

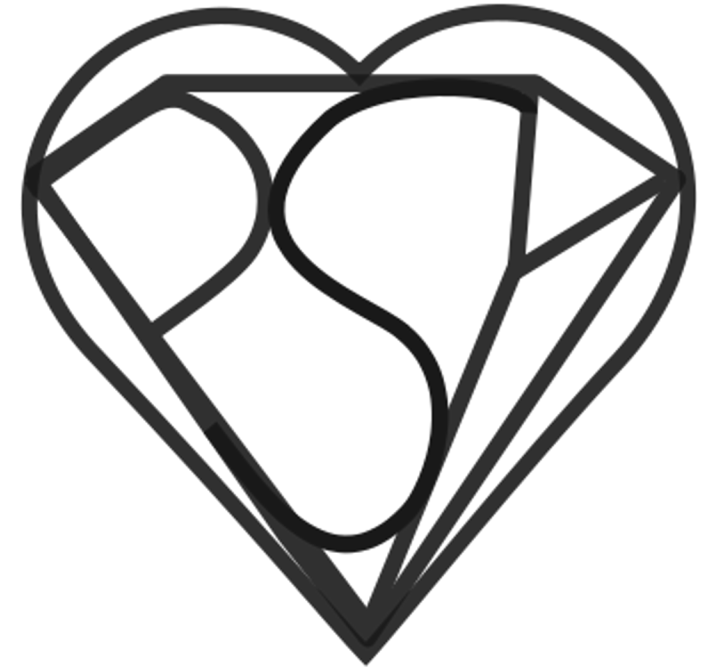
Open Science and Access to Research for Teachers

Dr Eamon Costello
Dublin City University
eamon.costello@dcu.ie
@eam0

research  **ED**

In a nutshell

- Research is a vital and amazing human activity. Its findings should be accessible to all
- Research is big business. Research has many vested interests
- Open hearts and open minds are required in order to develop research-informed teaching



@eam0





Dubliner is head of new 'open university'



Chris Curran . . . will head "Open University".

THE MAN who will head Ireland's "Open University" is Dubliner Chris Curran, current head of the training and information centre at an Foras Forbartha.

He has been appointed to the challenging post of head of the Distance Education Unit at the National Institute of Higher Education in Glasnevin.

The N.I.H.E., along with R.T.E., is due to launch the first pilot programmes on an Open University-type system early next year.

A spokesman for the N.I.H.E.

said the appointment marked a significant step forward in the development of distance education in Ireland.

The objective of to make education available to irrespective of the social, economic circumstances.

The unit will radio and television recordings and local get its message students.

The new head, married with two lives in Blackrock

DCU Open
Education

moodle





Journal

Open Learning: The Journal of Open, Distance and e-Learning >

Volume 28, 2013 - Issue 3: Opening up education: the challenges for institutions offering online and blended learning. Research Papers from the EADTU conference 2013

1,071

Views

16

CrossRef citations to date

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Articles

Opening up to open source: looking at how Moodle was adopted in higher education

Eamon Costello 

Pages 187-200 | Published online: 10 Mar 2014

 Download citation

 <https://doi.org/10.1080/02680513.2013.856289>

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Articles

Opening up to open source: looking at how Moodle was adopted in higher education

Eamon Costello 

Pages 187-200 | Published online: 10 Mar 2014


 Download citation <https://doi.org/10.1080/02680513.2013.856289>**Purchase** *

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Opening up to open source: looking at how Moodle was adopted in higher education

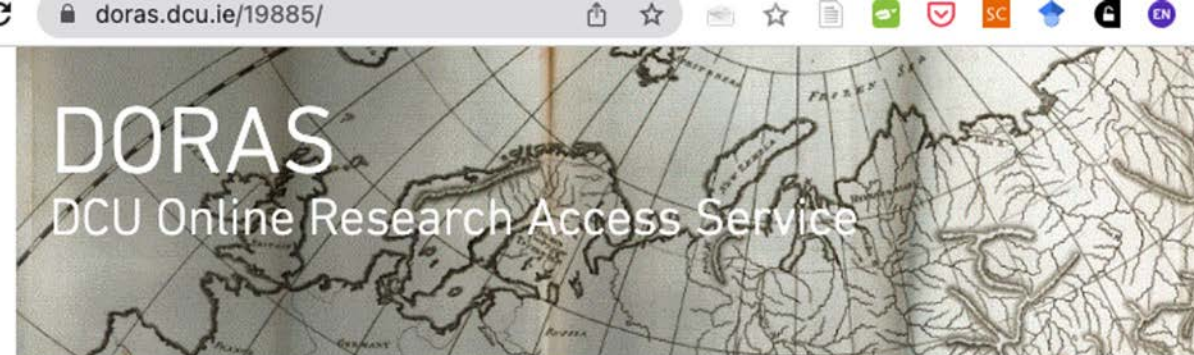
[\[PDF\] dcu.ie](#)

[E Costello](#) - **Open Learning: The Journal of Open, Distance and e ...**, 2013 - Taylor & Francis

... Moodle is built not only of **open source** software but also upon it. Because the database and operating system for running Moodle can be **open source** and free, the cost of set-up can be ...


☆ Save Cite Cited by 114 Related articles All 8 versions Import into EndNote

Green
Access



[Login](#) (DCU Staff Only)

Opening up to open source: looking at how Moodle was adopted in higher education

Costello, Eamon  (2014) *Opening up to open source: looking at how Moodle was adopted in higher education*. Open Learning: The Journal of Open, Distance and e-Learning, 28 (3). pp. 187-200. ISSN 1469-9958

Full text available as:



