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Networked Researcher Open Access Week 2012

Blogging Unconference Proceedings

Contributions by

**Kathleen Azali
Lori Beth De Hertogh
Silvia Gutierrez
Giorgio Guzzetta
Stian Haklev
Tim Johnson
Dyfrig Jones
Brian Kelly
Joseph Kraus
Amanda Starling Gould
Niamh Thornton**

Anthologised by Ernesto Priego

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“Changing the core model on which scholarly communication operates will require great imagination, a lot of experimentation, and a bit of time.”

-Kathleen Fitzpatrick, “[Public Responsibility, Public Access](#)”, 17 September 2012.



Welcome by Ernesto Priego

Open Access Week 2012 took place 22-28 October, all over the world.

According to the Open Access Week [web site](#),

“Open Access” to information – the free, immediate, online access to the results of scholarly research, and the right to use and re-use those results as you need – has the power to transform the way research and scientific inquiry are conducted. It has direct and widespread implications for academia, medicine, science, industry, and for society as a whole.

Open Access (OA) has the potential to maximize research investments, increase the exposure and use of published research, facilitate the ability to conduct research across available literature, and enhance the overall advancement of scholarship. Research funding agencies, academic institutions, researchers and scientists, teachers, students, and members of the general public are supporting a move towards Open Access in increasing numbers every year. Open Access Week is a key opportunity for all members of the community to take action to keep this momentum moving forward.

Networked Researcher participated during Open Access Week with what we called a “blogging [unconference](#).”

The [Wikipedia entry](#) for unconference defines it as

...a participant-driven meeting. The term “unconference” has been applied, or self-applied, to a wide range of gatherings that try to avoid one or more aspects of a conventional conference, such as high fees, sponsored presentations, and top-down organization.

We believe that blogging is a major part of the academic Open Access movement.

We have used the term “unconference” rather liberally, since our event does not require the physical presence of participants in the same geographical place at the same time.

We posted the [call for participants](#) on 14 September 2012 and the registration process closed on 17 October 2012. Those interested in participating were required to contact us telling us a little bit about themselves and their online work.

Instead of real-life, real-time presentations, the intention was that the papers in our event were presented as open access blog posts, and any discussion carried out through comments and other posts.

At the time of writing Networked Researcher counts with 39 [registered contributors](#), out of which 19 had



registered specifically for the unconference. All our contributors have accounts on our blog that allow them to publish their contributions directly without any external editorial interference. Our [editorial model](#) means that contributors are responsible for the form and content of their articles. This system means that the editorial team could not enforce editorial guidelines on individual contributions.

As it is often with blogging and other online events, there was no way of knowing if we would have a very busy, productive week full of posts or if we would only have one or two. In the end 11 contributions by 11 authors (Kathleen Azali, Lori Beth De Hertogh, Silvia Gutierrez , Giorgio Guzzetta, Stian Haklev, Tim Johnson , Dyfrig Jones, Brian Kelly, Joseph Kraus, Amanda Starling Gould and Niamh Thornton) were published during the week.

This was an experimental activity and we wanted it to be as free as possible. There wasn't any scheduling. For this anthology, I have rearranged the order of some of the contributions and did some minor editorial modifications.

You are still welcome to leave comments on [the posts online](#) (comments will be moderated to avoid spam so please be patient) and/or engage with us on Twitter [@networkedres](#).

All the unconference contributions were archived under our [Open Access Week 2012](#) category on the Networked Researcher web site and we shared the unconference posts on Twitter with the [#netresoa](#) and [#oaweek](#) hashtags for the unconference posts.

Anyway, here it is all in one handy single document for your convenience.

Welcome, everyone!



Open Access and Research

Open Access and Open Practices for the Connected Researcher, by Brian Kelly

Background

Today, Monday 22 October 2012, sees the start of [Open Access Week](#), #OAWeek. As [described on the Open Access Week Web site](#):

Open Access Week, a global event now entering its sixth year, is an opportunity for the academic and research community to continue to learn about the potential benefits of Open Access, to share what they've learned with colleagues, and to help inspire wider participation in helping to make Open Access a new norm in scholarship and research.

In my work at UKOLN, University of Bath I have a responsibility for supporting the UK's higher education sector in maximising the potential of the Web to support key institutional activities which, of course, includes supporting research activities.

My work includes writing peer-reviewed papers and giving talks at conferences about emerging innovative practices; I have a particular research interest in [Web accessibility](#) and additional interest in [Web standards](#), [Web preservation](#), [open practices](#) and [Web 2.0](#). Clearly making use of Open Access approaches can help to maximise awareness of my ideas and can help to increase citations by other researchers and adoption of the ideas by practitioners.

Making Research Publications Available in an Open Access Repository is Not Enough!

Promoting Research

Researchers should be pro-active in promoting their research

100% (22 votes)

Researchers aren't well-placed for such work; others in the department should do this

0% (0 votes)

Researchers should be objective and detached and not market their research

0% (0 votes)

Total Votes: 22



But making one's research publications available in an open access repository is not enough! As I described in a post on the [UK Web Focus blog](#) entitled "[If a Tree Falls in a Forest](#)" papers deposited in a repository may fail to attract any interest. There is a need to be pro-active in helping those who may find one's research of interest – and the findings of a poll (illustrated) included in a post which asked [Are You a Marxist in Your Approaches to Research?](#) shows that I am not alone in my belief that researchers should be willing to make use of technologies to enhance access to one's research.

Earlier this year in a post entitled [Is blogging and tweeting about research papers worth it? The Verdict](#) Mellisa Terras reported that after tweeting about her research publications, of the top ten downloaded papers from her department in the last year, seven include her as the author.

