

How to Practice Opennes through Community

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Structure

I. **Introduction**
II. Community showcase – Cognitive Sciences: Cognition and the Mind
III. Archipelago of (Croatian) Open Science
IV. Coda: ‘Intense period of experimentation’

I. Introduction



Nick asked:
Can you scale a specific university program as a model Open Science community?

Well, no. I think not?

Judicious connection instead of just sharing is caring?

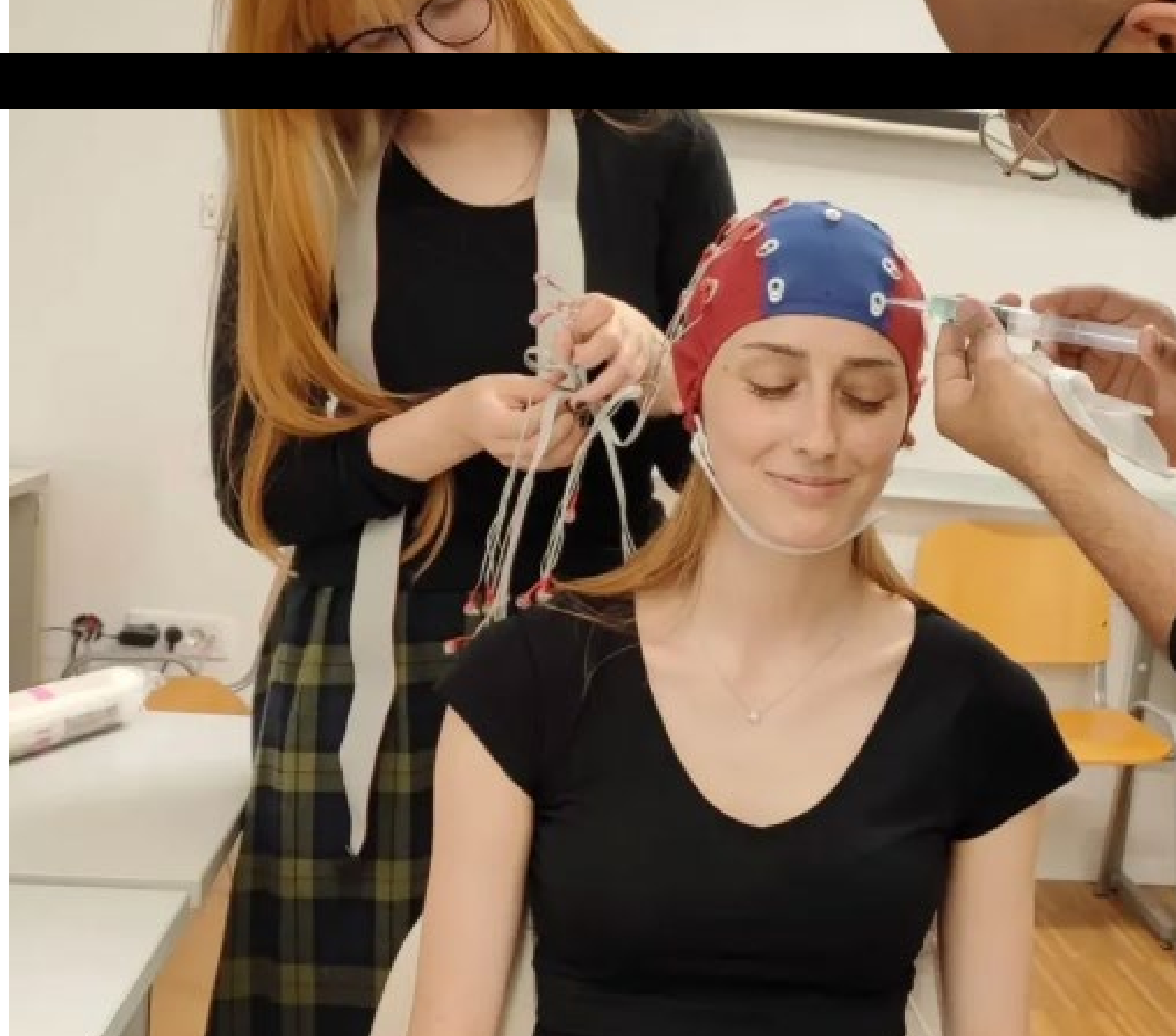
”Connection is, first and foremost, a process of engaging another entity or being in ways that may potentially breach one’s assumptions and established practices (one’s own demarcation strategies, in the case of research). This process of engagement is scaffolded in a variety of ways, ranging from the technical means and concrete objects through which the connection is made to the emotional demands of forging social bonds and opening up to the challenges that novel relations may offer to one’s existing understanding of the world. Indeed, the process of connecting is the more challenging, the more different the ‘other’ being engaged is to oneself. The idea of openness is quintessentially linked to that of learning as going beyond one’s boundaries. This arguably applies to systems of research practice as much as to research groups and individual learners: establishing new connections often means expanding one’s learning, challenging existing assumptions around what is considered external or irrelevant to a given system, and considering whether new boundaries need to be established that incorporate the novel relations.”