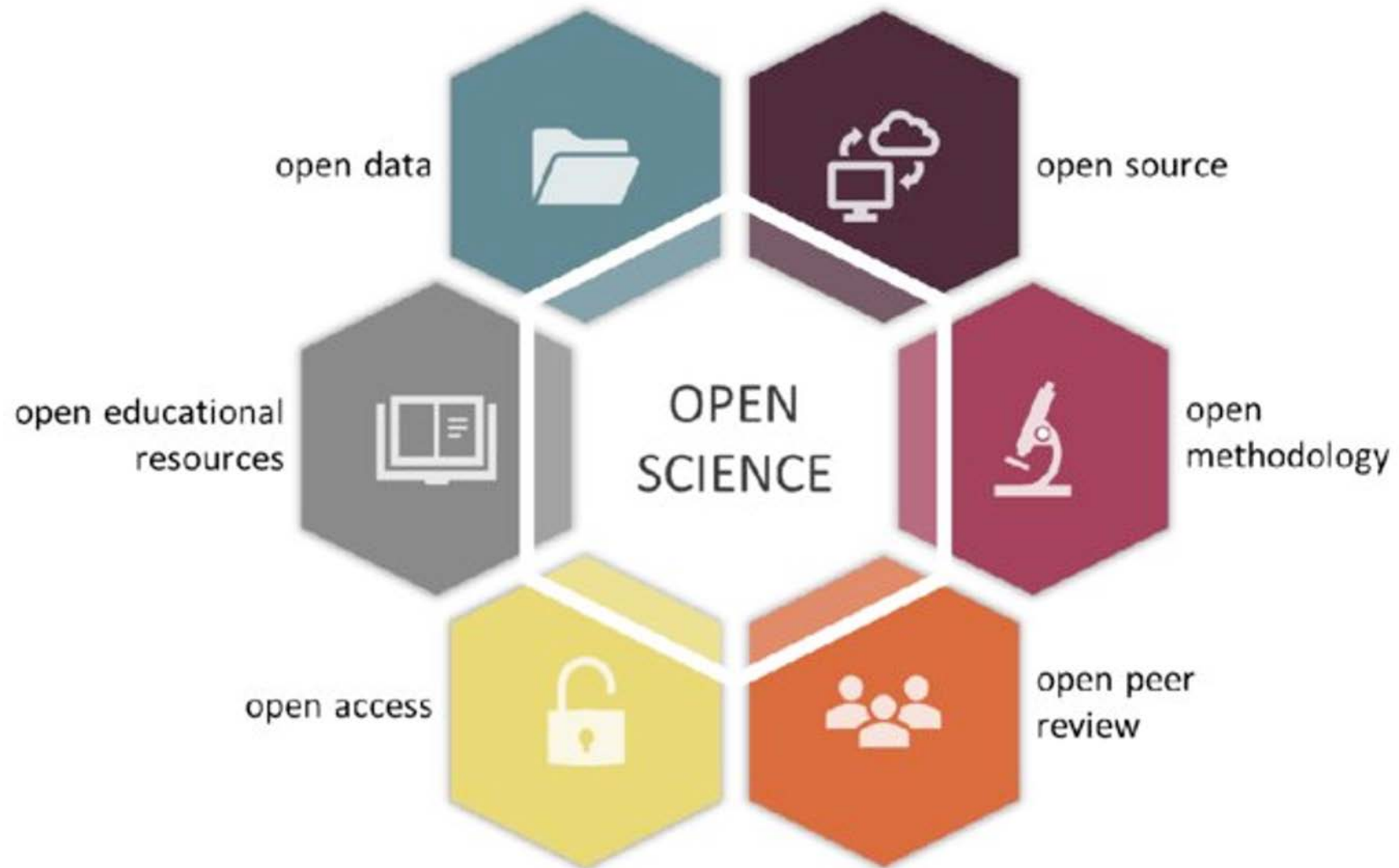
PDF - Requires a PDF viewer such as GSview, Xpdf or Adobe Acrobat Reader
621kB

Abstract

The Virtual Learning Environment (VLE) has grown to become a piece of complex infrastructure that is now deemed to be critical to higher educational provision. This paper looks at Moodle and its adoption in higher education. Moodle's origins, an open source VLE, are investigated and its growth examined in the context of how higher educational institutions adopt VLEs.

Item Type:	Article (Published)
Refereed:	Yes
Uncontrolled Keywords:	Moodle; Virtual Learning Environments; VLEs
Subjects:	Social Sciences > Distance education Social Sciences > Educational technology

Open Science Pillars



Look inside ↴



Wilfried Endlicher et al. *Editor*

Perspectives in Urban Ecology

Studies of ecosystems
and interactions
between humans and nature
in the metropolis of Berlin

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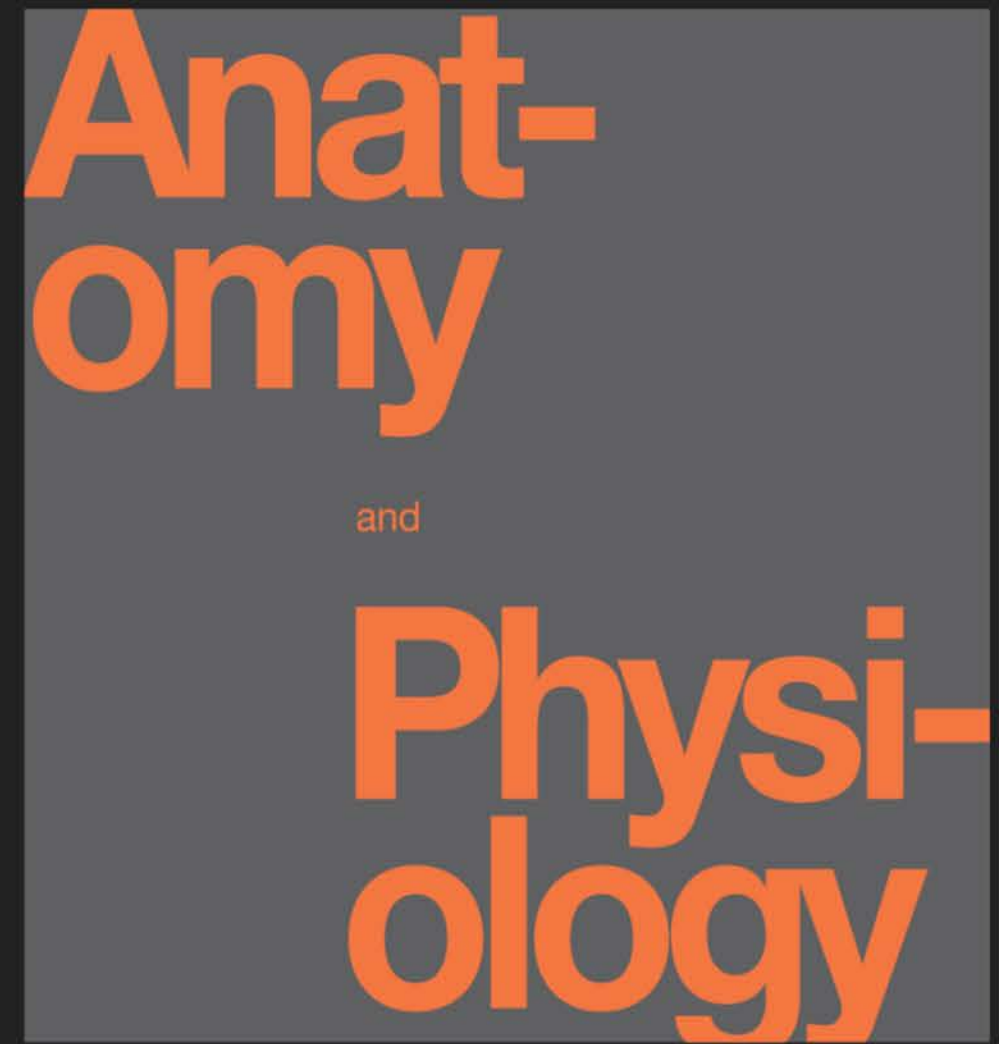
Anatomy and Physiology

OpenStax

Human Anatomy and Physiology is designed for the two-semester anatomy and physiology course taken by life science and allied health students. The textbook follows the scope and sequence of most Human Anatomy and Physiology courses, and its coverage and organization were informed by hundreds of instructors who teach the course.

 Creative Commons Attribution

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Education

Ireland's €1,518 'free' education: Is there a better way than the current system?

Other developed countries provide books and balk at the idea of 'voluntary' contributions

✕ Expand



Devices such as iPads are compulsory purchases in a growing number of Irish second level schools. For many parents the cost is close to €1,000 when other costs are factored in. Photograph: Alan Betson



Carl O'Brien

Tue Aug 30 2022 - 00:00



UCC nursing students 'strongly' advised to hold off buying 'required' iPads


UCC students' union has flagged the issue with School of Nursing, which is currently requiring all first-year students to have access to their own personal Apple device, with costs of more than €700



The UCC School of Nursing is currently requiring all first-year students to have access to their own personal Apple device, either an iPad or an iPad mini, iOS 12 or higher, and an Apple pen.

