

Open Innovation Leaders

Important links

- [Participant handbook](#)
- [Program website](#)
- [Code of Conduct](#)
- [Syllabus](#)
- Cohort Call Schedule:
 - Cohort A: [Wednesday 14GMT](#) / [Monday 11GMT](#), beginning Feb 5
 - Cohort B: [Thursday 22GMT](#) / [Thursday 19GMT](#), beginning Feb 6

Metrics Literacies

Stefanie Haustein

Summary

Scholarly metrics, such as the h-index or impact factor, are widely applied in academic tenure and funding decisions, but often inappropriately. The quantification and oversimplification of research impact harms all scholarly disciplines by creating adverse effects, such as self-plagiarism, gratuitous self-citation and honorary authorship. This project aims to reduce the misuse of metrics and adverse effects by improving understanding and use of scholarly metrics across academia. Specifically, it seeks to support researchers and research administrators in developing metrics literacies—an integrated set of competencies, dispositions and knowledge that empowers individuals to recognize, interpret, critically assess and effectively and ethically use scholarly metrics.

The project brings together an interdisciplinary team of bibliometricians, science communicators, media producers, and education technology scholars. Leveraging subject expertise of research evaluators and technical expertise of film producers, Youtubers and podcasters, we will produce, test and disseminate multimedia resources that explain scholarly metrics in an efficient, effective and engaging manner. Based on Mayer's cognitive theory of multimedia learning, the resources will combine auditory and visual elements to reduce the load for a single channel. The h-index, one of the most popular scholarly metrics, will be used as a case study.

Embedded in the Knowledge to Action (K2A) framework, the project will be executed in three phases, by three teams: In *Phase 1*, graduate students will create resources in different formats (e.g., video, podcast) with input from the bibliometrics expertise and support from the media production team. *Phase 2* will focus on testing the effectiveness of the multimedia material as learning resources, using an experimental research design. In a randomized control trial, participants will be exposed to one of the three multimedia resources or a text document, the traditional modality of scholarly communication. Participants will include emerging and established researchers, librarians and research managers, who will be surveyed three times: once before and after being exposed to the material, and then again one month later. The quantitative approach will be complemented by semistructured interviews asking participants to provide qualitative feedback.

In *Phase 3*, the community outreach team will publish and disseminate all educational resources online using a CC-BY license. In addition to supporting knowledge mobilization, this step will allow us to identify the most engaging resource(s) by measuring their online popularity (i.e., number of views, downloads and social media engagement). Our project will make empirical and practical contributions to bibliometrics and multimedia education. By developing, testing and distributing effective, engaging resources on the h-index, it will help improve metrics literacies among academics and research managers.

For more information, [here](#) is the proposal submitted to the SSHRC Insight Development Grant competition.

Week 1: Introduction

Cohort A

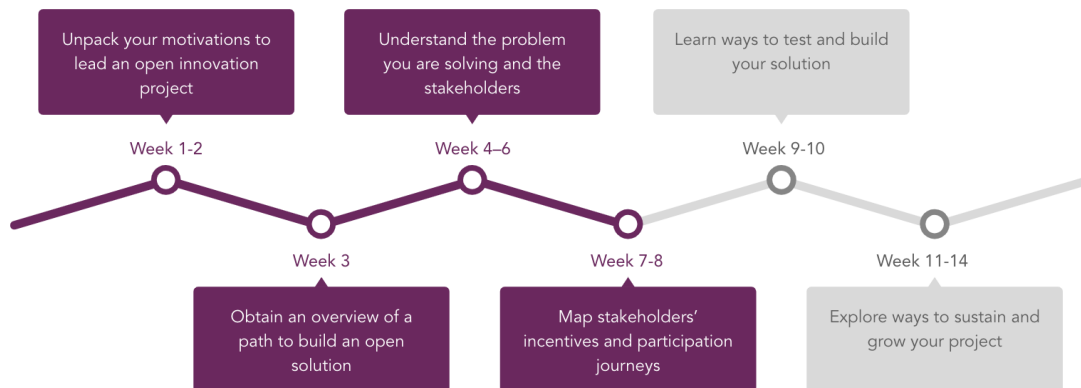
- Emmy / Cambridge, UK / she, her / eLife Innovation / 🔥
- Gavin McStay, Stoke-on-Trent, UK, he/his, Staffordshire University/ Biomed News
- Antonio Schettino/ Rotterdam, Netherlands / he/his / Erasmus University Rotterdam
- Lana / Sony CSL Tokyo, JP / she / Mimosa project
- Harshil / India / he / DataViz /
- Stefanie Haustein / Ottawa, Canada / she, her / Metrics literacies / gif:
<https://gph.is/15RTH5Q>
- Ding / Copenhagen, DK / he / Eco-computing / Beginning
- Edward Wallace / Edinburgh, UK / he / tidyqpcr / feeling mid-afternoony
- Loek Brinkman / Utrecht, the Netherlands / Open Science Communities