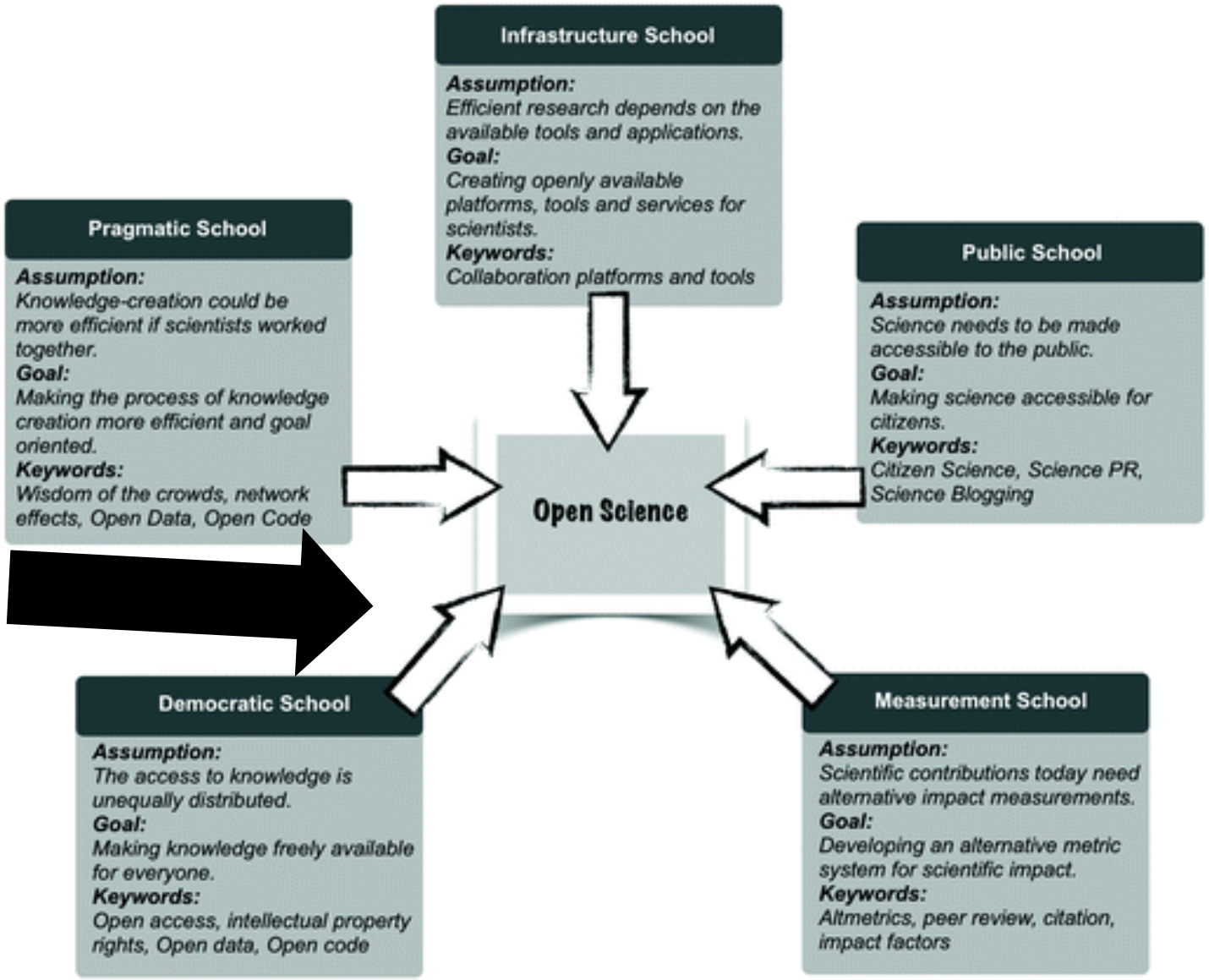
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I. Introduction

Can a Master’s program be an example of an OS community that practices judicious connection?



Community School
Assumption: *Knowledge can only be created collaboratively through judicious connection.*
Goal: *Working in communities that practice judicious connection and nurturing them from the inside.*
Keywords: *Community, good faith criticism, anti-scaling*



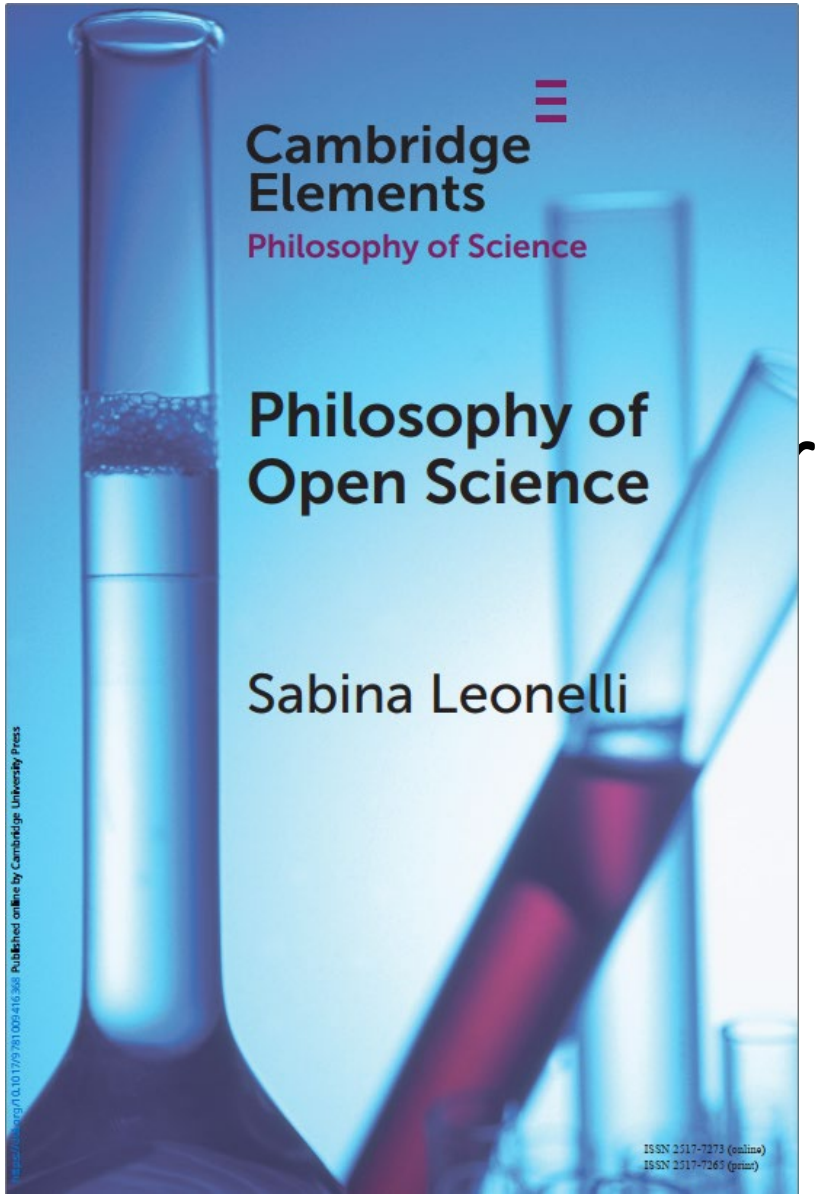
opening science



Relevant background

- Replication crisis and subsequent reform debates
- Push for internationalization of Croatian uni's
- Interdisciplinarity