THU, 22 SEP, 2022 - 02:37

JESS CASEY, EDUCATION CORRESPONDENT



Devices such as iPads are compulsory purchases in a group of 1,000 when other costs are factored in. Photograph: Alamy

“As for ebooks, the Irish Educational Publishers’ Association says digital licences are the same as in any other industry that uses licensing and permissions to use the service, whether it is music streaming, software security or movie and programme streaming.”



Carl O'Brien

Tue Aug 30 2022 - 00:00





OPEN (**TRANSPARENT**) SCIENCE

scientific process and results should be visible, accessible, and understandable



OPEN (**INCLUSIVE**) SCIENCE

process and participants should welcome participation by and collaboration with diverse people and organizations

OPEN (**ACCESSIBLE**) SCIENCE

data, tools, software, documentation, and publications should be accessible to all (FAIR)

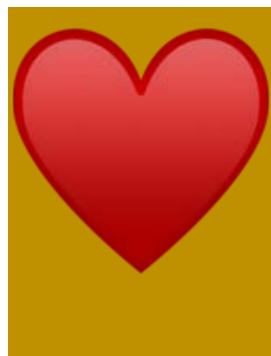


OPEN (**REPRODUCIBLE**) SCIENCE

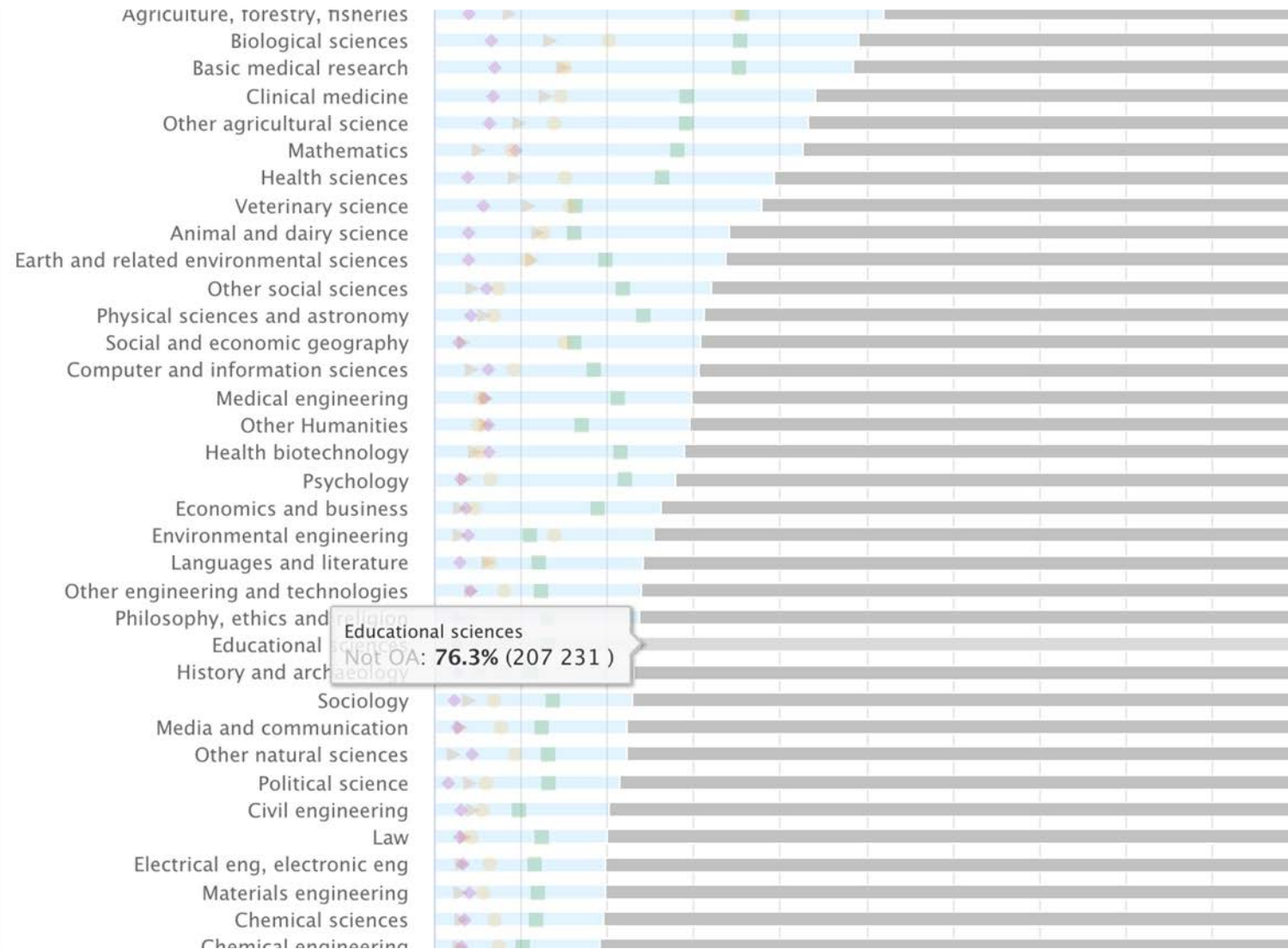
scientific process and results should be open such that they are reproducible by members of the community



**Open hearts and open
minds for better research**



EU Open Science Monitor



What information is available?