Learning goals

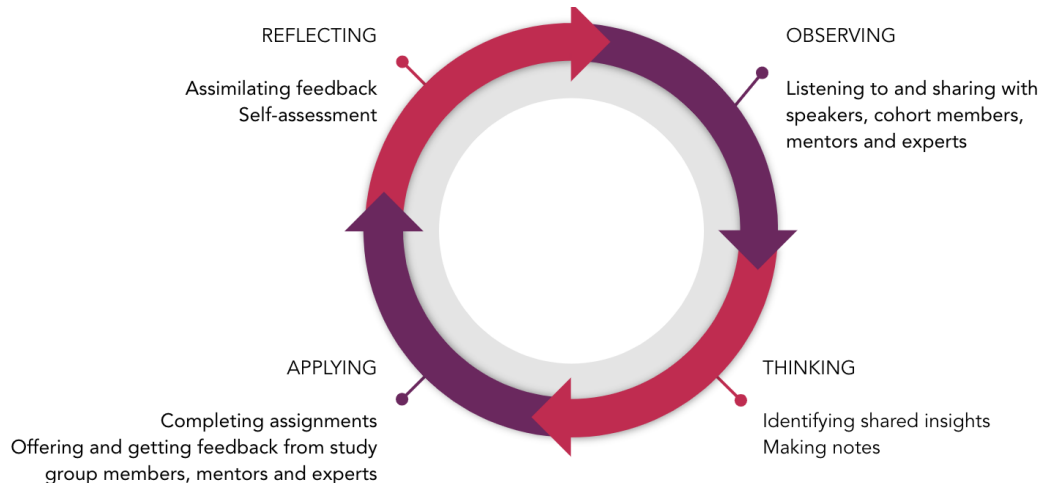
- Questions
 - Why do you want to become a leader?
 - Randomly saw the call on Twitter and thought eLife and open innovation would be a perfect fit for the Knowledge Mobilization of my Metrics Literacies project
 - The application process was simple enough that I could apply without spending too much time on it. I really liked the idea of exchanging with other people in the open science space and getting a mentor that will help you with planning your project.
 - Who and what can help you learn on this journey?
 - My mentor Lauren Maggio has the perfect background in library and information science and education of health professionals and academics. I'm super thrilled to get to ask her for advice and also learn from her experience as a professor of medicine and health professions education with a LIS background.
 - The cohort is great to network and hear about other projects in the open science space!
 - The visibility of the program and people might help to make my open educational resources on scholarly metrics go viral - that's the dream at least ;)
 - What is leading open?
 - Being transparent and sharing experiences and knowledge
 - Sharing for greater benefit and knowledge mobilization
 - Practicing open scholarship (I prefer *open scholarship* to *open science*, because it is more inclusive of the arts and humanities and non-STEM fields)
 - Open leaders design and build cultures, organisations, and projects that empower people to collaborate in inclusive communities
- Objectives

- Get to know each other! ✓
- Unpack your motivations to innovate open and lead open ✓
- Understand your strengths, sources of power and areas for learning as an innovation leader, and how you can get there through this learners' journey (through community interaction) ✓

Your learner's journey



Your learning cycle



- Open by design
 - Intentional, ordered, strategic, process-based, inclusive, open for revision.
 - Practising openness in governance, content-development, and information-sharing.
 - Supporting openly licensed and shared work with everything openly licensed and shared practices for governance, collaboration, delegation, and conflict resolution.