I. Introduction







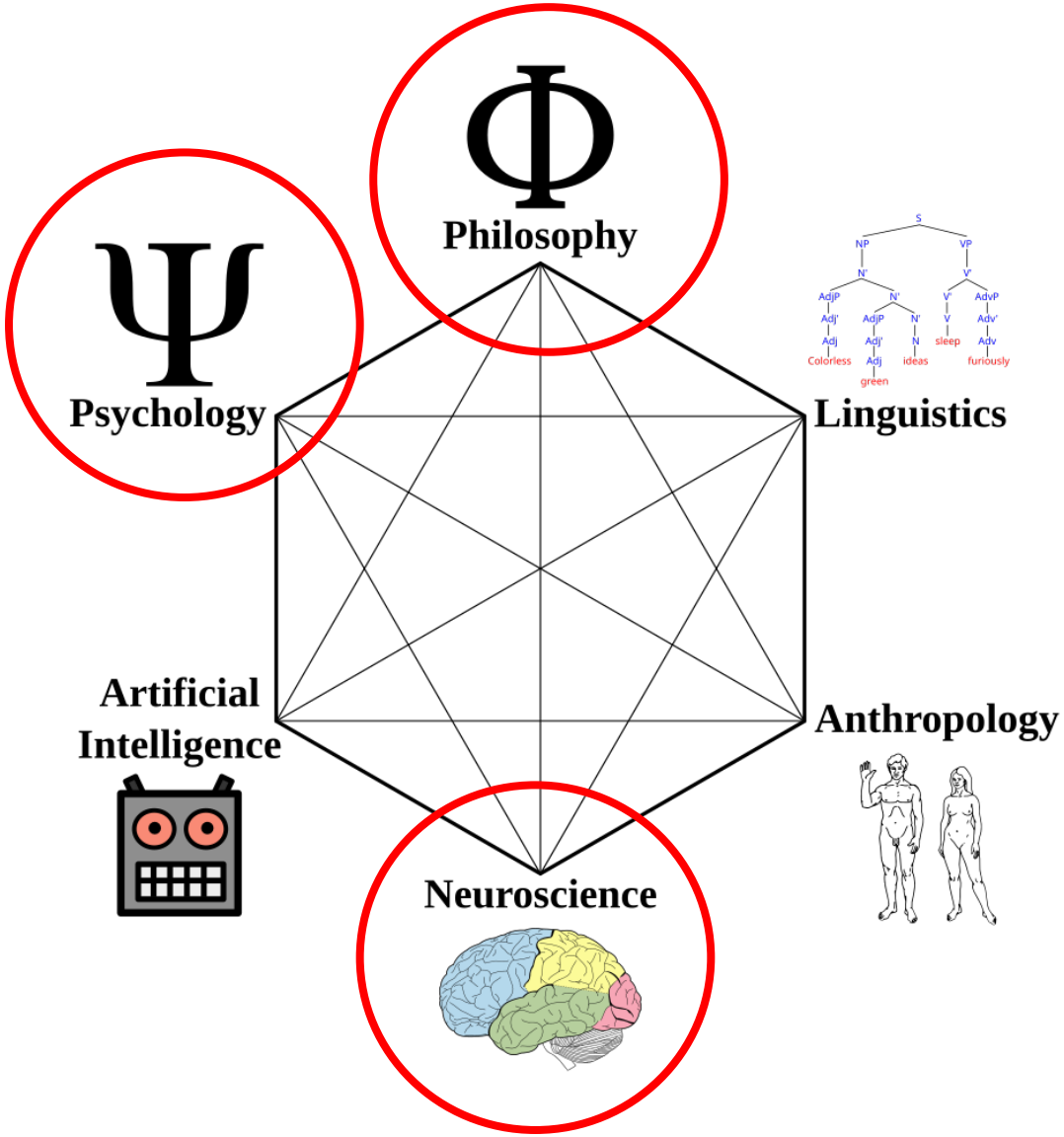
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What is Cognitive sciences: Cognition and the Mind?

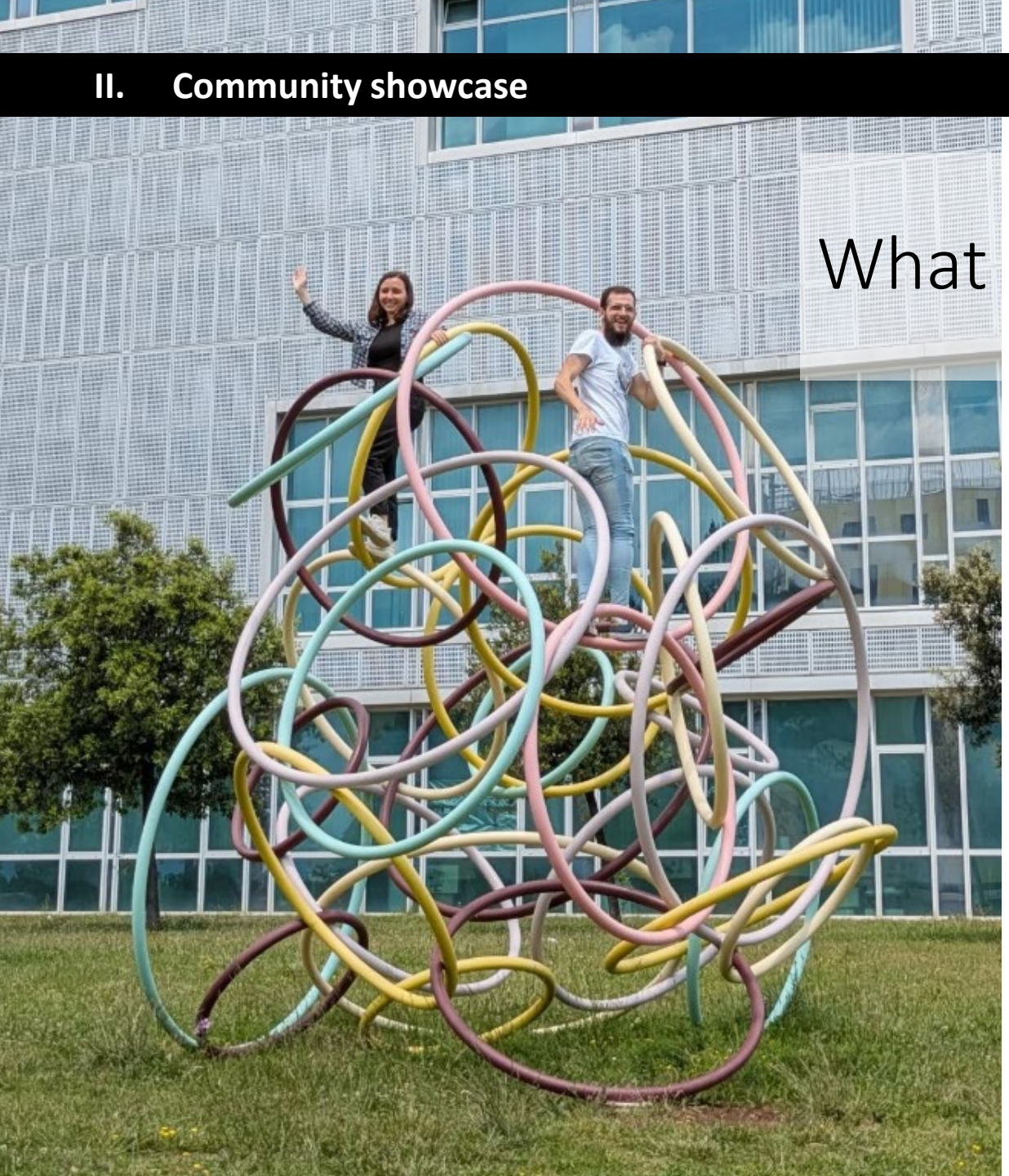
- A research Master's program started at the Faculty of Humanities and Social Sciences of the University of Rijeka in 2023/24
- An interdisciplinary Master's organized and managed by the small Division for Cognitive Sciences in collaboration with the faculty's larger Department of Psychology and Department of Philosophy
- An international Master's program that is affordable, interdisciplinary, research-oriented, diverse, and open
- The brain-child of the comparative cognitive scientist and metascientist Ljerka Ostojić