Open access to publications

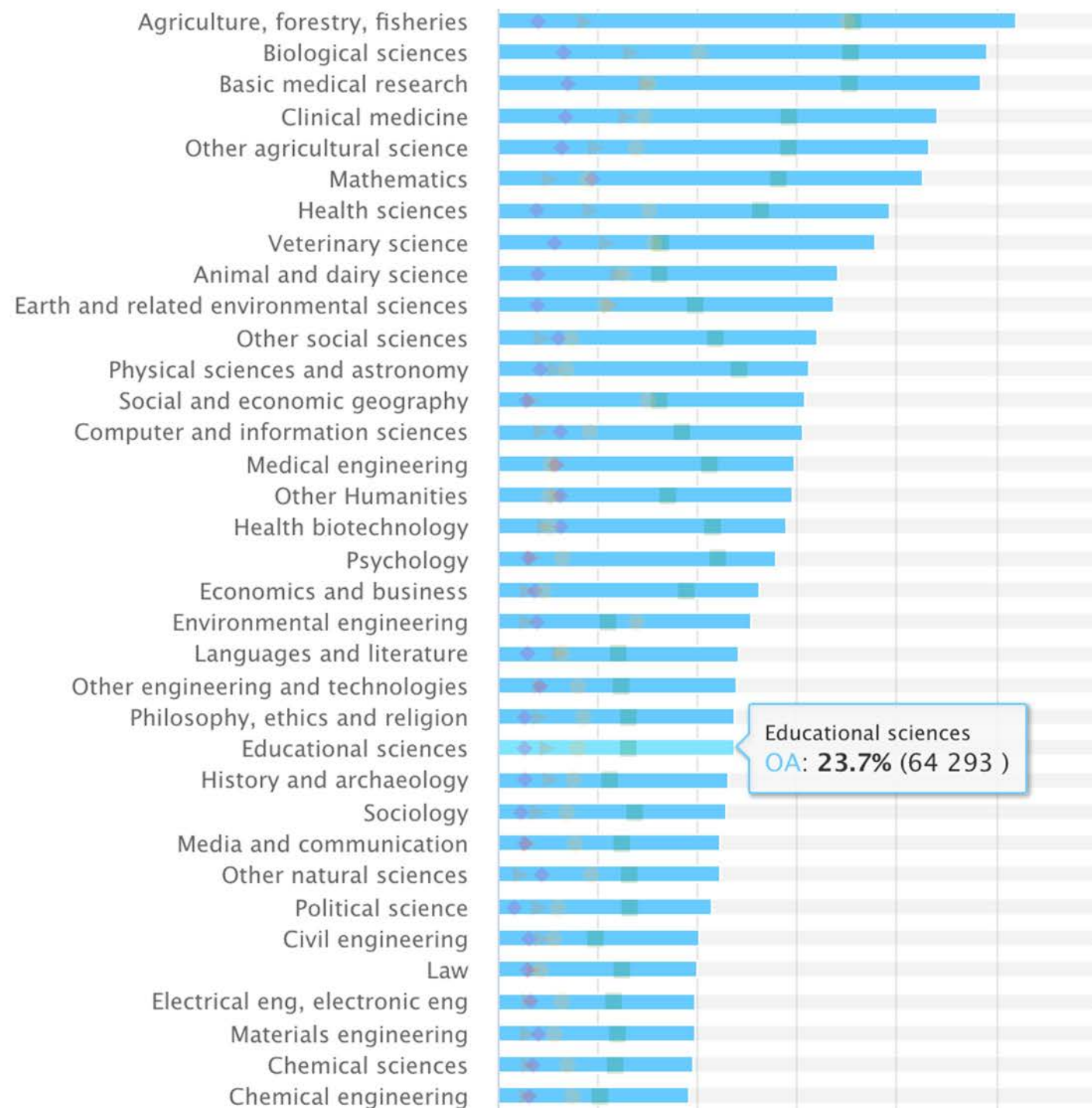
Altmetrics

Funders' policies

Research journal policies

Additional indicators

Case studies





Dr. Eamon Costello

@eamO

**National Institute of
Digital Learning – Dublin
City University**



Dr. Tom Farrelly

@Tom Farrelly

**Institute of Technology,
Tralee**



Dr. Tony Murphy

@tonylta

Dublin Business School

International Review of Research in Open and Distributed Learning
Volume 21, Number 1

January – 2020

Open and Shut: Open Access in Hybrid Educational Technology Journals 2010 – 2017

Eamon Costello¹, Tom Farrelly², and Tony Murphy³
¹Dublin City University, ²Institute of Technology Tralee, ³Dublin Business School

Abstract

Little is known about open access publishing in educational technology journals that employ a hybrid model which charges authors only if they wish to publish via gold open access. In this study we sought to address this gap in the scholarly understanding of open access publishing in hybrid journals that publish research into the intersection of education and technology. We analysed three categories of article access types: gold, green, and limited access, and collected data on their prevalence in the seven-year period from 2010-2017 across 20 journals. Data was gathered from Scopus, Unpaywall, Sherpa ReMiD, and via manual searches of the journal websites, resulting in a dataset comprising the metadata of 8,479 articles. Our findings highlight that most research remains locked behind paywalls, that open access publishing through legal means is a minority activity for the journals involved, and that the complexity and costs of legal open access publishing in these journals may be inhibiting the accessibility of research to readers.

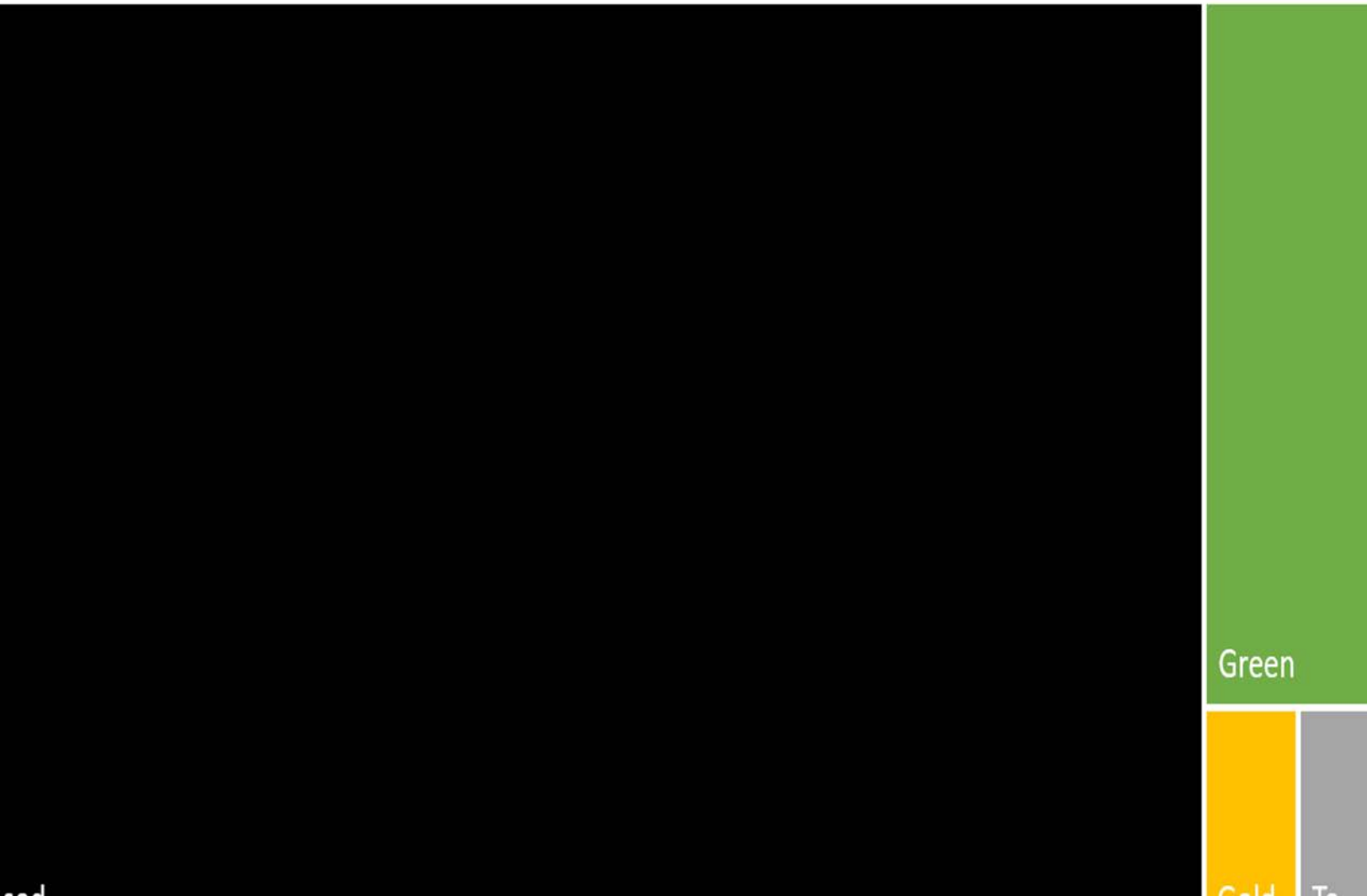
Keywords: open access, open scholarship, open education, educational technology research, gold open access, publishing