Mellisa's success in making use of Twitter together with her blogging activities reflect the experiences I have had – and in my case, with a current total of 14,050 downloads, I find myself being [the researcher with the largest numbers of downloaded papers at the University of Bath](#). I should hasten to add that a large number of downloads is not necessarily an indication of the quality of my research, but does suggest that the approaches I use are effective in supporting my dissemination work. And since my social network includes many of my peers, it is likely that fellow researchers are more likely to access my papers. I can also point to four of my research papers which, [according to Google Scholar Citations](#) (and illustrated below), have been cited between 40 and 93 times as evidence that the papers have been viewed by fellow researchers.

[Change photo](#)**Brian Kelly** [Edit](#)UKOLN, University of Bath [Edit](#)[Web accessibility](#) - [Web standards](#) - [Web Preservation](#) - [Web 2.0](#) - [Social Web](#) [Edit](#)Verified email at ukoln.ac.uk [Edit](#)My profile is public [Edit](#) [Link](#) [Homepage](#) [Edit](#)**Citation indices**

	All	Since 2007
Citations	550	410
h-index	11	10
i10-index	13	11

Citations to my articlesSelect: [All](#), [None](#) [Actions](#) [▼](#)Show: [20](#) [▼](#) [1-20](#) [Next >](#)

Title / Author	Cited by	Year
☐ Forcing standardization or accommodating diversity?: a framework for applying the WCAG in the real world B Kelly, D Sloan, L Phipps, H Petrie, F Hamilton Proceedings of the 2005 International Cross-Disciplinary Workshop on Web ...	93	2005
☐ Accessibility 2.0: people, policies and processes B Kelly, D Sloan, S Brown, J Seale, H Petrie, P Lauke, S Ball Proceedings of the 2007 international cross-disciplinary conference on Web ...	78	2007
☐ Contextual web accessibility-maximizing the benefit of accessibility guidelines D Sloan, A Heath, F Hamilton, B Kelly, H Petrie, L Phipps Proceedings of the 2006 international cross-disciplinary workshop on Web ...	56	2006
☐ Developing a holistic approach for e-learning accessibility B Kelly, L Phipps, E Swift Canadian Journal of Learning and Technology/La revue canadienne de l ...	41	2004

Sharing Strategies for Success

What are the secrets of my success? Perhaps I should charge a fee for sharing my tips :-). However as someone who has a personal commitment to the use of open practices to support my work I am making my suggestions freely available under a Creative Commons licence.

I am participating in Open Access Week by sharing my experiences of making use of the Social Web to maximise access to papers hosted in institutional repositories. Tomorrow (Tuesday 23 October 2012) I am giving a talk on "[Open Practices for the Connected Researcher](#)" in a seminar which is part of a series of [Open Access Week events](#) which are taking place at the University of Exeter.

On Thursday, [as described in a news item published by the University of Salford](#), I am the invited guest speaker for an Open Access event which will take place at the Old Fire Station at the University of Salford where I will give a talk on "[Open Practices and Social Media for the Connected Researcher](#)".

The following day I will be giving a talk on "[Open Access and Open Practices For Researchers](#)" at the University of Bath. This event, which marks the launch of a Social Media programme for Researchers, will include a presentations from Ross Mounce, a PhD student and Open Knowledge Foundation Panton Fellow at the University of Bath, who will talk about the need for true Open Access (as originally defined),

why it matters and the plethora of options we have for OA publishing in addition to my talk.

My Top 12 Tips



Conclusions

- 1 Be pro-active
- 2 Identify the key channels
- 3 Monitor what works for you
- 4 Don't forget the links
- 5 Don't forget the Google juice
- 6 Encourage feedback and discussion
- 7 Develop your network
- 8 Understand your network
- 9 Know your limits
- 10 Seek improvements
- 11 Be ethical
- 12 Participate

In the talks I will be giving a number of tips which I feel can help researchers make use of the Social Web to maximise the visibility of their research papers. The tips are based on my personal experiences and I will be providing evidence to justify the following tips:

1. Be pro-active: When, for example, presenting a paper at a conference. At the recent W4A 2012 conference myself and my three co-authors of a paper on [“A challenge to web accessibility metrics and guidelines: putting people and processes first”](#) agreed ways in which we would inform members of our professional networks of the delivery of the paper.
2. Identify the key channels: You will probably wish to maximise the number of accesses for a paper hosted in an institutional repository. In our example we made use of Twitter and Slideshare.
3. Monitor what works: It can be useful to view usage statistics which can provide comparisons with previous work and with the approaches taken by your peers.
4. Don't forget the links: Make it easy for those who are interested in your research to access your research by providing links to the papers. Remember that they'll want to read the paper and not the metadata about the paper, so provide direct links to the paper.
5. Don't forget the 'Google juice': Links can enhance the experience for users. In addition links help users find resources when using search engines such as Google by enhancing the 'Google juice'.
6. Encourage feedback and discussion: Unlike repositories, social media services are often decided by support feedback and discussion. Exploit such feature.
7. Develop your network: Seek to grow your network. Conferences which you attend which provide a Twitter hashtag provide an ideal opportunity to develop your Twitter network by following other researchers who have similar research interests to yourself.
8. Understand your network: Make use of Twitter analytics tools such as [SocialBro](#) which can provide insights into your network.
9. Know your limits: Remember that you can't expect to make use of every Social Web service which is available.
10. Seek improvements: Reflect in your use of Social Web services and identify improvements you can make.



11. Be ethical: Don't use 'black hat' SEO techniques in which you tell lies in order to increase the numbers of visits to your research papers.
12. Participate: Join in!

