahr and Zemon, 1998 – looks at college librarians
- Wood and Park, 2013 – analyzed a small geographic region of librarians and their publications
- Fox, 2007 – large survey of Canadian research librarians & time for research

Description of Criminological Theory

Theory and background of “Writing to Learn” in the English/Psychology/Ed lit

Resources (most focus on students writing to learn):

- Bean, 1996
- Flower, 1993
- Bereiter and Scardamalia, 1987 – psychology of writing to learn
- Elbow, 2012
- Murray, 1985

Research Evidence

Well, no one has looked at it before, so there is no evidence. But drawing from the Psychology/Ed lit and applying it to the evidence in the library lit, there is evidence that it would be beneficial

Resources:

- Leist, 2006 – Analysis of academic writing to learn. Still kind of theory, but fits here
- Jarvis, 1999 – research on practitioner-researchers
- Gordon, 2004 – surveys about librarians
- More studies needed on the effectiveness of WTL

Critical Evaluation

Based on the theory and evidence, how would this remove the frequently cited barriers to librarians writing for publication? (support, time, confidence)