- When everything is open by design, people have a clear idea of how to be in an inclusive, collaborative community with others, how to get help, and how to recognise one another and their contributions.

Sources of power

- Which sources of power do you personally draw from? ([descriptions here](#), [Slides](#))
 - Collaborative power:
Community (including building your own community) can be a source of power (but might also drain energy)
 - Ideological power:
believing in open scholarship
 - Structural power:
people who make tools have power over what & how they are used, whether or not that is best practice
 - That's why it's so important to use UX/design thinking: designing with the user in mind!
 - Cultural power can make people do things in a different way, countering structural power that can create "stereotypes"
- Looking at the community you're designing for, who has power?
 - Academic reward system ("publish or perish", pressure to be productive, tenure)
 - Scientific journals
 - Scholarly metrics, especially simple and flawed ones (h-index, impact factor, university rankings)
- Who should have power, but doesn't yet?
 - Academic community:
they don't realize that they do in fact have the power to change the system; instead they (or better: we) are so driven and controlled by the academic reward system

Assignments

- Has your mentor contacted you? ✓
 - Yes, Lauren and I met and got to know each other on 5 February
- Have you scheduled a chat with Emmy? ✓
 - Yes, meeting with Emmy on Friday, 7 February
- Remember to join our [Slack group](#)! ✓
- Sources of power analysis ✓

Sources of power analysis

For your project, think about what sources of power you could draw from; and looking at your community, who should have power, but doesn't yet

- Knowledge mobilization process (Phase 3 of [Metrics Literacies project](#))
After creating (Phase 1) and testing (Phase 2) the open educational resources on the h-index, the OERs need to be disseminated to researchers (doctoral students,

postdocs, senior researchers, pre-tenure and tenured professors) and research administrators (research managers, policy makers, librarians)

- Stakeholders

Directly engage stakeholders to share OERs in their communities

- Research administrators/facilitators - *they hold most power cause they apply/misuse metrics*
- Researchers - *they hold power as a community but rarely use it to change the system*
- Bibliometric experts - *they should take more responsibility for educating the users of the metrics they produce*
- Science communicators and educators - *they have the tools to communicate complex issues to a wider audience*
- Librarians - *scholarly communications or research impact librarians need support, skillset and OERs to educate researchers*

- Metrics databases/providers - they hold the most power IMHO

Disseminating OERs via platforms that provide metrics to reach metrics users

- Web of Science
Already contacted, they are interested and might finance a competition
- Crossref
Already contacted, they are interested and might finance a competition
- Scopus
- Google Scholar
- Dimensions

- Publication venues

Disseminate the OERs by writing about the project/need for metrics education/reducing misuse and adverse effects of metrics

- The Chronicle of Higher Education
- University Affairs
- LSE Impact blog
- eLife?

Week 2: Values & visions

Cohort A

- Emmy / Cambridge, UK / she,her / eLife Innovation Leaders
- Naomi / Edinburgh, UK / she,her,they,them / eLife (speaker)
- Stefanie / Ottawa, Canada / she, her / Metrics literacies
- Lana / Tokyo/ she / Mimosa
- Edward / Edinburgh, UK / he, him / tidyqPCR
- Sam/ Edinburgh, UK/ he, him/ tidyqPCR (with Edward)
- Antonio / Rotterdam, NL / he, him / Open Science Communities
- Aidan / Heidelberg, Germany / he,him / EMBO Solutions GmbH
- Tomas Uppsala as soon as you let me in :-)
- Loek / Utrecht, the Netherlands / Open Science Communities
- Ding / Copenhagen, DK / he / Eco-Computing for Bioinformatics
- Gavin / Stoke-on-Trent, UK / he / Biomed News

