

‘Research Integrity and Impact in an Open Scholarship Era – Student Survey

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Contents

Introduction	3
1. Survey Results	4
1. Online learning in general.....	4
1.2 Have you completed, or are currently enrolled on the ‘Research Integrity and Impact in an Open Scholarship Era’ module?.....	5
2. Your experience of online/partially-online learning in general.....	5
2.1 Please rate your level of satisfaction with the online and/or partially online courses you have taken.....	5
2.2 What made your experience with online learning satisfactory or unsatisfactory?.....	6
2.3 Please rate each of the following statements from 1. Strongly Disagree to 7. Strongly agree	6
2.4 Other Comments.....	7
3. ‘Research Integrity and Impact in an Open Scholarship Era’.....	8
3.2 The topics in the module are listed below. Based on your experience and subsequent value to your research, please rate each subtopic from ‘1 Not important’ to ‘7 Crucial for my work.’.....	8
3.3 Based on your experience and subsequent value to your research, please rank each subtopic in order of relevance to your work.’ Where 1 is most relevant.....	11
3.4 Are there any other areas you feel should also be included in this module?.....	11
3.5 Please rate each of the following statements about this specific module from 1. Strongly Disagree to 7. Strongly agree.....	12
3.6 Other Comments.....	13
3.7 Are there any other skills or topics that you would like to see included on the course?.....	13
3.8 Are there any other features or enhancements that you would like to see included on the course?.....	14
3.9 Do you have any other comments to add about this module?.....	14
4. Co-Creation.....	15
Appendices	16
Appendix I Q2.2 What made your experience with online learning satisfactory or unsatisfactory? All replies.....	16
Appendix II Q2.4 Online Learning – Other Comments - All replies.....	18
Appendix III Q3.6 Specific module – Other Comments - All replies.....	19
Appendix IV Q3.8 Specific module – Other features or enhancements All replies.....	20
Appendix V Q3.9 Do you have any other comments to add about this module? All replies.....	21

Introduction

Funded through The National Forum for the Enhancement of Teaching and Learning and based upon feedback from Trinity schools and students, 'Research Integrity and Impact in an Open Scholarship Era' – an existing module for incoming doctoral students – will be redesigned from a pedagogical perspective and rebuilt from the ground up, making it applicable across multiple disciplines and contexts. In partnership with students and faculty stakeholders, the new mandatory wholly-online 5 ECTS module will be contextually embedded while maximising the value of shared disciplinary good practice. Enhanced with relevant content and inclusive, interactive assessment practices, the module will radically transform the student user experience.

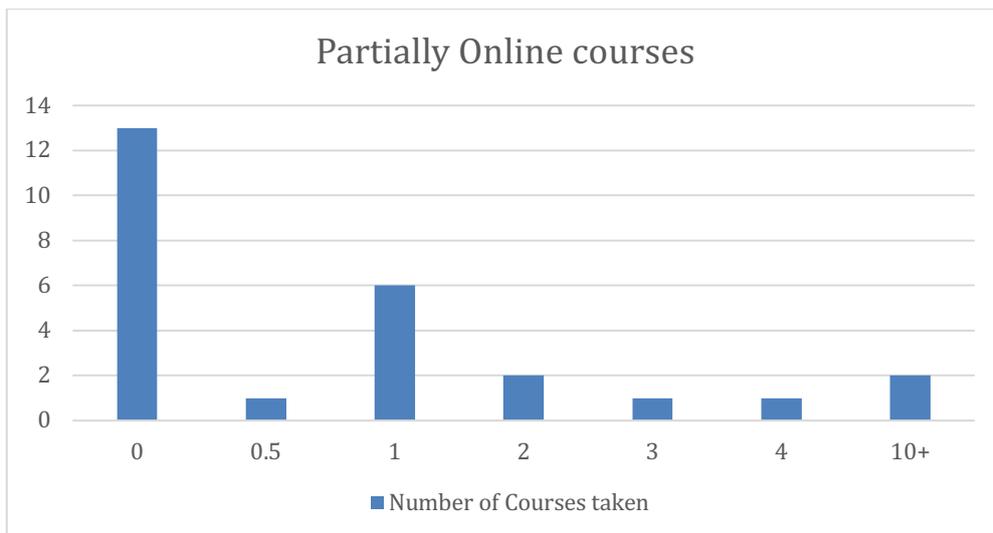
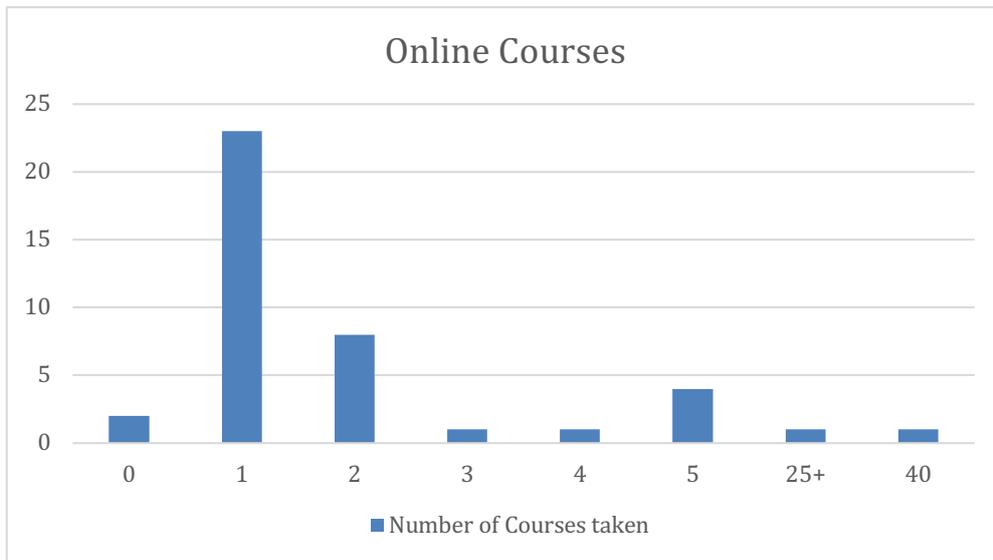
Learnovate are working with Library Services and the wider Trinity College Dublin community on this project. To re-design and co-create the module a structured innovation approach is being deployed to understanding the needs of all stakeholders in the module including PhD students, Post Graduate Directors and Tutors.