I hope these tips are helpful. Further details is given in the slides I'll be using for [my first presentation](#) during Open Access Week 2012. In addition I'll be happy to respond to any questions I receive on this post during Open Access Week.

Finding Out More

My slides [are available on Slideshare](#).

I welcome feedback on the ideas described in these slides and will be happy to respond to questions and comments.

Twitter conversation from: [\[Topsy\]](#)



My Open Access Presentations: An Evolution, by Stian Haklev

This Open Access Week, I'm not scheduled to give any major presentations (although I will be participating in a panel next week), so I thought it would be a fun opportunity to go back and revisit the presentations I've given in past years, and do a little overview. I try to [list all of my presentations and publications](#) on my blog, but from that list, it's hard to tell which presentations are worth watching, and which topics have been covered.

I gave my very first presentation about openness at the University Al Azhar in Indonesia as part of the Linux Week there in 2006. [The slides](#) are in Indonesian, but are included for historical value. I gave [a presentation about open learning and the future of universities](#) for a class I was TAing in 2007, but the first real public presentation I gave about these topics was for a group of high-level bureaucrats at the Indian Institute of Public Administration in Delhi, in 2008.

The talk [“Open Research, Open Educational Resources, and Open Learning – Experiments and Ideas”](#) was my first chance to begin to organize my ideas about open licenses, different kinds of OER and open learning, and it's also the first presentation that I have the audio for as well. It's also a presentation that I've often referred to in subsequent presentations about the value of posting presentations online. Since it was a major presentation that I was giving for the first time, it might have taken me 10-15 hours to prepare the lecture, and about 20 people were in the room when I gave it. However, before starting the presentation, I simply clicked “record” in [Audacity](#), an open-source cross-platform audio application, on my MacBook, and recorded the whole lecture. After the presentation, I uploaded the slides to [Slideshare](#), and spent a bit of time syncing the slides to the audio. In the four years that the presentation has been available, it has been viewed by more than 6,400 people, favorited by 11 people, and downloaded 130 times.

<http://www.slideshare.net/houshuang/open-research-open-educational-resources-and-open-learning-presentation-at-iipa-delhi-554807>

(Note, I have turned all the following Slideshare embeds into links, to make sure the blog post loads faster. You can see the post with all the presentations embedded [on my blog](#).)

I spent the summer in India, and in fall, I began studying my MA at [OISE](#). I there collaborated with my future doctoral supervisor [Jim Slotta](#) to develop a two hour presentation on *Open Educational Resources Around the World*. Here I introduced the concept of accidental and intentional OER, and a number of other dimensions, including the typology of three purposes of OER (direct use, reuse and transparency) which I would later expand in my [MA thesis](#). This lecture was [video recorded](#) (might not work on all machines), and also has [audio](#) and [links](#).

[Presentation on Slideshare](#)

I spent some time in China, and gave a number of presentations there (all listed in [my central page](#)), but my first Open Access Week talk was in 2009, about *Innovative Projects in the Publishing of Open Educational Resources*. In this presentation, I looked at different funding and organizational models for OER projects, emphasizing an international perspective. Again [the video was captured](#), and you can also download [the audio](#), or see the slides below.



[Presentation on Slideshare](#)

That year I had a chance to return to the Indian Institute of Public Administration, and I gave a talk about the importance of openness in administration: *Openness: For your research and for India*, where I tried to explain the transformative potential of openness through some stories around Wikipedia, how I began an article on [podsol](#), a topic I was not an expert at, which later grew to become an impressive article, and also how the fact that Wikipedia is openly licensed, and downloadable, enables unintended usage, for example [using interwiki links to create impressive dictionaries](#). You can download [the audio](#), and the slides are below.

[Presentation on Slideshare](#)

The next year's Open Access Week was very busy. I did a workshop for teacher candidates with Clare Brett on *What can Open Access offer me as a teacher?: A guide to Open Access and to education resources you can use for teaching and professional development* ([slides](#)), and gave two substantial presentations. In *What It Means to be an Open Scholar, and the Future of Scholarly Publishing*, I tried to go beyond the traditional "green and gold OA, put your publications on the institutional repository, etc", and look at expanding the definition – publishing in many different formats and channels, and sharing data and notes during the research process.

I was inspired by a quote by Gideon Burton about [the open scholar](#):

The Open Scholar, as I'm defining this person, is not simply someone who agrees to allow free access and reuse of his or her traditional scholarly articles and books; no, the Open Scholar is someone who makes their intellectual projects and processes digitally visible and who invites and encourages ongoing criticism of their work and secondary uses of any or all parts of it—at any stage of its development.

I began by talking about my own experiments with publishing and disseminating [my BA](#) and [MA thesis in a variety of formats](#), and then discussed [the open notebook science movement](#), [PhD wikis](#), and ended with some ideas on the future of semantic publishing, inspired by ia. [Anita de Waard](#). There is [a video](#), [a detailed blog post](#), and slides below.

[Presentation on Slideshare](#)

I also developed a presentation about another topic near to my heart, multicultural and multilingual resources for the international student body at the University of Toronto, which I gave at both UTSC and UTM, with the title *Global Open Educational Resources and the University of Toronto as a Multicultural Institution*, talking about multilingual students both as consumers and as creators of multilingual open resources. A bit later, I had a chance to return to my international high school in Italy, [the United World College of the Adriatic](#), and give a version of the presentation to the incredibly international (and passionate) student body there, called *Multilingual Open Educational Resources for a Multilingual and Multicultural UWC*. Unfortunately I never got a recording, but the slides are below, and I have [a very detailed write-up in a blog post](#).