Learning goals

- **Value mapping**
 - Looking at your participation in this programme, which of these following aspects is the most important? What is the second important? What is the least important?
 - Develop a sustainable project
 - Open up your project
 - Acquire new skills, e.g. technical, communications
 - Personal growth, e.g. leadership, resilience
 - Meet new people and build networks
 - Contribute to other open projects
 - Get funding
 - Advance your career
 - Get a shared terminology with people who are more specialised in their focus on open science.
 - What is the most important value(s) for you?
 - meet new people and build networks / develop a sustainable project / contribute to other open projects
 - What is not so important at the moment...?
 - acquire new skills, advance your career
 - Looking at the lists above, what values do we have in common?
 - Meet people
 - Acquiring new skills
 - Almost no one looking for funding (?) - money can come bound to some additional conditions, but can also be used as a mean to get time and resources!
 - Where do they differ?
 - Advancing career

- Anything you find surprising?
 - I Did not know it could help with funding. But As the previous speaker, I don't need it but could it help someone to join it would be nice. Something that however would help is an alumni page and updates on peoples progress so that we can show how all this help us achieve our aims in future grant applications
 - Funding to develop sustainable projects
 - Can you prioritise advancing your career and pursuing open science in the current academic environment?
 - EW: that depends if your institutional culture/leadership values open science and includes it in career advancement decisions.
- **Establishing a shared vision** (Presentation and [slides](#) by Naomi)
 - Build a framework to facilitate contribution, but may need to be facilitated
 - Mozilla's [Theory of Change](#)
 - Once you have a vision, use it! In communications and as a tool. Building the vision with the group you're working with is a great community building exercise too (a reason to prioritise this :))
 - Conversations (1-to-1, small groups). To move beyond you & other project person, find your small first-adopter group & engage them. If your project doesn't resonate with them, you're either looking at the wrong user audience or your project vision needs work
 - Motivating users to contribute actively
 - If there's anything you think is steep / a big job, I would recommend working out how to break it down in some way
 - "engagement curve": ask people to start small, so they become more invested (see book "[Influence](#)") and better prepared to take the next (more involved) step
 - Example: ASAPbio ambassadors (here's the tool I worked with: <http://www.theglueproject.com/2012/07/19/how-to-ramp-people-up-the-commitment-curve/>; here's my notes about this process in a [Medium blog](#)).
 - Treat vision statement like a Code of Conduct and repeat it at every opportunity: at the top of meetings, in the header for shared documents, as the twitter bio for your project, etc. If your shared vision makes a good tagline for t-shirts, stickers, etc as well, even better. The fewer and simpler the message is, and the more you use it, the more likely people will engage and remember it. (Like a good advertising campaign!)

Assignments

- Has your mentor reached out to you? If not, please let Emmy know ✓
- Draft a vision statement for your project ✓
 - A vision statement states the current and future objective of the organisation/project
 - Questions that may help:
 - Where do you see your project in two years?

- What are the changes/solutions that your community may want to see in two years?

Metrics literacies vision statement:

To improve the understanding and appropriate use
of scholarly metrics in academia.

- Measuring success of ML project:
 - Fewer hiring, promotion and grant committees use h-index
 - RPT guidelines focus less on metrics, rankings and numbers and more on quality
 - If metrics are used, flawed indicators, such as the h-index or impact factor, are replaced by state-of-the-art bibliometric indicators (e.g., field-normalized citation rates, percentiles) and multiple measures instead of one dimensional rankings
- Share your draft statement with your mentor and your study group, and give feedback to your study group members' drafts! ✓

Week 3: Roadmap

Cohort B

- Emmy / London, UK / she,her / eLife Innovation Leaders
- Daniela / Portland OR, USA, she,her / PREreview / Twitter: @Neurosarda @PREreview_
- Sara M/ London, Canada/ she,her/ MouseBytes
- Mariana De Niz/Lisbon/she,her/
- Raoni / Brooklyn NY, USA / he, him / BugDoc
- Stefanie Haustein / she, her / University of Ottawa, ScholCommLab

Learning goals

- Think about a product that you use on a regular basis
 - What is it?
 - Zotero
 - How does it solve your problem?
 - Manages references
 - Automatically fills in bibliographic metadata
 - How do you feel about using it?
 - Feel good about using open source
 - Why use it over other available products for similar purposes?
 - It's open source vs. proprietary software (e.g., Mendeley by Elsevier)
- Roadmapping
 - Daniela's [slides](#)
 - [Open canvas template](#)

Assignments

- Build a project roadmap for your project
 - Use your vision statement as an endpoint
 - You can read about developing an open roadmap [here!](#)
 - Pick 1-3 milestones between now and that endpoint.
Milestones (before July 2020)
 - 1. Create h-index brief
 - 2. Instructions for video production
 - 3. Create survey draft
 - 4. Develop interview guide
 - 5. Prepare REB application
 - 6. Start producing stop-motion video
 - List tasks to complete for each milestone.
H-index brief
 - Write up brief and back up with references
 - Develop storytelling and personas

- Get feedback from internal bibliometric expertise team
- Get feedback from subject experts
- Improve writing with internal SciComm team
 - Readability score: Flesch Kincaid..