What are the cognitive sciences?

https://commons.wikimedia.org/wiki/File:Cognitive_Science_Hexagon.svg



What makes for a research Master's?

- Strong research focus (whether with an academic or an industry inflection)
- Interdisciplinarity
- Project work, small groups, supervision
- Focus on fundamental research skills (research design, academic writing, ethics)



Why is this an Open Science community?

- Open Science practices, tools, debates, critical takes are one of the backbones that connect the disparate interests of the faculty, students, and the curriculum
- Examples: courses, student projects, events

Example courses (1)

Ethics

Wks 1-15

Classes	Assessment	ECTS
Seminars: 30 hrs Lectures: 15 hrs Practicals: 0 hrs	Seminar paper project	6 Credits

Content

Introduction to ethics in philosophy, ethical issues in working with different participant populations, ethical issues in research methods and data analysis, data management and sharing, General Data Protection Regulation (GDPR), dissemination of results, use of results of empirical research t create public policy, use and misuse of empirical research results: historical and contemporary perspectives, ethical issues in the scientific community, visibility of minority researchers and their work, diversity in the research community, scientific colonialism.

Open Science and its Tools

Classes	Asses
Seminars: 10 hrs Lectures: 10 hrs Practicals: 0 hrs	Class Proje

ECTS

3 Credits

Content

You will learn about the challeng Open Science approaches and tc learn how to put these tools into planning, conducting, and publis research. Topics covered include preregistration and registered re and Open Code, and Open Acces

Current Issues in Empirical Cognitive Sciences

Classes	Assessment	ECTS
Seminars: 15 hrs Lectures: 15 hrs Practicals: 0 hrs	Project Work	3 Credits

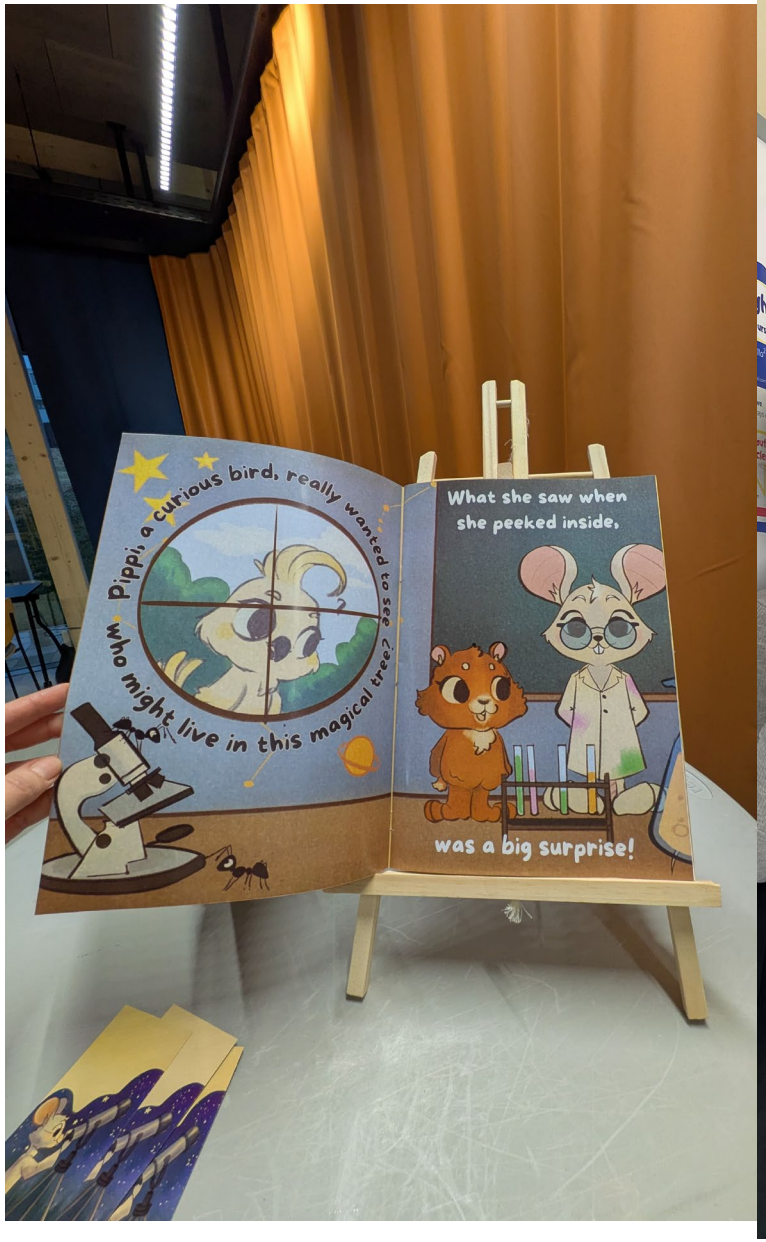
Content

Research transparency, research ethics, methodological reforms in STEM, replicability, science as a situated activity within academia and society, role of scientific literature.