The Paper

IRRODL, 2020, Vol. 28 (1)

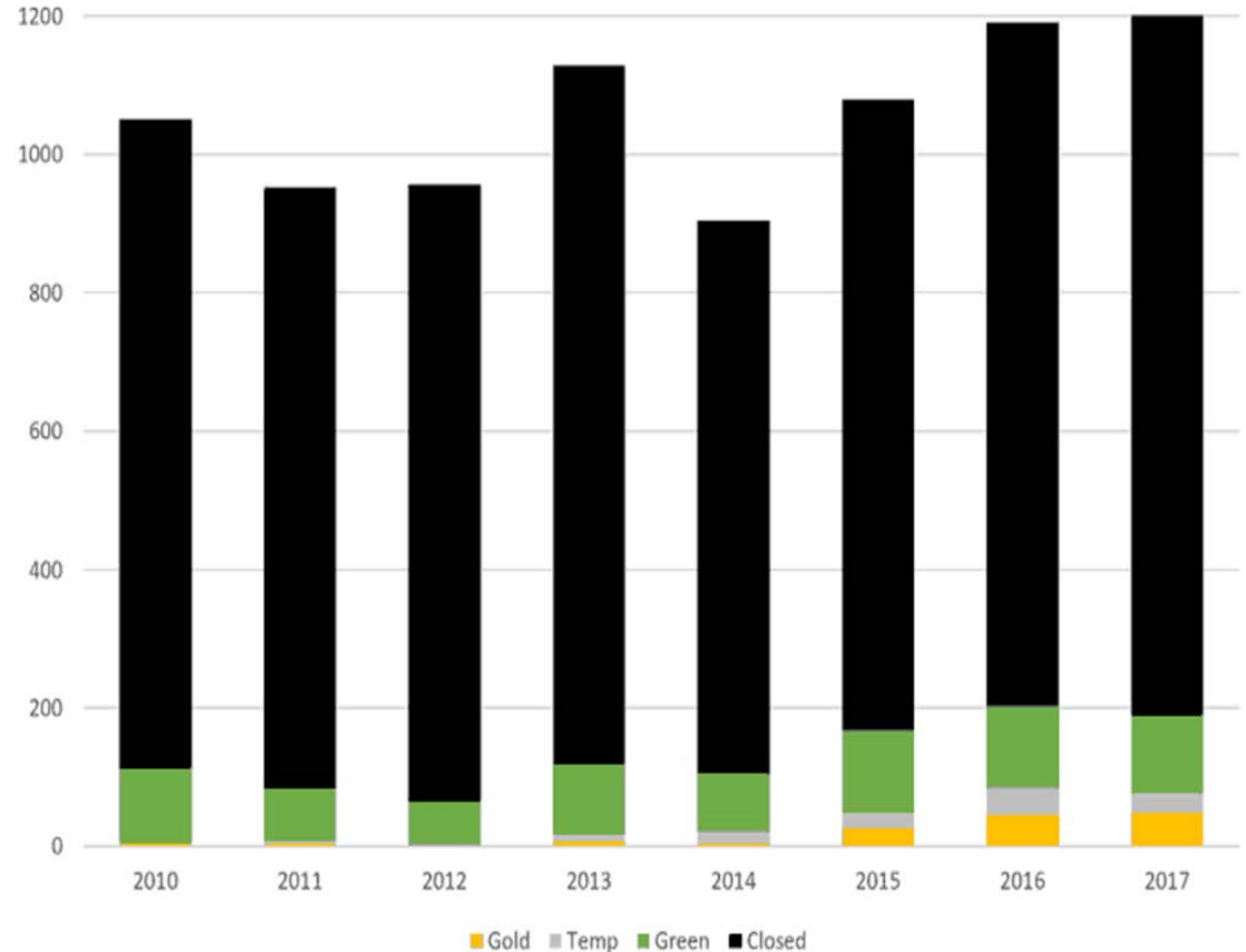
Open Access in Hybrid E-Learning Journals 2010 - 2017

■ Gold ■ Green ■ Temporary ■ Closed



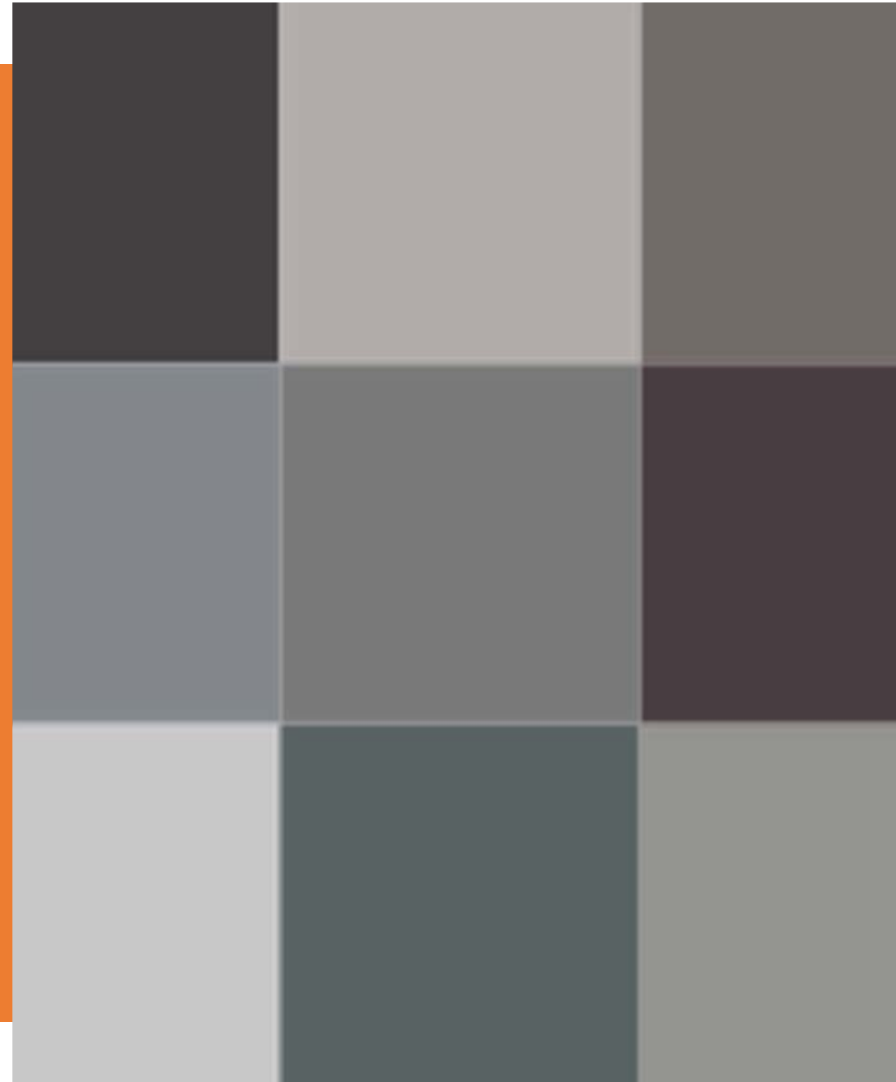
Using [Scopus](#), [unpaywall](#) and manual searches we determined the [#OpenAccess](#) status of 8,425 articles from 29 [#EdTech](#) journals. 7,553 articles (89%) are locked up behind paywalls

- Green represents authors using a repository to self-archive a version of their article.
- Gold is a “born free” article on a journal website, usually via @creativecommons.
- There is some increase in these in recent years



Fauxpen Access

- Bronze???
- The fourth colour of access type we made grey, because, well it's a grey area.