[Presentation on Slideshare](#)

Later that year gave an impassioned three minute speech about why OISE should adopt an open access mandate at a town-hall (the mandate was watered-down to a policy, [which was eventually adopted](#)).

[Presentation on YouTube](#)

I have given a number of smaller presentations on OA, mostly mirroring the content in the presentations above. There are two final presentations worth mentioning, relevant to OA, although on quite different topics. The first is a presentation I gave to [CIDER](#) on the Top Level Courses Project in China, the topic of my [MA thesis](#), available as an [Elluminate recording](#), and [a PDF link to the slides](#).

I was also generously invited by [George Siemens](#) to give a lecture in a MOOC, and I choose this opportunity to explore ideas around visualization and interaction with ideas individually, in small groups, and in large networks. The final presentation was probably quite scattered, but I think had a lot of interesting ideas. I wrote up [very detailed notes](#), and later also wrote [a paper based on some of these ideas](#). Also [see the slides on Slideshare](#).

[Presentation on Vimeo](#)

My own work on Open Access during the last one and a half year has been focused on developing an academic workflow for PhD students that enables sharing of notes, and through this work, I've thought a lot about the need for a more open infrastructure for scholarly publishing, which I hope to blog more about later. I began writing [a long document](#) about a possible social portal for sharing publication notes, which I never finished. However, you can visit [my PhD wiki](#), read about [the Researchr system](#), and you can also check out the blog posts, and screencasts about the system below:

Blog posts

- [tag-extract: A tool to automatically restructure text/outline using tags](#)
- [Search 40+ edutech wikis](#)
- [Using web clipping and sidewiki to gather and synthesize information](#)
- [API to check if a publication is "Open Access"](#)
- ["Semantic" Researchr/DokuWiki search](#)

Screencast demos

- [Information extraction and synthesis using clip, clip-again and side-by-side editing](#)



- [tag-extract quick demo, sorting interview transcript or literature review](#)
- [Using researchr and tag-extract to create a literature review](#)
- [Automatic import of citations from Scrobblr and Researchr](#)
- [Automatically importing publications to BibDesk based on DOI and anystyle-parser](#)
- [Proof of concept automatic metadata retrieval based on file fingerprinting](#)
- [The original researchr demo](#)

And I will end this (massive) blog post with the top screencast above ([Information extraction and synthesis using clip, clip-again and side-by-side editing](#)), which showcases much of the functionality of the Researchr system (also read [the relevant blog post](#)). I show how I work on a literature review of research on open learning, and you can see both [my very early draft of the finished article](#), as well as [my raw notes](#).

[Presentation on YouTube](#)

Have a great Open Access Week!



Altmetrics and the Decoupled Journal: An Endgame for Open Access, by Amanda Starling Gould

In celebration of Open Access Week Duke University Libraries today hosted Jason Priem for a talk '[Altmetrics and the Decoupled Journal: An Endgame for Open Access](#)' on new methods of scholarly communication and how we understand the impact of changing modes of scholarly publishing.

As my contribution to #oaweeek for Networked Researcher, I led a live-tweeting session of Jason's talk (with permission) and the archive of those tweets is on Storify, [here](#).



Open Access: How Open?

What Open Access? by Tim Johnson

I'm coming at Open Access from a slightly different position than many of the presenters here. My role title is Adviser in Digital Literacy but I have had a number of role titles during my 15 years of academic experience. I know what it is like being a hard working Senior Lecturer and trying to balance all the jobs, roles and responsibilities included under that particular title. I therefore have a certain empathy with people currently facing having to change their "ways of working".

Although I do strongly support Open Access I am concerned about how academia is addressing the move to a process that many still do not understand let alone support. Helping a wide range of people at our University to understand, accept and, hopefully eventually, embrace Open Access is just one of the things my colleagues (in the Research School and in Information and Learning Services) and I are trying to address.

I say "trying" to address because that is what we are doing. Whilst, like many others, I have some disagreement with the [Finch Report](#) at least it is a move in the right direction and I am pleased that it acknowledges that what is proposed "implies cultural change: a fundamental shift in how research is published and disseminated. A new shared understanding needs to develop ...". The change to Open Access is not *just* about learning to use new technologies, which would be a big enough change on its own. This change involves people's identities, the way they feel about themselves, the way they identify their beliefs about their role in Higher Education. For many Research is Higher Education and knowing their position in the Research community through peer review, publication and citation is integral to their working identities. The change to Open Access has to be owned from the very top of the organisation for it be successfully embedded in people's normal working practice.

At present some supervisors still warn their PhD students not to use social media or modern communication media in anyway, let alone for publishing.



Making Open More Open, by Dyfrig Jones

Signing up to the Networked Researcher's Unconference means that I've forced myself to do two very valuable things. The first, and probably most valuable, is to get some writing done. My PhD is taking up the lion's share of my research time at the moment, and this means that smaller projects have tended to be pushed to the side. At the last count I had 4 conference papers that need to be written up and published, and another one to prepare for [New Media and the Public Sphere](#) that is happening in a couple of weeks' time. Thursday is my normal research day, and so I've decided that I'll put the PhD to one side for this week and spend the day trying to finish one of these other projects, and then post it on here. Saying it out loud means that I now have to do it.

What's perhaps more useful is the way in which Open Access Week and this Unconference have forced me to think some more about the notion of Open Access itself. I re-joined the academic world some 5 years ago, having completed my undergraduate degree at Leeds in 1998. The intervening 10 years were spent working as a television producer/director and a magazine editor, and I was appointed to a lectureship primarily to teach media production. Having spent so long in the world outside Universities, I found some aspects of academic life baffling. The lack of financial support for academic staff to pursue research activity was one of the things I struggled to understand but the strangest, by far, was the model used for academic publishing. If I wrote an article for a journal I wouldn't get a penny for my troubles, it wouldn't see the light of day for a year, and if anyone else wanted to read it they'd have to pay a fortune for the privilege. How and why this system exists today is still a question that I struggle with.