Objectives

The aim of this course is to introduce and discuss different topics and questions of empirical cognitive sciences from the interdisciplinary perspective of philosophy of science, history of science, and the emerging field of meta-science, an interdisciplinary field using scientific methodology to study science

Example student projects (2)







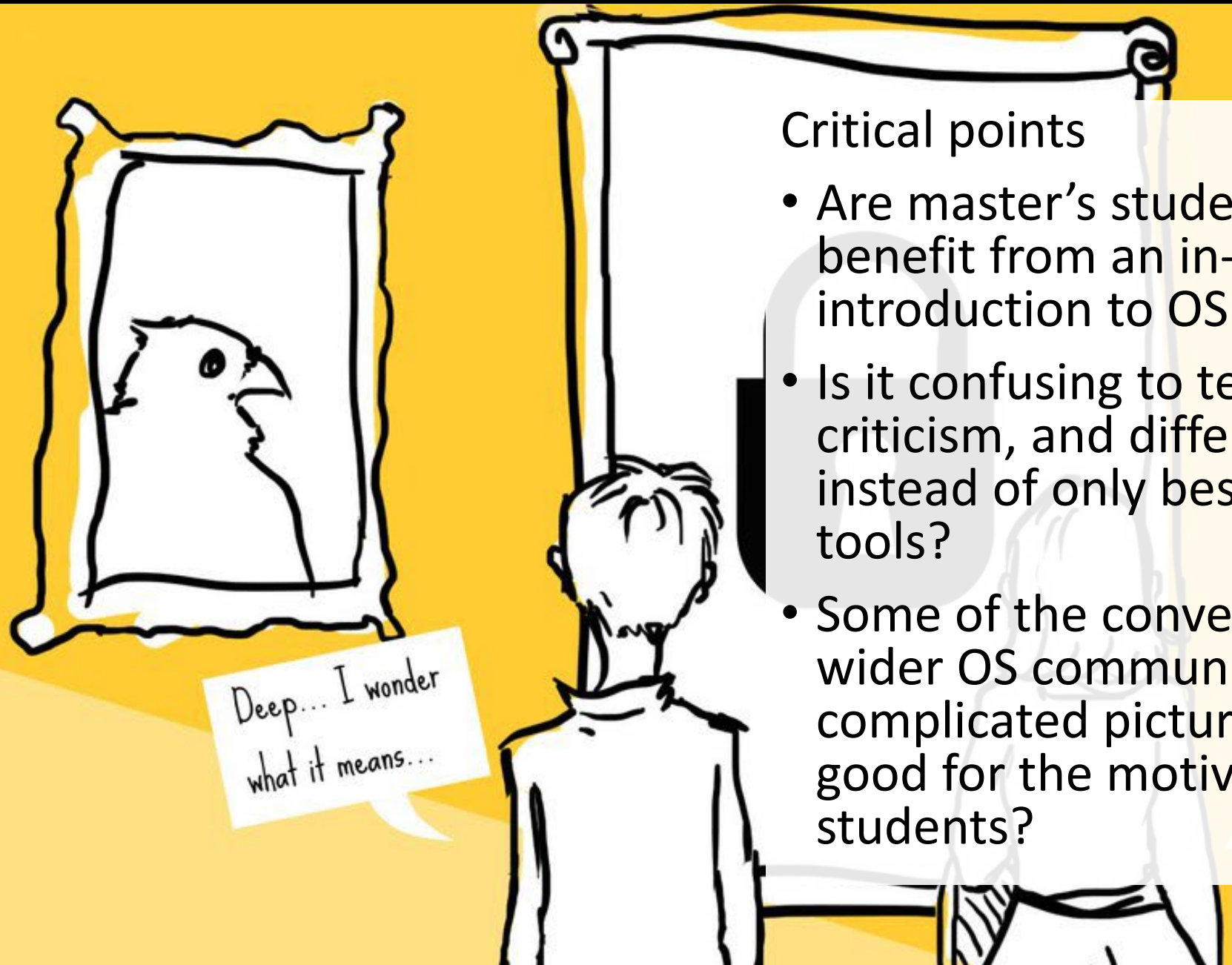
Example events (3)