- They are "free" but are they "open"? We caution that they may be fauxpen access articles, more pyrite than bronze.

Article Processing Charges (APCs)

Journal	Publisher	APC
Journal of Computer Assisted Learning	Wiley-Blackwell	\$3,200
Government Information Quarterly	Elsevier	\$1,100
Internet and Higher Education	Elsevier	\$1,800
Computers and Education	Elsevier	\$1,950
Reference Services Review	Emerald Group Publishing	\$2,650
Transforming Government: People, Process, and Policy	Emerald Group Publishing	\$2,650
IEEE Transactions on Learning Technologies	IEEE Education Society	\$1,950
International Journal of Distance Education Technologies	IGI Global	\$1,500
International Journal of Electronic Government Research	IGI Global	\$1,500

International Journal of Lifelong Education	Informa/Taylor & Francis	\$2,950
Internet Reference Services Quarterly	Informa/Taylor & Francis	\$2,950
Journal of Library and Information Services in Distance Learning	Informa/Taylor & Francis	\$2,950
New Review of Academic Librarianship	Informa/Taylor & Francis	\$2,950
International Review of Education	Springer Nature	\$3,000
Education and Information Technologies	Springer Nature	\$3,000
International Journal of Artificial Intelligence in Education	Springer Nature	\$3,000
Journal of Continuing Education in the Health Professions	Wiley-Blackwell	\$2,100
British Journal of Educational Technology	Wiley-Blackwell	\$3,000

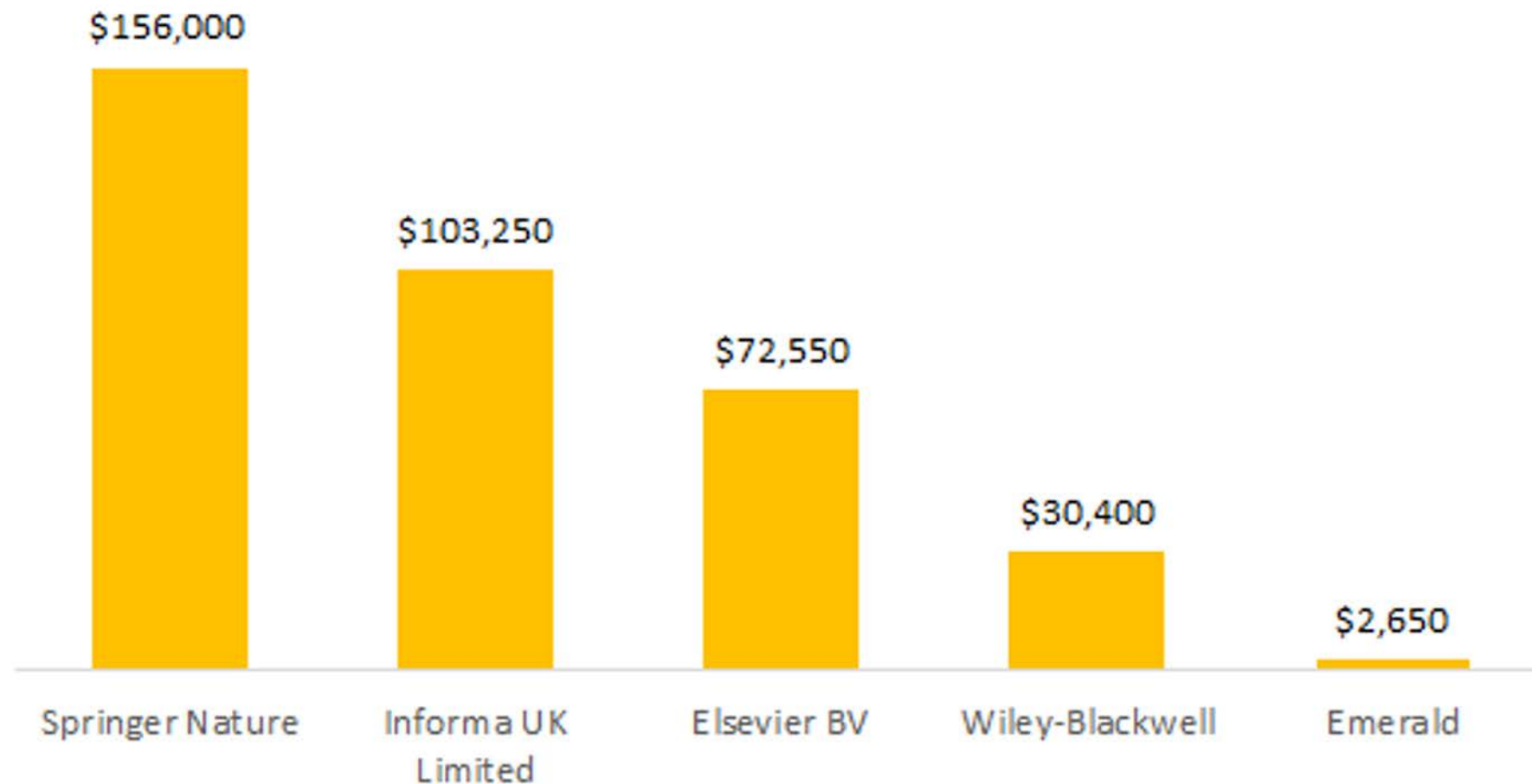
“Publishers argue that they add value to the publishing process”

Investment analysts, however, have been skeptical of the value added by for-profit publishers, as exemplified by a 2005 Deutsche Bank analysis which stated that "we believe the publisher adds relatively little value to the publishing process... We are simply observing that if the process really were as complex, costly and value-added as the publishers protest that it is, 40% margins wouldn't be available."




The long read

Is the staggeringly profitable business of scientific publishing bad for science?




Authors pay an Article Processing Charge (APC) to the publisher to publish gold open access in a hybrid journal.