OER instructions

- Develop personas
 - Maryam Hashemi, 34
Female ECR from Iran looking for a TT position in Canada in the area of biotechnology or medicine
 - Paul Clark, 52
White male middle-aged tenure track professor in a social science / humanities discipline (e.g., History, Anthropology, Economics):
- Compile list of features that should be included
 - Storytelling
 - First person vs. third person
 - Focalizer

Developing survey

- Pilot testing
 - Select experts?
 - Think aloud?
 - Lauren will send resources for survey development

Develop interview guide

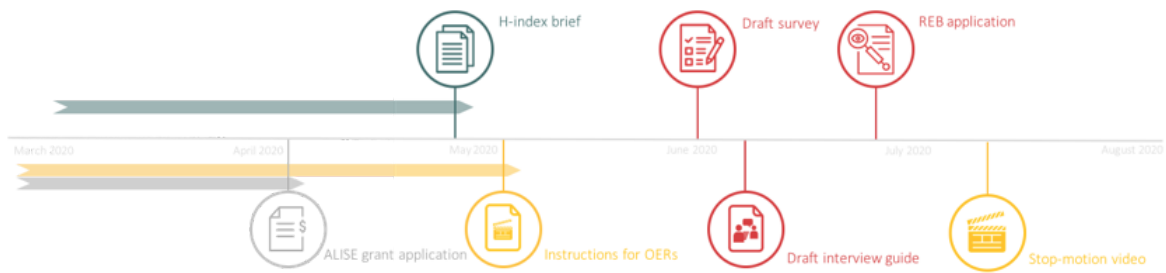
Preparing REB application

- Examples from uOttawa, because they are so specific (ask Kelly?)
- Consent form needed? (as first page of the survey?)
(*focus on burden on participants: time for participants*)
- Contact REB to ask if OERs yet needed to start process

Producing stop-motion video

- Create storyboard/script
- Book videolab @CRX
- Film stop-motion video
- Cut
- Edit audio





- Discuss this with your mentor– specifically the tasks before the end of the programme. ✓
 - Construct a [causes diagram](#)
- [Cause diagram draft](#)

Week 4: Understanding the Problem

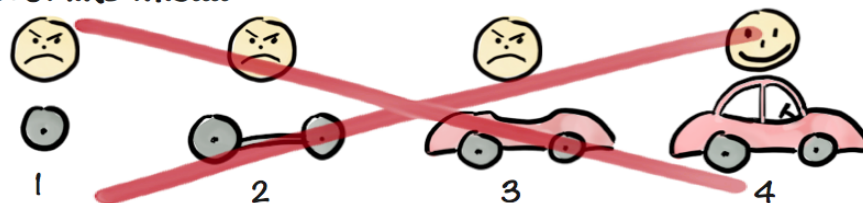
Cohort B

- Emmy / Cambridge, UK / she,her / eLife Innovation Leaders
- Sara El-Gebali/she,her/ACMHI
- Sejal / She, her / NYC
- Lilly Winfree / Austin, TX / she,her /Open Knowledge Foundation + Frictionless Data / lilly.winfree@okfn.org twitter: @lilscientista
- Stefanie Haustein / Snowy Ottawa, Canada / she, her / uOttawa | ScholCommLab
- Wai-Yin / Los Angeles / NEON browser
- Raoni / Brooklyn / He, Him / BugDoc
- Gaby / Asuncion / She her / Friendbot
- Sara/ London, Canada/ she, her/MouseBytes