II. Community showcase

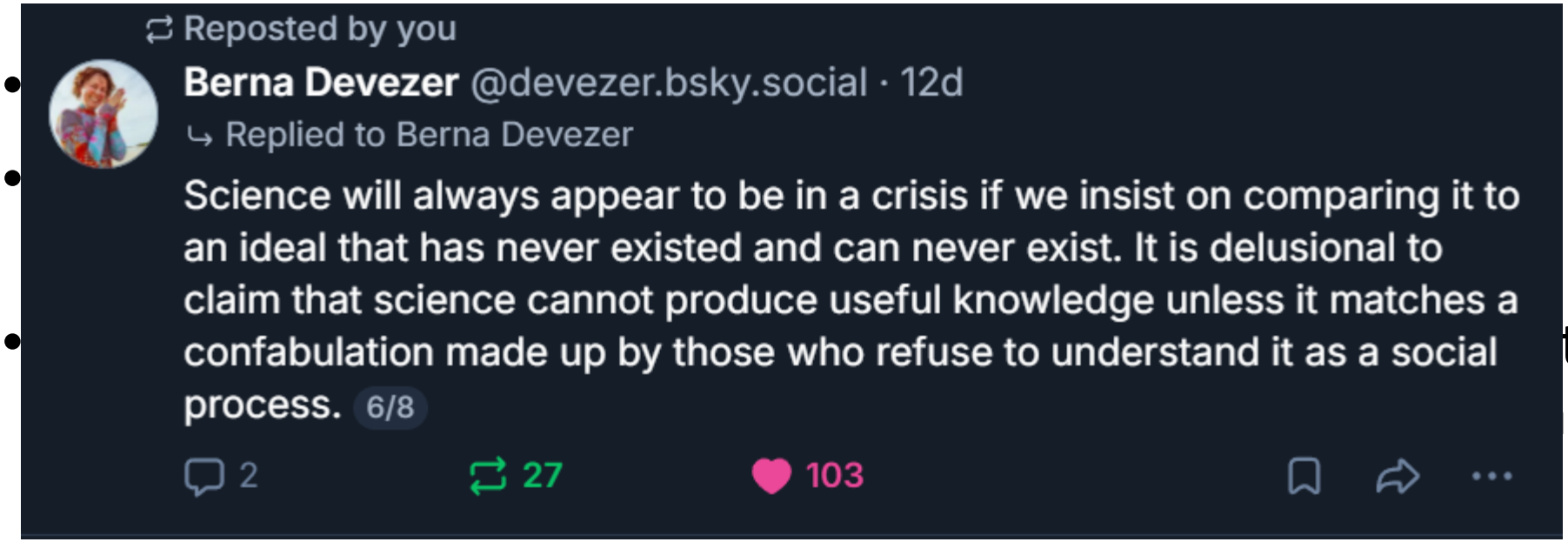


Source: https://blogs.biomedcentral.com/bmcblog/2014/08/11/the-power-of-pictures-how-we-can-use-images-to-promote-and-communicate-science/

Critical points

- Are master's students too junior to benefit from an in-depth, nuanced introduction to OS?
- Is it confusing to teach debates, criticism, and differing positions instead of only best practices and tools?
- Some of the conversations in the wider OS communities paint a complicated picture of science. Is that good for the motivation of the students?

Take-home from the community showcase



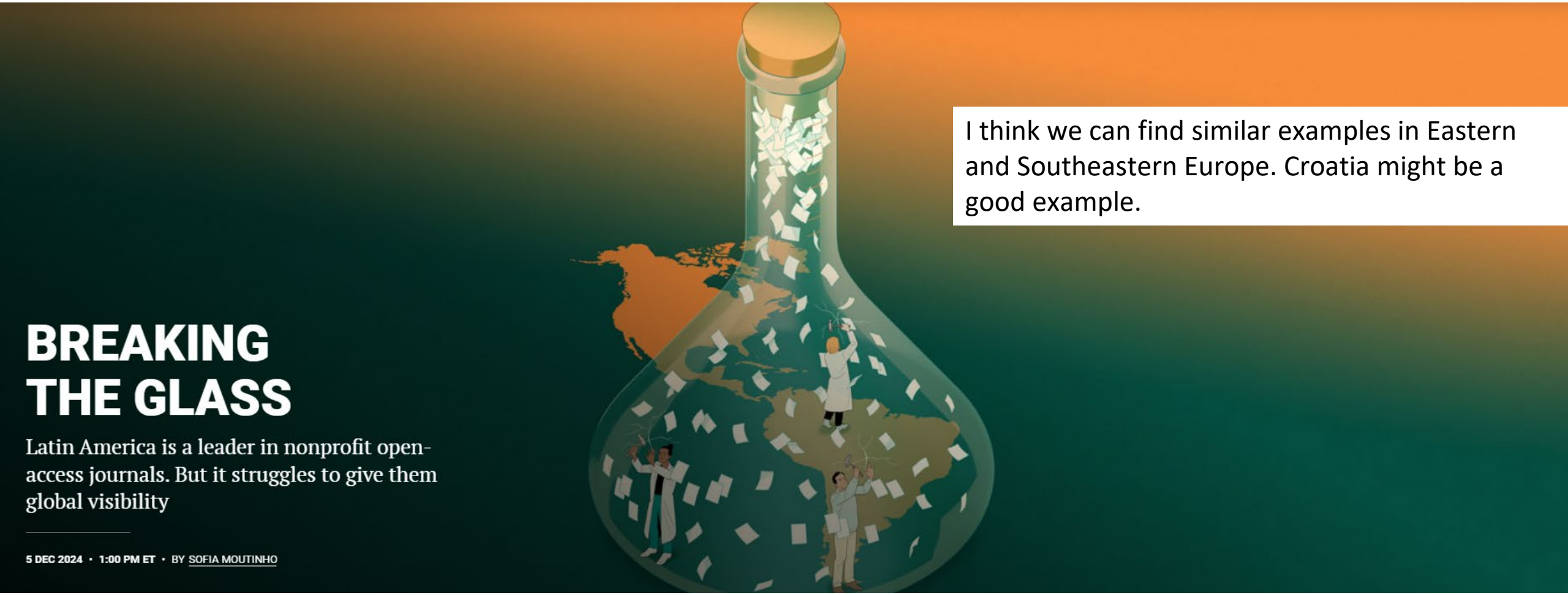
- e only way
- t easier
  lready
- Uptake of OS presented through critical teaching is a far cry from a top-down reform of science. It does not scale, it nurtures. And that makes it better!

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III. Archipelago of (Croatian) Open Science

Latin American initiatives, their infrastructures and communities, are known examples of successful OS. If Western Europe and USA stand for corporate capture of OS, LatAm stands for community organization and public infrastructure.