Overall these articles could have cost authors up to \$364,850



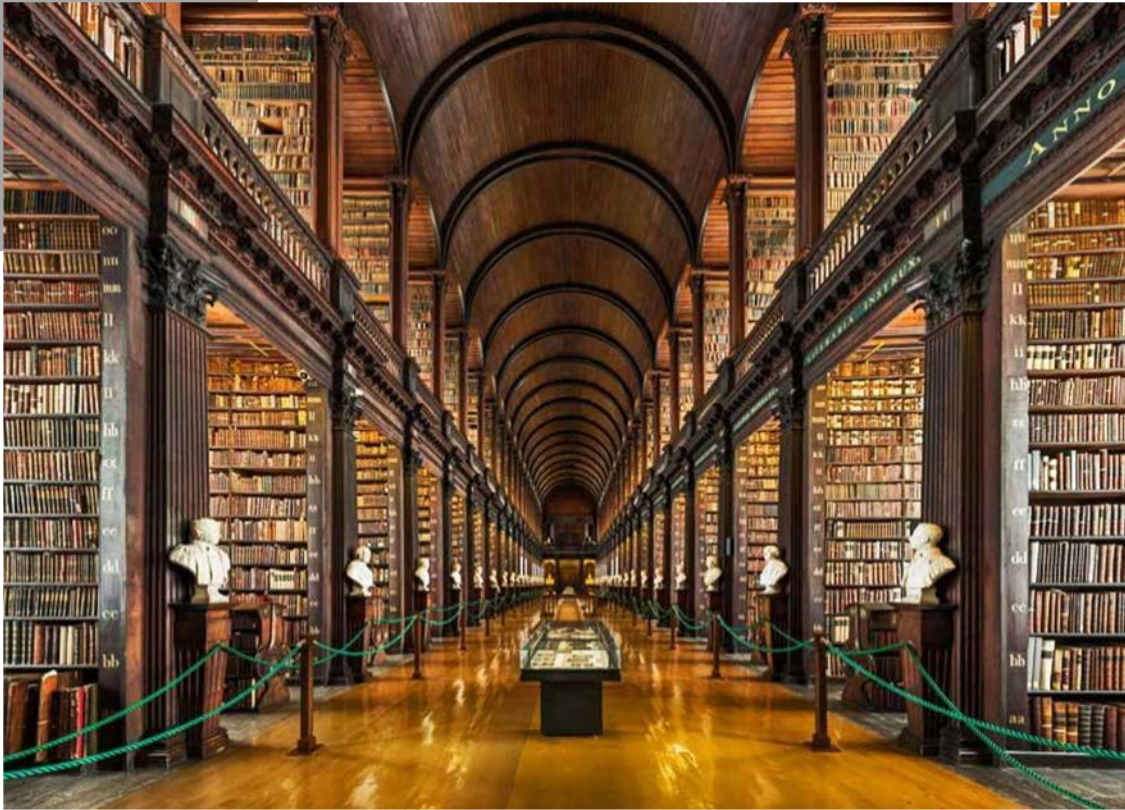
However, if all 8,425 articles in the corpus had paid an APC to be gold open access this could have cost \$21 million.



- We have used the term temporary access in order to provide a clear technical impression of the nature of articles that appear with the word “free” on journal websites.
- Several of the temporary access articles we discovered during the manual search, had soon after disappeared back behind paywalls.
- Sept 2018 n=161; December 2019 n=41



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Scholars may be under increasing pressure to publish in prestigious closed and hybrid journals.



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Better education of scholars in how they can publish pre and post prints of their work is important. Talk to your librarian.

Access to research
would seem a
fundamental starting
point for good
scientific literacy





Interview with Dylan Wiliam (continued): The Limitations of Meta Studies - Episode 34

Pedagogy Non-Grata

Education

[Listen on Apple Podcasts ↗](#)



In this episode we discuss the possible limitations of meta-analysis in education and how to best determine the quality of an individual education paper.

15:52 — -13:07

RCTs focus on one validity hazard but ignore others

Can results of RCTs be generalised if control group are not representative because they volunteered for the trial.

Do we group kids by ability? Does this just become by teacher ability?



Interview with Dylan Wiliam (continued): The Limitations of Meta Studies - Episode 34

Pedagogy Non-Grata

Education

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In this episode we discuss the possible limitations of meta-analysis in education and how to best determine the quality of an individual education paper.

15 30 15:52 -13:07

Meditation



Mindfulness lessons in schools do not improve children's mental health

Large-scale study reveals that meditation makes no difference to pupils' mood – and in some cases, it makes it worse

By Sarah Knapton, SCIENCE EDITOR

12 July 2022 • 11:30pm



Researchers discovered that eight in 10 children were not interested enough to practise mindfulness at home

Mindfulness lessons in schools do not improve children's mental health

Large-scale study reveals that meditation makes no difference to pupils' mood – and in some cases, it makes it worse

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Researchers discovered that eight in 10 children were not interested enough to practise mindfulness at home

School-Based Mindfulness Program Improves School Culture, Reduces Teacher Burn Out

July 13, 2022 University of Cambridge



A standardised schools-based mindfulness training programme did not help young people's mental health and well-being overall, but did improve school culture and reduce teachers' burn out, a new study has found.



OPEN ACCESS

ORIGINAL RESEARCH

School-based mindfulness training in early adolescence: what works, for whom and how in the MYRIAD trial?

Jesus Montero-Marin ,^{1,2} Matthew Allwood,¹ Susan Ball ,³ Catherine Crane,¹ Katherine De Wilde,¹ Verena Hinze,¹ Benjamin Jones,³ Liz Lord,¹ Elizabeth Nuthall,¹ Anam Raja,¹ Laura Taylor,¹ Kate Tudor,¹ MYRIAD Team,¹ Sarah-Jayne Blakemore,^{4,5} Sarah Byford,⁶ Tim Dalgleish,⁷ Tamsin Ford,⁸ Mark T Greenberg,⁹ Obioha C Ukoumunne,³ J Mark G Williams,¹ Willem Kuyken ¹

► Additional supplemental material is published online only. To view, please visit the journal online (<http://dx.doi.org/10.1136/ebmental-2022-300439>).

For numbered affiliations see end of article.

Correspondence to Professor Willem Kuyken, University of Oxford Department of Psychiatry, Oxford, UK; willem.kuyken@psych.ox.ac.uk

S-JB, SB, TD, TF, MTG, OCU, JMGW and WK are joint senior authors.

Received 3 February 2022
Accepted 16 May 2022
Published Online First
7 July 2022

ABSTRACT

Background Preventing mental health problems in early adolescence is a priority. School-based mindfulness training (SBMT) is an approach with mixed evidence.

Objectives To explore for whom SBMT does/does not work and what influences outcomes.

Methods The My Resilience in Adolescence was a parallel-group, cluster randomised controlled trial (K=84 secondary schools; n=8376 students, age: 11–13) recruiting schools that provided standard social-emotional learning. Schools were randomised 1:1 to continue this provision (control/teaching as usual (TAU)), and/or to offer SBMT ('.b' (intervention)). Risk of depression, social-emotional-behavioural functioning and well-being were measured at baseline, preintervention, post intervention and 1 year follow-up. Hypothesised moderators, implementation factors and mediators were analysed using mixed effects linear regressions, instrumental variable methods and path analysis.

Findings SBMT versus TAU resulted in worse scores on risk of depression and well-being in students at risk of mental health problems both at post intervention and 1-year follow-up, but differences were small and not clinically relevant. Higher dose and reach were associated with worse social-emotional-behavioural functioning at postintervention. No implementation factors were associated with outcomes at 1-year follow-up. Gains—postgains in mindfulness skills and executive function predicted better outcomes at 1-year follow-up, but the SBMT was unsuccessful to teach these skills with clinical relevance. SBMT as delivered in this trial is not indicated

WHAT IS ALREADY KNOWN ON THIS TOPIC

⇒ There are systematic reviews and meta-analyses demonstrating the potential effectiveness of school-based mindfulness training (SBMT). However, the first arguably adequately powered trial found no main effects, inviting the questions: are there subgroups who do and do not benefit? how does implementation impact effects? and how might SBMT exert any effects?

WHAT THIS STUDY ADDS

⇒ This study includes consideration of theoretically driven potential moderators, implementation factors and mediators of a universal SBMT (the '.b' programme). It suggests iatrogenic effects in those with mental health difficulties, and that while mindfulness and executive functioning skills are associated with resilience, this programme does not teach these skills.