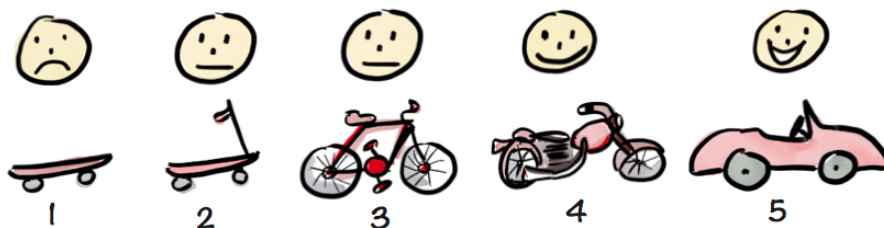
Learning goals

- Questions
 - What is the problem that I am trying to solve?
 - How do I understand this problem more fully?
 - Are there already other solutions out there, and if yes, why do they not work?
 - What does a 'good' solution look like?
- Objectives
 - Explore some methodologies for problem scoping and understanding
 - Learn to landscape
 - Define the problem to solve

Not like this....



Like this!



Henrik Kniberg

Assignments

- Define your problem and update your [open canvas](#) ✓
 - Summarise your problem in 2-3 sentences, try to cover the what, who, when, where and why
Scholarly metrics are being misused in academia leading to adverse effects such as salami publishing and citation cartels, which harm science.
 - Landscape and consider the solutions that already exist – why do they not work?
Some recent books (e.g., [Measuring Research](#)) and an online platform ([Metrics Toolkit](#)) have attempted to educate researchers and research administrators on the appropriate use of metrics in research evaluation. However, they are all completely based on text, which is time-consuming to read. In a world where researchers complain that they cannot even keep up with the literature in their own fields, why would we expect them to also read bibliometric publications?
 - [Problem definition](#)

Problem definition

Project name: Metrics Literacies

What is the key issue that you are trying to address, and why is it important?	Who is it a problem for?	What social/ cultural/ technical factors shape this problem?	What evidence do you have that this is worth the investment?	Can you think of this problem in a different way? Can you reframe it?
Scholarly metrics are being misused in academia leading to adverse effects such as salami publishing and citation cartels, which harm science.	Researchers in all disciplines Research administrators (i.e., ScholComm librarians, research managers)	Academic reward system incentivizes simple metrics and quantification of science	Adverse effects of the misuse of metrics such as the h-index and impact factor More than a decade of experience doing bibliometrics and working as a research analyst	If we move away from meritocracy and rewarding productive and highly cited researchers, the quantification of science could be limited

[sta's Collective Intelligence Design Playbook](#) (shared CC-BY-NC-SA)

- Update the “Problem” of your open canvas

Open canvas

Project name: Metrics Literacies

Problem Scholarly metrics are being misused in academia leading to adverse effects, such as salami publishing and citation cartels, which harm science. This is because metrics users (i.e., researchers and research administrators) do not have access to effective and engaging educational material on scholarly metrics.	Solution Outline your proposed solution (Week 9)	Unique Value Proposition The OERs produced by the ML project will improve the understanding and appropriate use of scholarly metrics in academia and ultimately reduce the misuse of metrics. We are the first to make metrics education effective, engaging and fun!	
	Key Metrics How will you measure success? (week 10)	User profiles Who are you building this for? Who are your early adopters? (Week 5-6)	User channels Online on social media and via email through colleagues sharing the OERs. On the Metrics Toolkit and other partner websites.
Resources required SSHRC Insight Development Grant to fund the creation of Open Educational Resources (e.g., videos, podcasts, interactive resources) and the experiment to test the effectiveness of these resources.		Contributor profile What do your contributors look like? What expertise do they have? (Weeks 7-8)	Contributor channels How will your contributors find out about your solution? What would motivate them to contribute?