Thankfully, I'm far from being the only one to question the value of a publication system that seems designed to hamper the free exchange of ideas. The opening up of academic publication has been discussed extensively over the summer, especially here in the UK where the [Finch Report](#) has brought it to mainstream attention, and where the Higher Education Funding Councils have committed themselves to opening access to research outputs by 2014. Both developments are steps in the right direction, but remain wedded to a conception of Open Access which is fairly limited. What the Finch Report essentially proposes is that the process of publishing articles or papers is made free to the reader, with the author of the paper paying the Article Publishing Charge (APC), presumably using a portion of any grants that have funded the original research. There is also some valuable recommendations on how older content might be made more available, on pricing, and on the re-use of content; but at its heart, the Finch Report is about improving the current model, rather than a more radical overhaul of academic publishing. And in fairness to Dame Janet Finch and her panel, what they propose is fairly close to the Budapest-Bethesda-Berlin (or BBB) [definition](#) of Open Access. But if we're talking about providing free online access to this material, why do we need to go through a publisher?

The answer that would conventionally be given is that academic publishers provide quality assurance through the peer-review system. We pay our APC so that the work can be read by other experts in the field, who will help test its validity, give feedback, request changes and ultimately help shape a stronger piece of research. The importance of locating academic outputs within their disciplinary contexts, and the role of communities of learning is central to how we work. What is of less importance is the current system, which replaces these communities with closed social networks. James Boyle discussed the potential for a "[New Mertonianism](#)" a few years ago, arguing for a conception of non-academics not only as passive consumers (or "consumptive users") of scholarly work – which is the assumption that underpins the conventional Open Access model – but also as "potential colleagues", working with us as part of the community which produces new scholarship. The irony of the situation is that we already possess the tools to allow us to embrace this New Mertonianism. Not only is the barrier to (online) publication now very low, websites which are built on blogging engines also come with extensive



commenting tools as standard. Writing a paper and distributing it to reviewers has never been simpler, in theory – Post it online and wait for the comment sections to fill up.

While there are plenty who have sought to move the academic publishing model in this direction – including Networked Researcher itself, [HASTAC](#), or [Digital Humanities Now](#) – there is still some way to go before publishing research outputs in blog form takes the place of submitting to journals. Much of this is down to the issue of credibility, and fear of the dreaded REF. You may want to get your paper out to the world ASAP, but if you're working for a research institution, it's inevitable that someone in the higher echelons will warn against it. Self-publishing papers online happens, but it tends to go hand-in-hand with more traditional journal submission. David Gauntlett of the University of Westminster [freely admits](#) that he prefers blog posting (short) research findings, using the conversational nature of the medium to feed into book-length research, but that the pressures of the REF have driven him to submit to a journal. If a member of staff at an institution which was [the highest ranked media and communication research unit in the 2008 RAE](#) feels pressured to follow the traditional journal route, then those of us lower down the academic food chain are forever at their mercy.

(What might be done to facilitate online publication as an alternative to journals is, perhaps, a more important discussion. It's not one that I'm going to get into here, but may try later in the week).



Open Access: Inspiring a More Democratic Future, by Lori Beth De Hertogh

I first got excited about open access and what it can do for both academia and the public at large after hearing David Parry speak at the [2012 Computers and Writing conference](#) at North Carolina State University. During his [keynote address](#), Parry argued that much of the academic publishing industry enforces “knowledge cartels” which control the flow of information and “reproduce and concentrate power” (3). Parry also argued that individuals who produce scholarly work (whether in the sciences, humanities, or elsewhere) have a social obligation to make that work freely available to the public.

Long before hearing Parry’s address, I had felt uncomfortable with the way many academic journals disseminate knowledge and how that process limits access for a significant number of individuals. Fortunately, Parry gave me a framework for articulating that discomfort. He also introduced me to the potential that open access (OA) has for democratizing knowledge and information. One of the neatest things about Parry’s speech, however, is that I heard it only months before beginning a Ph.D. program in Rhetoric and Composition at Washington State University. The timing could not have been better as I am now in a position where I must determine not only the kinds of scholarship I want to produce, but also where I want that scholarship to end up.

Just recently, for instance, I finished a short article in which I argue that university writing classrooms must encourage students to use not only written and visual texts for argumentation, but to also tap into the multidimensional aspects of visual communication. The impetus behind this argument came not from a scholarly source, but from a childhood learning experience with my father. As I looked for an academic journal to publish the piece, I kept asking myself “*Wouldn’t it be ironic—even hypocritical—if my dad couldn’t read the article because he works outside of academia?*” I chafed at the thought.

And so I began to seek out open access journals that would provide the opportunity for someone like my father (or anyone for that matter) to read the piece should they want to. Fortunately, my article was accepted by an OA journal. It is likely, however, that had I not heard Parry’s speech or begun to articulate for myself a personal ethic rooted in the idea that everyone should have access to scholarly materials, my piece might have ended up behind password-protected doors.

The point I’m getting at is this: we need more people like [David Parry](#) to call our attention to the undemocratic nature of traditional academic publishing as well as to the potential that open access has for undermining this discriminatory system. Maybe that’s an obvious statement, but I can say from personal experience that had I not been at Parry’s keynote address only six months ago, I would still have a naïve, uncritical attitude toward the academic publishing industry, despite spending the last decade in Higher Education.