HOW THIS STUDY MIGHT AFFECT RESEARCH, PRACTICE AND/OR POLICY

⇒ The use of this specific school-based mindfulness curriculum (.b), as a universal intervention for young people in early adolescence, is not indicated. Future research should explore whether different social-emotional trainings might be appropriate to promote mental health, paying close attention to the unique needs of young people in terms of their age and mental health status.

Funding: This research was funded in whole, or in part, by the Wellcome Trust (WT104908/Z/14/Z and WT107496/Z/15/Z) and supported by the National Institute for Health Research Clinical Research Network. For the purposes of open access, the author has applied a CC BY public copyright licence to any author accepted manuscript version arising from this submission. JM-M has a “Miguel Servet” research contract from the ISCIII (CP21/00080). SBa, BJ and OCU were supported by the National Institute for Health Research Applied Research Collaboration South West Peninsula. The views expressed in this publication are those of the authors and not necessarily those of the National Institute for Health Research or the Department of Health and Social Care.

Competing interests: WK is the director of the Oxford Mindfulness Centre and receives royalties for several books on mindfulness. JMGW is former director of the Oxford Mindfulness Centre and receives royalties for several books on mindfulness.

Provenance and peer review: Not commissioned; externally peer reviewed.

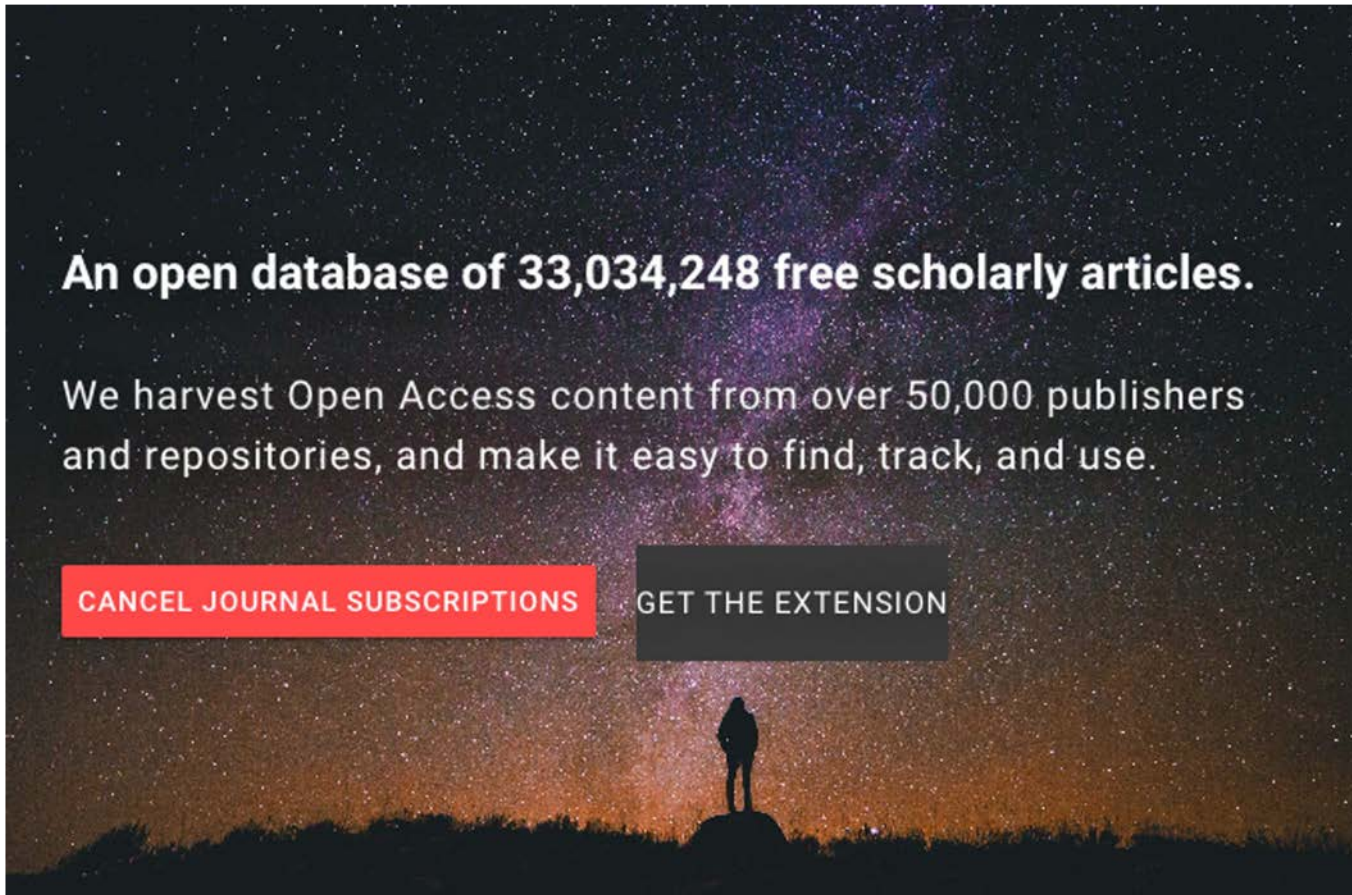
Naomi Oreskes Why Trust S

“If the history of science teaches anything, it is humility. Smart, hard-working, and well-intentioned scientists in the past have drawn conclusions that we now view as incorrect. They have allowed crude social prejudice to inform their scientific thinking. They have ignored or neglected evidence that was readily available. They have become fetishists about method. And they have successfully persuaded their colleagues to take positions that in hindsight we see as incorrect, immoral, or both.”

“In evaluating a scientific claim that has social, political, or personal consequences there is one more question that needs to be considered: What are the stakes of being wrong in either direction? What is the risk of accepting a claim that turns out to be false versus the risk of rejecting a claim that turns out to be true?”



Accessing research



- Google Scholar
- Unpaywall
- Libraries
- Phone a friend (aka ask an author)

Non legal options



“Sci-hub is a
neccessary act
of civil
disobedience”



FEATURE



Who's downloading pirated papers? Everyone

Data from the controversial website Sci-Hub reveal that the whole world turns to it for journal articles.

JOHN BOHANNON


SCIENCE • 29 Apr 2016 • Vol 352, Issue 6285 • pp. 508-512 • DOI: 10.1126/science.352.6285.508

↓ 6,701



Just as spring arrived last month in Iran, Mevsam Rahimi sat down at his university

Five most downloaded papers

- 1. Full-scale modal wind turbine tests: comparing shaker excitation with wind excitation, *Structural Dynamics and Renewable Energy*, 2010**
 **7988**
- 2. Comprehensive, Integrative Genomic Analysis of Diffuse Lower-Grade Gliomas, *The New England Journal of Medicine*, 2015**
 **6117**
- 3. Photosensitive field emission study of SnS₂ nanosheets, *Journal of Vacuum Science & Technology B*, 2015**
 **2991**
- 4. Griffiths effects and quantum critical points in dirty superconductors without spin-rotation invariance: One-dimensional examples, *Physical Review B*, 2001**
 **2890**
- 5. Iron deficiency: new insights into diagnosis and treatment, *Hematology 2015*, 2015**
 **2528**

Key takeaways

- Research is a vital and amazing human activity. Its findings should be accessible to all
- Research is big business. Research has many vested interests
- **Open** hearts and **open** minds are required to develop research-informed teaching