- Is your project not yet on GitHub / other open platforms? Please join us on the optional call next week! ✓

GitHub

Week 5: Understanding Users

Cohort A

I caught up via video: https://youtu.be/VoeBQ_YzhJ0

Name / location / pronouns / project

- Emmy / Cambridge, UK/ she,her / eLife Innovation Leaders
- Eriol / Bristol UK / they/them / eLife mentor and humanitarian designer
- Gavin / Stoke-on-Trent, UK / he, him / Biomed News
- Ding / Copenhagen, DK / he, hime / eBioNT
- Tomas/Uppsala, Sweden/ workflow interface
- Edward / Edinburgh, Scotland / tidyqpcr

Learning goals

- Questions
 - Who am I building a solution for?
 - What are my intended users' needs?
 - What motivates them to use my solution over others?
- Objectives
 - Explore how to conduct user research
 - Understand users' needs and channels of communication

Solution-user fit & user research (Emmy, 8 mins)

- [Slides](#)
- User research methods
 - Personal anecdotes
 - Interviews
 - Focus groups
 - Surveys
 - Card sorting
 - Usability testing
 - A/B testing
 - Any other ones?
 - Eriol: I have so many I could recommend! Here's a lovely little book that covers a lot of User Research methods:<https://www.amazon.co.uk/dp/B0785R9K78/ref=dp-kindle-redirect?encoding=UTF8&btkr=1>
 - Also, Gov.uk is good: <https://www.gov.uk/service-manual/user-research>
 - This is a great guide for doing lots of different kinds of Interviews: <https://www.amazon.com/Interviewing-Users-Uncover-Compelling-Insights/dp/193382011X>

Guest Speaker: User persona and stakeholder mapping, Eriol Fox

(10-15 mins presentation + 5 mins Q&A)

- [Slides](#)
- [User persona template](#)
- Notes
 - Useful, but could be misused for defence... it's tricky! We should be critical about it- they're not gospels, they're good guidance documents, but *not the ultimate truth*
 - What are they: description of a person/group - general profile of your users
 - Contains e.g. demographics info, location, income level, etc. depending on what you're trying to gather
 - Also includes anecdotal type info, story-based pieces of information that help you understand what you're creating and users' interaction better
 - Purpose of user personas: help direct development, keep you focussed, e.g. if you're designing a product for the scientific community, then a persona that is not in the scientific community is probably not relevant
 - User personas are a bit fluffy! There's no definition to what they are really, everyone adapts them and use them slightly differently
 - Why do we make personas: they help guide, they are also useful identify gaps in what you've captured: e.g. geographical location, how they approach problems, aspects that you haven't considered
 - Be careful if how you *use personas*, use them as a guide, don't use them as ground truth; there had been cases where there were discussions around how features don't serve certain personas... that's kind of not the point
 - How do we make them? We have a template - but there's really no standard
 - Emmy: +1, I took three templates from Mozilla and the internet and merged them (; feel free to adapt to your needs
 - Look at what info you need!
 - Make them together with your users! Often makes it less fictional and more real
 - Emmy: I really like this (:
 - User interviews: have users interview each other - give them a few starter questions, and hopefully they will be able to start coming up with those story-like questions
 - Sample your real life users (up to 10-ish)
 - Interview specific people- but need to be careful about data privacy and whether you can uniquely identify someone from the info recorded
 - Important points:
 - You're not your only user!
 - Get people to review your personas - crowdsource to identify gaps

- Who are the people that need more attention, user groups that are marginalised and underserved and underprivileged specifically needs more thoughts in general
- [Link to database of images/visual assets to use for different personas! See slide deck.](#)
- Can we systematically create personas - potential? Collect user info and feed through an algorithm to generate personas?
- Read the article on “bs personas” on Eriol’s final slide!
- Personas don’t have to be super neat, they can be done on paper, in groups, with sharpies and post-its
 - I really like this +1

Assignments

- Create some user personas for your project ✓
 - Brainstorm and try to answer these questions:
 - Who is an intended user in your community or on your project? Think of skills and attributes– but, since this is an imaginary person, also give them identifying details, a brief life story, etc.
 - What are that person’s motivations and needs? Think of what might draw them to your project, what value they would gain from it, how it fits into their long term goals.
 - Use [this template](#) to help you
 - Share this with your study group and mentor, and give feedback
 - We are already developing 4 personas with our research team. Detailed instructions (work in progress)

Maryam Hashemi

- 34 year-old female ECT from Iran
- Dark hair, brown eyes
- Distinctive feature: Clothes...,
- Looking for a tenure-track position in Canada in STEM or medicine (e.g., biotechnology or medicine)