So as the open access movement continues to grow, advocates for OA need to work harder and more creatively to ensure that everyone within academia understands how the decisions we make as scholars have the potential to shape who does or does not have access to our research. Whether or not individuals outside of university settings want to read that scholarship is unimportant; what is important is that *they have the right to do so*, especially if that scholarship is produced within publicly-funded institutions.

Works Cited

Parry, David. “[Knowledge Cartels versus Knowledge Rights](#).” *Enculturation* (2012): 1-7. Web. 10 Sept. 2012.



Open Access and Money

Where is Open Access Headed? Follow the Money, by Joseph Kraus

It is clear that major research funders (such as the [National Institutes of Health](#) in the United States and the [Wellcome Trust](#) in the UK) have a large stake in the publication process. They are starting to highly recommend (or require) to the researchers who they fund where they should publish their work. If researchers accept money from organizations that have publication demands, then the researchers will try to abide by those rules.

The administrators who hold the purse strings are starting to see that there is greater value in [Open Access](#) (OA) outlets where anyone with an Internet connection can download, read and use that research. It doesn't make sense for the funders to let this research hide behind subscription journal paywalls. Some administrators see that publication in just about any Open Access journal is better than publication in a prestigious, but closed access journal. In these cases, the funders will pay for an author-side publication charge, often called an APC. [The image above is CC-BY-SA from <http://www.flickr.com/photos/68751915@N05/>]

If the researchers do not wish to publish the research in an Open Access Journal, then they could consider [archiving](#) the peer-reviewed version of the resultant article(s) to a green OA repository. Most likely, this would satisfy the requirements of the research funders. In the UK, the [Finch Report](#) makes financial recommendations concerning how public money should be used to support greater access to the research literature. This will [take effect in 2014](#).

However, not all research is funded by large organizations with public money. There is a large amount of research that is conducted in the social sciences and the humanities where researchers may not receive research grants. (This is also true in the sciences, but it is less severe of an issue.) In these cases, researchers could consider submitting their research to one of many OA journals that do not have an author-side publication charge. In fact, most (about 70%) Open Access journals do not have author charges. Many of these journals are funded with donations or support from organizations who wish to provide greater access to research. If one wishes to find a good Open Access journal in a subject area, you could use this [directory](#).

Some may wonder about the effects of Open Access on smaller societies. Many small societies depend upon subscription revenue to support their organizations. In response, interested people should read "[The challenge for scholarly societies](#)" by Cameron Neylon. In it, he noted:

As the ratchet moves on funder and government open access policies, society journals stuck in a subscription model will become increasingly unattractive options for publication. The slow rate of progress and disciplinary differences will allow some to hold on past the point of no return and these societies will wither and die. Some societies will investigate transitional pricing models. I commend the example of the RSC to small societies as something to look at closely. Some may choose to move to publishing collections in larger journals where they retain editorial control. My bet is that those that survive will be the ones that find a way to make the combined expertise of the community pay – and I think the place to look for that will be those societies that find ways to decouple the value they offer through peer review from the costs of publication services.



As we move forward into the Open Access age of scholarly publishing, we will see even more versions of funding models. The short-term future might feel a little bit like a [roller coaster for many publishers](#) and scholarly societies.

Hope you enjoy the ride.



Patronage, Money and Access, by Niamh Thornton

First, I feel I must start with a disclaimer: despite the title, I am not an economist. I am a Latin Americanist. I share many of the opinions of the bloggers so far, that material should be free and available to access online. Behind this lies the question of money. The questions I want to reflect on are: who already funds much of the costs of publishing and who will do so in the future?

In response to the first question, I want to give two (fairly) recent examples of my experiences with publishers. In February 2012, a resource came to my attention: a database of classic Mexican film. The publishers were offering a free trial to encourage scholars and institutions to subscribe to their service.

There is no doubt that the service is excellent and it took many hours of labour to produce this material.

In a [blog](#) I wrote about it I asked why something that is freely available in Mexico City, if you walk into the archives, can be monetised online by a privately owned company? In June 2012, I received an email from the acquisitions editor of the archive providing me with good reasons why the archive should be paid for:

“While I realise that scholars benefit from free access to primary sources, someone needs to pay the bill for organising and managing a project like this, securing all permissions, selecting the materials to be included (with help of a paid specialist editor), digitising the magazines, creating metadata, building a platform, and making librarians and scholars aware of its existence through advertisements, mailings, etc. From idea to publication, this project has taken more than four years. Increasingly, governments are cutting funds for digitisation projects.”

I quoted his email in its entirety (with his permission) [here](#). He is asking a key question: if funding is in crisis everywhere, particularly in the university sector, which has cut back on archives and often cannot provide sufficient resources (time or money) for staff, who pays the bill?

The second example is a recent conversation I had with an academic publishing house. It is specialist and relatively small scale. I spoke to an editor about the possibility of selecting a number of articles from a journal I co-edited in order to turn it into an edited book. The transformation from one to the other may seem strange, so I shall explain the journal. It was a peer-reviewed journal that we decided to publish ourselves. It began in 2001, which was before online publication was on the cards and, subsequently, my fellow editors put up resistance to it being converted into an online journal because of the lack of prestige (up to very recently) of such a model. We published 5 issues and struggled with distribution. This was difficult and demoralising. For other reasons, we have decided to call it a day, but to try and get a wider readership for a selection of the articles. This is where I found myself speaking to an editor about this book. She was open to the possibility, gave me some advice on what appeals to her editorial, and spoke about a possible market. She also had some reservations and said that it would probably need a €2,000-3,000 subvention. Each time we printed the journal it cost us €500-600. Therefore, presumably, the editorial oversight and distribution costs the remainder. This is not the only editorial we are going to contact, nor is this sum a *fait accompli*, however, it is an interesting amount and brings me back to: who pays the bill for all of this and, further, what are we paying for?