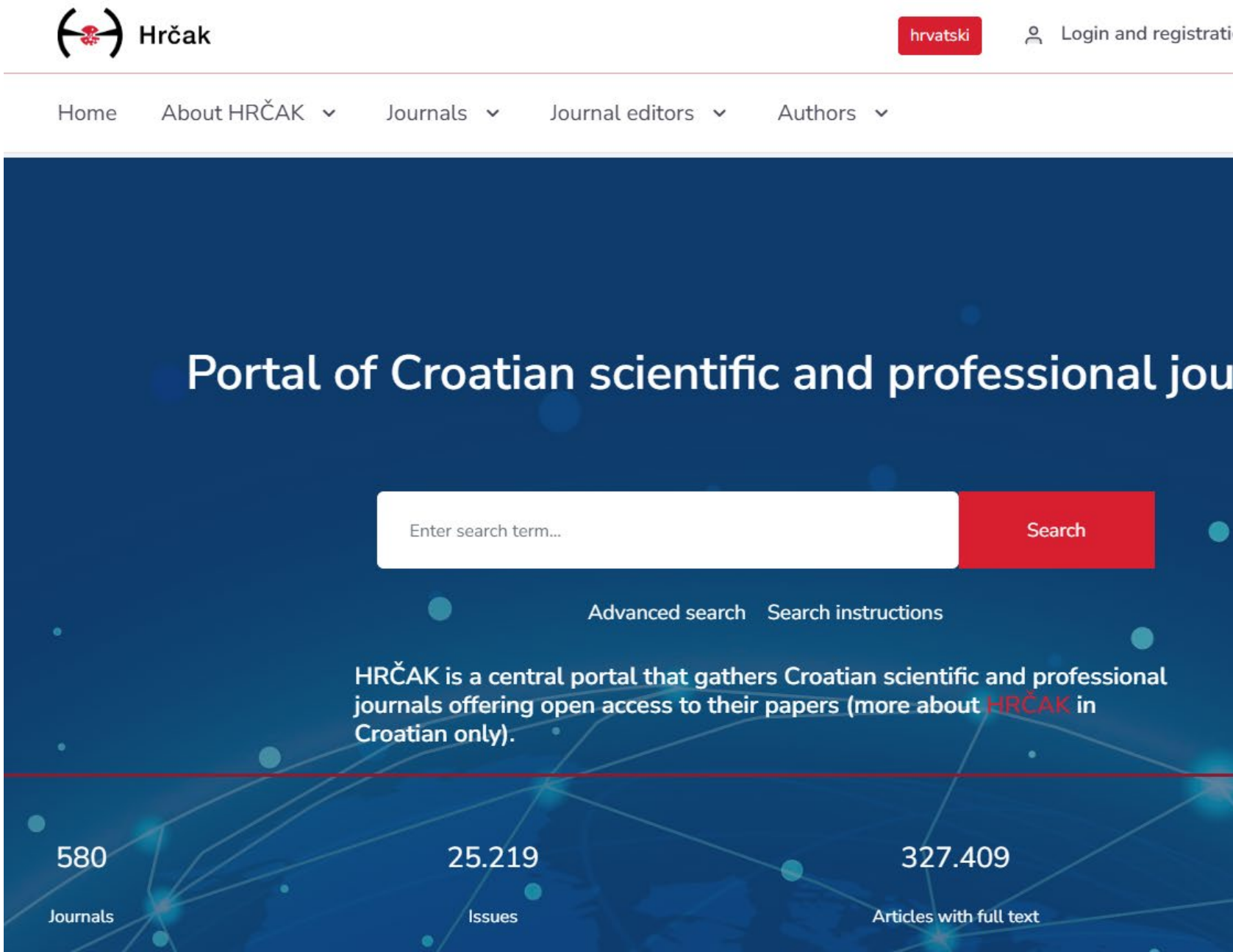


I think we can find similar examples in Eastern and Southeastern Europe. Croatia might be a good example.

https://www.science.org/content/article/latin-american-journals-are-open-access-pioneers-now-they-need-audience

Example 1: Hrčak

- Hrčak (HRvatski ČAsopisi, Croatian Journals, also means hamster) was started in 2006 as a OA publishing platform for journals published in Croatia
- It was organized by an enthusiastic group of librarians and academics who were inspired by the international OA movement



Example 1: Hrčak

- Hrčak is a central hub for students, researchers, the public, and librarians who are interested in journals published in Croatia
- What does it mean to edit and publish in local journals?

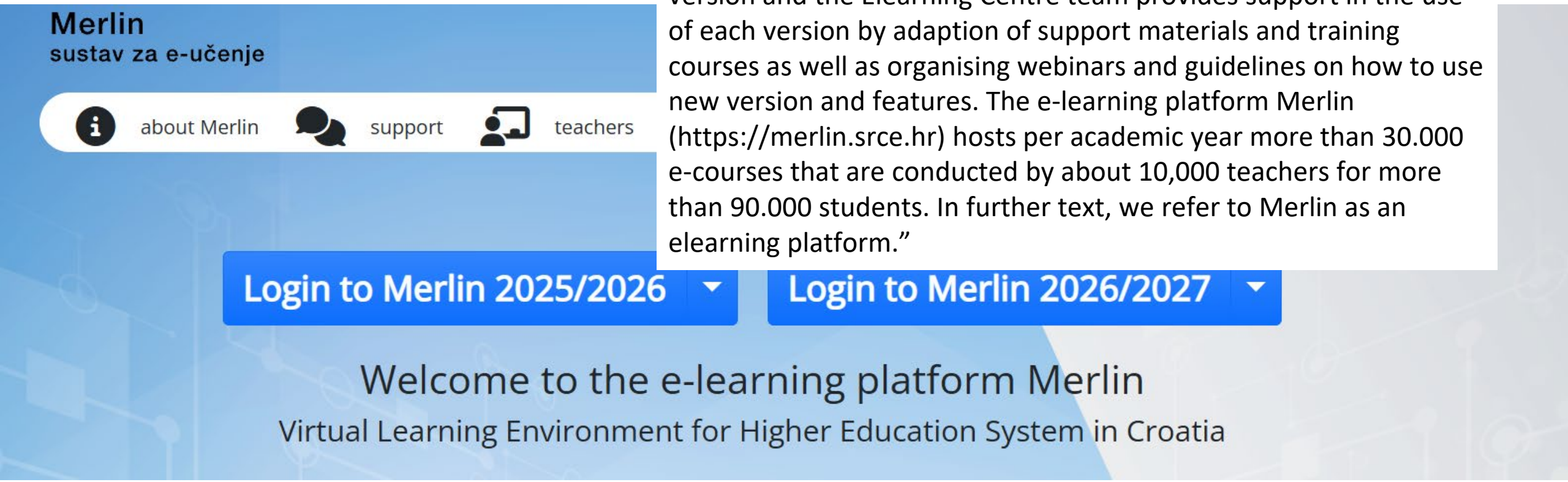


Stojanovski, J. (2013). Supporting open access nationwide.

