

Title: Introduction to Open-Knowledge Research

Instructors: Ricardo Hartley, Ph.D., Researcher and Teacher, Universidad Central de Chile;
<https://orcid.org/0000-0001-5058-9309>.

Martin Perez Comisso, Ph.D. student in Human and Social Dimensions of Science and Technology, Arizona State University;
<http://asu.academia.edu/MartinPerezComisso/CurriculumVitae>.

Description:

This course will provide an overview of open-knowledge research, tackling the research design process and considering the epistemological boundaries and evaluation of the process.

The course will provide participants with a broad background on key topics along with knowledge of additional information sources to investigate issues further, considering their historical context, policies, and strategies. The course will also include an open discussion of relevant papers as integrative work.

There will be two sessions offering a mix of lecture and practical work, particularly on information gathering and analysis. After completing the course, participants will be able to:

- Summarize the stages of the research design process.
- Assess tools and strategies to implement research in the open-knowledge field, including policy analysis, content evaluation, scientometry, and data visualization.
- Articulate research questions and strategies to propose a research project in the field of open knowledge.
- Evaluate global contemporary journals, conferences, and research outputs available in the field.

Level: All levels

Intended audience: The course is intended for graduate students and faculty researchers wishing to extend their research on topics related to open knowledge.

Requirements: Participants will need a laptop or tablet for web browsing.

Course Learning Objectives

By the end of the course, participants will be able to:

- Summarize the stages of the research design process.
- Assess tools and strategies to implement research in the Open-Knowledge field, including policy analysis, content evaluation, scientometry, and data visualization.
- Articulate research questions and strategies to propose a research project in the field of Open Knowledge.
- Evaluate global contemporary journals, conferences, and research outputs available in

the field.

Course Topics

This course will be presented over two days for 3 hours each afternoon and will cover these topics:

- Open Knowledge as an interdisciplinary field
- What does it mean to design Open-Knowledge research?
- Popular Open-Knowledge topics and methods
- Best practices and strategies for understanding Open Knowledge

Course Schedule

Day 1

- Introduction to Open Knowledge as a research field (Perez Comisso), 20 minutes
- Approaches and topics to research in Open Knowledge (Perez Comisso), 40 minutes
- Research design overview (Hartley), 30 minutes
- Hands-on: Drafting and evaluating research questions using Research Canvas, 60 minutes

Day 2

- Hands-on: Exposition and discussions of selected papers, 75 minutes
- Introduction to research strategies used with Open Knowledge (Perez Comisso), 30 minutes
- Conferences and journals for presenting research results (Hartley), 20 minutes
- Opportunities and challenges to research in Open Knowledge (discussion and course report), 30 minutes

Course Materials and Supplies Required

Students are expected to have this equipment or to have downloaded and read this material before the course begins:

- Laptop
- [Handout](#) and Research Canvas
- Personal Assigned Readings (each student will be assigned one individual paper to read)
- Reading 1: Fecher, B., & Friesike, S. (2014). Open science: one term, five schools of thought. In *Opening science* (pp. 17-47). Springer, Cham. Available in: https://link.springer.com/chapter/10.1007/978-3-319-00026-8_2
- Reading 2: Bekker, S., & Clark, A. M. (2018). Improving Qualitative Research Findings Presentations: Insights From Genre Theory. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406918786335>
- Reading 3: McAndrew, Patrick & Farrow, Robert (2013). Open education research: from the practical to the theoretical. In: McGreal, Rory; Kinuthia, Wanjira and Marshall, Stewart eds. *Open Educational Resources: Innovation, Research and Practice*. Vancouver, Canada: Commonwealth of Learning and Athabasca University, pp. 65–78. https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/pub_PS_OER-IRP_CH5.pdf

Other Resources

- Journal links

PLOS One

<https://journals.plos.org/plosone/>

Engaging Science, Technology and Society

<https://estsjournal.org/>

Knowledge-based systems (Elsevier)

<https://www.journals.elsevier.com/knowledge-based-systems>

Public Understanding of Science

<https://journals.sagepub.com/home/pus>

Citizen Science: Theory and Practice

<https://theoryandpractice.citizenscienceassociation.org/>

Tapuya: Latin American Science and Technology

<https://www.tandfonline.com/loi/ttap20>

SAGE Open

<https://journals.sagepub.com/home/sgo>

Topic: <https://journals.sagepub.com/topic/sgo-subjects/3029/sgo>

- Website de Interest

Open Knowledge Foundation <https://okfn.org/>

Directory of Open Access Journals <https://doaj.org/about>

Open Knowledge Maps <https://openknowledgemaps.org/>

Public Knowledge Project <https://pkp.sfu.ca/>

PubPub <https://www.pubpub.org/>

Open Knowledge Repository - World Bank

<https://openknowledge.worldbank.org/handle/10986/2210>

- Conference Links

Open Knowledge Foundation Blog <https://blog.okfn.org/category/events/>

Open Science Reddit Community https://www.reddit.com/r/Open_Science/