It takes time, expertise and money to publish commercially. It also relies on much free academic labour, or put differently, labour that is subsidized by the current patronage of the universities. What can the new model look like so that it is open, democratic and fairly remunerated for those whose knowledge and skills are required at different stages of the process?



Open Access: Global Perspectives

Open Access in Indonesia?, by Kathleen Azali

I have enjoyed and used the fruits of various Open Access works and initiatives, but to the best of my knowledge, there is not yet an established, comprehensive Open Access initiative in Indonesia. (Googling “Open Access Indonesia”, I found an [Indonesian Open Access Initiative, unfortunately last updated four years ago](#).) In this writing, I am going to write down some observations and thoughts, based on my own modest experience navigating scholarly publications in Indonesia. Hopefully this sketch can contribute in mapping out the conditions and potentials of Open Access in developing worlds.

In Indonesia, we are seeing a number of Open Access initiatives growing in many forms, such as Open Access journals, archives of back volumes of journals, institutional repositories, and the development of Open Courseware. As of the time of this writing, [40 Indonesian Open Access journals are listed in the Directory of Open Access Journals](#), out of [the 245 Scientific Journals in Indonesia](#). Some researchers/institutions also self-archive, compiling and archiving their writings online using their own personal websites/blogs, or services like academia.edu, slideshare, and issuu. These initiatives seem to be slightly sporadic. They may or may not be aware of Open Access movement, but the underlying aspiration seems to be similar: to increase exposure and use of published research. Publishing academic literature in open access mode also increases awareness and access to knowledge about less-heard developing nations like Indonesia, produced by the researchers, and thus advances the scholarship.

Like many other developing countries, most Indonesians face barriers in accessing scholarly literature. Internet access, while rapidly growing, is still distributed unequally along class and geographical lines. Except for a number of elite institutions, most students and universities cannot afford the cost of access to peer-reviewed journal databases. Access to some international journal databases is usually obtained through the Ministry of Education and Culture, General Director of Higher Education (DIKTI). To each university, DIKTI then assigns one single user login, which can be obtained from the university library. All students, lecturers and faculties must use the same login to access these databases, so DIKTI can monitor and compare the use of every database across various universities. Theoretically, sharing these login details outside the assigned university is prohibited, but I have seen various login details circulating through emails, mailing lists, Facebook groups, notifications pinned on billboards, during class, and so on.

[Outside the scant number of databases made available by DIKTI](#), access to additional databases—like JSTOR, Elsevier, Wiley—is limited to a handful of elite institutions which can afford single subscriptions. Unlike most universities in Indonesia, they usually also have reasonably good information provision infrastructure that support scholarly communications. Sharing accounts and passwords is a pretty common practice, however. Students and faculties with better access—usually built when they study overseas—tend to share their login details to their friends and colleagues back home.

Considering the potential advantages and barriers, I believe a more systematic Open Access movement needs to be implemented, appropriated to Indonesian context, to increase its visibility and access, to ensure that the open access data is not repeatedly limited to the privileged, educated few in Indonesia. But how do we get there? I don’t know the answers either, but these are random thoughts that I hope we can further brainstorm and refine together.

A declaration, or a launch of Open Access Indonesia is perhaps necessary, to build a framework for



developing open access systems that can be implemented and continuously adopted across the archipelago. However, a careful research and structuring, working together with related communities, institutions and researchers, both local and international, need to be carried out prior to the public launch. (Perhaps the launch of Creative Commons Indonesia can be a good case study—it is being launched next month during [the Creative Commons Asia Pacific Conference](#), having actively worked and networked with various institutions beforehand.) The application needs to be rooted in its local contexts, but it also needs to consider global impact and legitimacy. Unfortunately research publications published in the periodicals of developing countries do not yet accord the legitimacy and attention in the international, or even local, research community, particularly considering the lamentable state of academic journals in Indonesia.

An Open Access condition can be applied selectively as a formal requisite to publicly-funded research, to ensure wider dissemination, transparency, more research productivity, discovery and advancement. Digital divide is still a very real issue, but Internet access is rapidly improving in Indonesia, although most people access the Internet through their mobile phones. (Mostly due to Facebook and Twitter usage, and the price of personal computer that is mostly beyond the means of an average Indonesian.) But as Suber (2005) noted, while bearing in mind and attempting to resolve these technological conditions, we also have to actively communicate and spread the benefits of Open Access, particularly to persuade relevant institutions such as universities, libraries, funding agencies and governments to adopt Open Access-friendly policies.

Open Access has the potentials to make the research from developing countries more visible to researchers from around the world, as well as making research elsewhere more accessible to them (for a case study in India, see Ghosh and Dash (2007)). I must also add that in Indonesia, we tend to be more familiar with research and researchers published in English language. Publishing in Open Access journals and archives will help us to integrate the lesser-known research into an accessible global knowledge base, and increases opportunities for collaborations.



OAWeek all year long: Wikipedia and Mexican Universities, by Silvia Gutierrez

I coordinate a wanna-be digital academic editorial project. We have not achieved our goals. But we are on our way.

Our aims, do something between Steve E. Jones's [RomanticCircles editions](#), [Orsai's Blog](#) and [Academia.edu](#).

That means: high quality editions (enriched by something like TEI markup) *plus* an active role of readers *plus* connected research.