Roborovski Hamster by cdrussorusso, CC BY 2.0

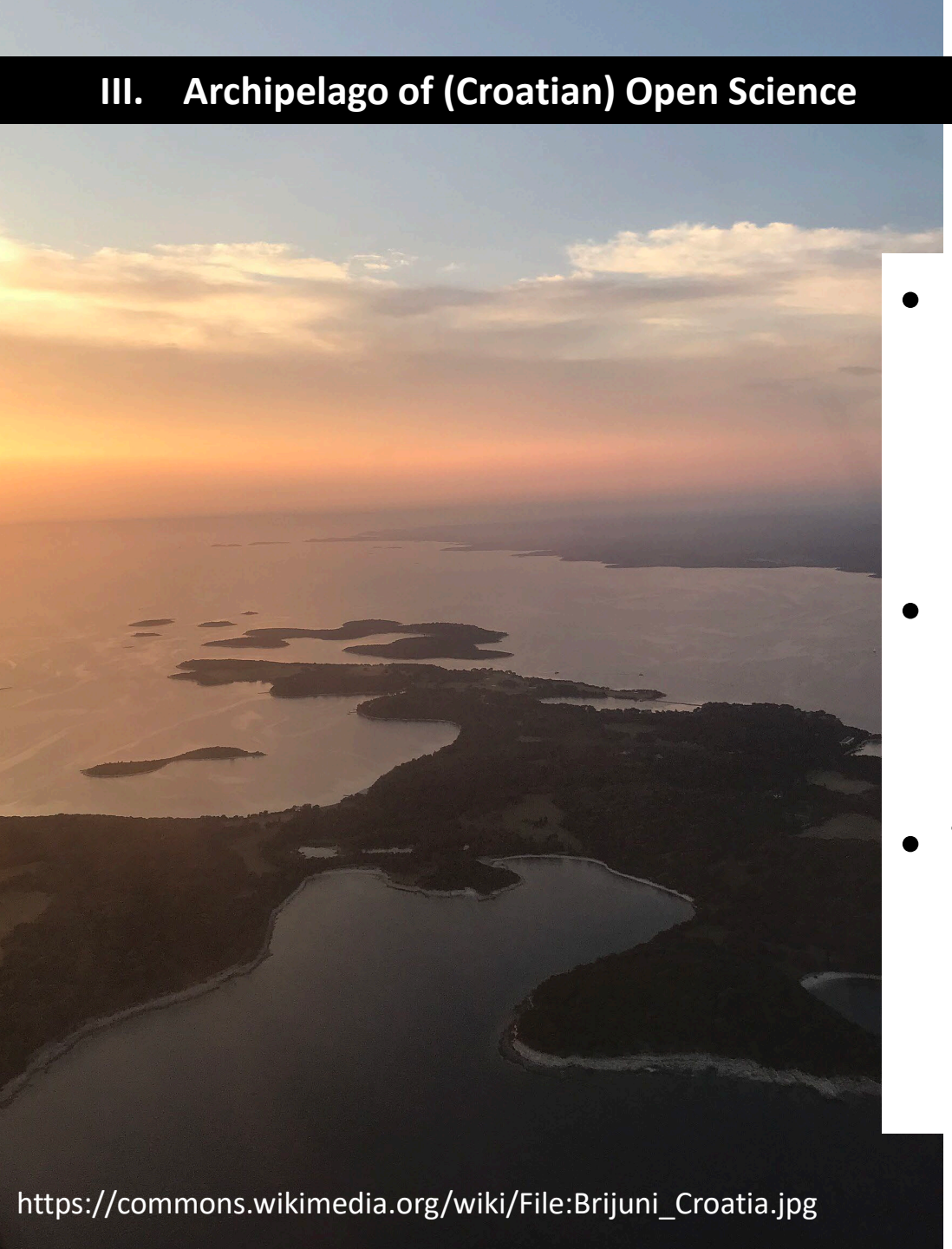
Example 2: Merlin

”The e-learning platform Merlin is based on the open-source Learning Management System (LMS) Moodle and is refined and improved by the ELC who also provides technical support and instructional design support to users. The e-learning platform Merlin is upgraded every academic year to the newest Moodle version and the Elearning Centre team provides support in the use of each version by adaption of support materials and training courses as well as organising webinars and guidelines on how to use new version and features. The e-learning platform Merlin (https://merlin.srce.hr) hosts per academic year more than 30.000 e-courses that are conducted by about 10,000 teachers for more than 90.000 students. In further text, we refer to Merlin as an elearning platform.”



Softić, S. K., Ruvić, M., Martinović, Z., & Radobolja, T. (2024). Exploring student's learning experience with an e-learning platform. *Ubiquity Proceedings*, *4*(1), 39-39.

III. Archipelago of (Croatian) Open Science



https://commons.wikimedia.org/wiki/File:Brijuni_Croatia.jpg

- Both Hrčak and Merlin are national infrastructure projects maintained for the local academic communities by the University of Zagreb Computing Center (SRCE)
- Both are largely invisible as instances of local, public, free types of open science infrastructures
- They are widely used, but I think they are not widely perceived by researchers and students in Croatia as top-notch instances of local open science. **Why?**

Because they lack **prestige**.*

Take-home from archipelago of Croatian OS

- There is an archipelago of disparate, but often widely used, projects and online infrastructures that are not imagined as open science owned by the community (whether they are community-driven or designed top-down)
- How many open science communities exist in Croatia? Is there something that brings them together?
- This begs the question: What does it mean to practice open science in scientific (semi)peripheries like Croatia? How does it compare to other scientific (semi)peripheries like those in LatAm? How does it compare to OS in scientific metropoles?

Source: https://www.flickr.com/photos/ksajler/25429976323/

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IV. Coda

We are in the midst of an intense period of experimentation in genres, formats, and practices of evaluation in science.[4] As the hegemony of the scientific journal comes unbound, we can now ask how this format and genre became such a dominant institution in the first place. How did it ever become possible to suppose that scientific journals could be both permanent archive and breaking news, both a public repository and the exclusive dominion of experts, both a complete record and a painstakingly vetted selection? And what are the stakes in deciding that this no longer makes sense?

Csiszar, A. (2018). *The Scientific Journal: Authorship and the politics of knowledge in the nineteenth century*. University of Chicago Press.

IV. Coda

Sabina Leonelli tells us openness is a quest for **judicious connection** among researchers. I think the best way to teach science to students is to bring them into our communities and socialize them. The agency younger colleagues bring to the table **will form further connections we can't necessarily recognize now**. "We are in the midst of an intense period of experimentation in genres, formats, and practices of evaluation in science," Csiszar writes. What happens to the disparate archipelago of OS initiatives if their future users start seeing that archipelago as belonging to the same sea?

IV. Coda

We have a lot of infrastructure. We need more. But we also need to nurture communities that practice judicious connection as a mode of knowledge production that is radically open. **When and if those communities appear on the geographical and intellectual peripheries of international Anglophone science, can they generate radical solutions to the problems at large?** I cannot see those solutions yet. I think noone here can, but I hope those who we teach today will show us the way tomorrow. I am keen to follow. Judiciously.

Thank you for your attention!

https://cogsci.uniri.hr/

If you haven't already, check out Merima's, Terrin's, Petra's and Roberta's posters and ask them about the future of open science!

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