George Clark

- 52-year-old white male tenured professor from a [Russell Group](#) university in the UK
- Gray hair, green eyes
- Is applying for a professor of the year award where he competes with other tenured professors from all faculties and departments



Paulo Barbosa

- 31 year-old male PhD student from Brazil
- Dark hair, brown eyes
- Distinctive feature: Clothes...,



- Finishing his PhD in medicine

Ying Wang

- 42 year-old female tenure-track professor from China
 - Black hair, brown eyes
 - Distinctive feature: Clothes...,
 - Going up for tenure in Physics at a US university
-
- Update the “User” section of your open canvas

Week 6: Diversity, accessibility & inclusion

Cohort B

I caught up via video: https://youtu.be/VoeBQ_YzhJ0

Name / location / pronouns / project

- Emmy / home / she, her / eLife Innovation Leaders
- Raoni / home / he, him / BugDoc
- Mayya / home/ she, her/ *
- Gabriela / home / she, her / Friendbot
- Sara/home/she,her/ACMHI
- Sara/home/ she, her/ MouseBytes
- Pablo / home / he,him / Jandig
- Stefanie / home / she, her / Metrics Literacies

A framework for inclusive design

- [Slides](#)
- Questions to consider (from "[How to begin designing for diversity](#)")
 - What's the worst-case scenario, and on whom?
 - How do the identities within your team influence and impact your design decisions?
 - Who might you be excluding?
 - How will you engage the people you want to reach within your design process, equitably?
 - Is the ongoing process of improving your product/service informed by your community?
- Guiding principles (from [Another Lens](#))
 - Balance your biases
 - Consider the opposites
 - Embrace a growth mindset
- [Experience map template](#)

Week 7: Community management I

Cohort A

I caught up via video: https://youtu.be/VoeBQ_YzhJ0

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- Emmy / Cambridge, UK/ she,her / eLife Innovation Leaders
- Eriol / Bristol UK / they/them / eLife mentor and humanitarian designer
- Gavin / Stoke-on-Trent, UK / he, him / Biomed News
- Ding / Copenhagen, DK / he, hime / eBioNT
- Tomas/Uppsala, Sweden/ workflow interface
- Edward / Edinburgh, Scotland / tidyqpcr

Learning goals

- Questions
 - Who am I building a solution for?
 - What are my intended users' needs?
 - What motivates them to u

Assignments

- Complete a draft Mountain of Engagement
 - [MoE template](#)
 - Review it with your mentor/on office hour appointments
- Draft a contribution guide and put it on your GitHub/open repository
 - See an example from [Atom](#); and a [step-by-step guide](#) from Mozilla
 - Share it with your study group and cohort members via Slack
 - Offer feedback to others' work: try to assume the perspective of a first-time contributor – is everything clear? Does it motivate you to contribute?

Week 8: Community management II

Cohort A

I caught up via video: https://youtu.be/VoeBQ_YzhJ0

Name / location / pronouns / project

- Emmy / Cambridge, UK/ she,her / eLife Innovation Leaders
- Eriol / Bristol UK / they/them / eLife mentor and humanitarian designer
- Gavin / Stoke-on-Trent, UK / he, him / Biomed News
- Ding / Copenhagen, DK / he, hime / eBioNT
- Tomas/Uppsala, Sweden/ workflow interface
- Edward / Edinburgh, Scotland / tidyqpcr

Learning goals

- Questions
 - Who am I building a solution for?
 - What are my intended users' n

Week 9: Prototyping

Cohort A

I caught up via video: https://youtu.be/VoeBQ_YzhJ0

Name / location / pronouns / project

- Emmy / Cambridge, UK/ she,her / eLife Innovation Leaders
- Eriol / Bristol UK / they/them / eLife mentor and humanitarian designer
- Gavin / Stoke-on-Trent, UK / he, him / Biomed News
- Ding / Copenhagen, DK / he, hime / eBioNT
- Tomas/Uppsala, Sweden/ workflow interface
- Edward / Edinburgh, Scotland / tidyqpcr

Learning goals

- Questions
 - Who am I building a solution for?
 - What are my intended users' n