I dream this to be online, free, and written in a delightful, understandable, “shareful” language.

I was breaking my head.

I still am.

But then I remembered Wikipedia.

It certainly does not have *all* of this requirements but it does have a few. Plus, everybody reads Wikipedia.

So I was planning to send a letter to [Jimmy Wales](#) when I suddenly remembered there was a Wiki-something going somewhere in Mexico City, that is, in the epic Autonomous University of Mexico ([UNAM](#)).

That wiki-something is called [Wikimedia Foundation](#) in [Mexico](#).

And that thing going on was the [Wikipedia Student Club](#) at the Faculty of Philosophy and Letters (as a literal translation of [Facultad de Filosofía y Letras](#)... someone help me the translation of this one)

So I mailed them.

And they answered.

Next thing I know, we're meeting up with my now heroes –Ivan Martinez and Carmen Alcázar- at a Starbucks near UNAM in Mexico City talking nonstop of all the Wikipedia stuff that could be done if we only worked together:

- An archive with unbelievable images of the incredible [Anthropology Museum of Xalapa](#) in the context of the GLAM-initiative (Wikipedia's collaboration project with Galleries, Libraries, Archives and Museums)
- Promote the public and university libraries as a space of shared research and home of edit-a-thons (workshops where a lot of students work together with librarians and professors in order to edit or create articles in a given subject)
- And what is more important, making an agreement with Wikipedia would mean that a step would be given in the path to creating intern politics which would help create a kind of scholarship and teaching heading for the creation of open knowledge:
 - What if instead of writing essays that take students two months of hard work for one reader (the professor) a bunch of them worked together with the purpose of creating or



translating one Wikipedia article?

- What if instead of taking photos of the [Día de muertos](#) (the feast of the day of the dead) in [Naolinco](#) for a photography class and archiving in a personal computer you could share them with the world through Wikimedia Commons?
- What if the [Intercultural University of Veracruz](#) -which is richer than any by the means of its pluricultural constitution (80% of the students come of indigenous communities and 60% still speak their native languages)- what if this University shared the content they produce in the original languages of their students?

There has always been “we” in the “I have a dream” famous speech. And that is what is going to make this project work. I’m sure about that.

Open Access in Ireland, by Giorgio Guzzetta

I am kind of new to Open Access and I am learning quite a lot reading interventions at this unconference (a summary of the different posts with some comments is [on my blog](#)). A few days ago I was in Dublin for the workshop [Realising the Opportunities of Digital Humanities](#) where they presented the Irish [National Open Access Statement](#), a new document prepared by the National Steering Committee on Open Access Policy. To contribute to this unconference I will discuss the document in reference with what other participants have said.

The document aims to “promote unrestricted, online access to outputs [“peer-reviewed publications, research data and other research artefacts which feed the research process”] which result from research that is wholly or partially funded by the State”. Obviously this is only a part of the research that is produced, and also the issues discussed in the document do not directly refer to the problem of networking which are part of the unconference. But being this an official government endorsement of OA, I think is worth reading nonetheless.

The definition of open access that they used is provided by the Open Society Institute, in a document known as the [Budapest Open Access Initiative](#) (BOAI, first published in 2002, then 2012):

...free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

Apart from this general statement, there are a number of interesting set of principles that address some, if not all, of the issues highlighted during the unconference. I made a short list of those, linking them to relevant part of the document.

Brian Kelly

- Putting papers online (like in a repository) is only part of the job. There is a need to facilitate discovery and access to the paper as well
- Creating network around research interests, with links to relevant papers

Obviously this should be a duty of the essayist, but it seems that the guidelines of the document create a framework and encourage academic writers in this sense

Peer reviewed journal articles and other research outputs resulting in whole or in part from publicly-funded research should be deposited in an Open Access repository and made publicly discoverable, accessible and re-usable as soon as possible and on an on-going basis.



All research organisations, including research performers and research funders, should assist in the gathering, organising, and disseminating of Open Access metadata in standard formats for all new and old publications. Publishers should be encouraged to cooperate with this effort.

Stian Haklev

- Accidental and intentional OER – Open Educational Resource
- Three purpose of OER – direct use, reuse and transparency
- multilingual and multicultural environments

This policy is designed to support the free flow of information across national and international research communities; to support the principle of research-enabled teaching and learning and the generation of Open Educational Resources (OER); to contribute to Open Innovation through richer and more effective knowledge transfer and diffusion; and to support greater transparency, accountability and public awareness of the results of publicly funded research.

A repository is suitable for this purpose when it provides free public access to its contents, supports interoperability with other repositories and with other research information and reporting systems, is harvestable by national portal/s and international aggregators and takes steps toward long-term preservation.

Joseph Kraus

- Follow the money to understand what will happen to open access in the future
- Major funding bodies tend to impose rules on researcher regarding where and how publish their work
- Pay an author-side publication charge (APC)
- publish in an open access journal who does not ask for an APC
- Hopefully more alternatives and more approach to funding will be available in the future

This policy confirms the freedom of researchers to publish wherever they feel is the most appropriate.

Researchers are encouraged to publish in Open Access Journals but publishing through Open Access Journals is not necessary to comply with this Open Access policy. Payment of additional Open Access charges through the 'Gold' Open Access model is not necessary to comply with this policy.



Researchers and their research funding agencies may choose to pay for this option. 'Gold' Open Access complements, but does not replace, the procedures for deposit in an Open Access repository required by this policy.

Research papers published in Open Access Journals must also be deposited in an Open Access repository in the same way as other publications.



<http://www.networkedresearcher.co.uk/>

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Omne tulit punctum qui miscuit utile dulci — Horace