As part of this process we have sent out three surveys, the results of one of the surveys are captured in three documents. The synthesis of findings across the three documents is contained in the separate Survey Analysis Report.

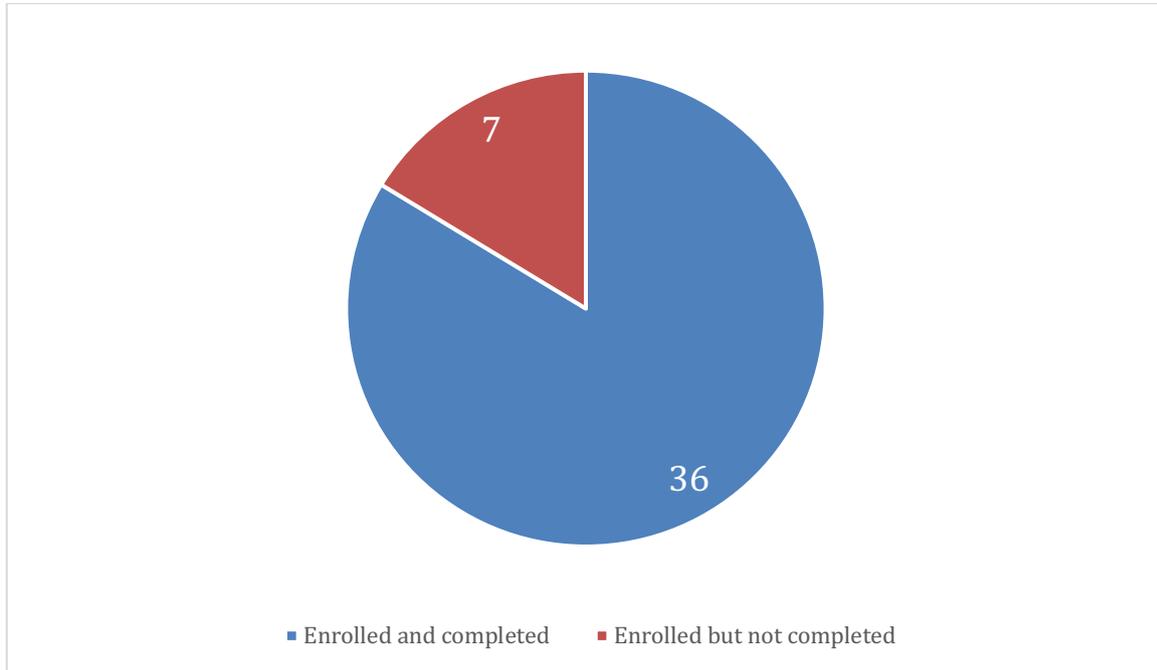
1. Survey Results

1. Online learning in general.

1.1 For the purposes of this survey, please consider 'online module' to mean a module where the entire module is delivered online and is often self-directed. 'Partially-online' is a module where some teaching components are delivered online. If a module that you have been engaged with has moved to online delivery during the current pandemic, please consider this as 'partially-online'. Please note: a face-to-face taught course where you may be given access to digital resources such as pdfs is not considered to be online.

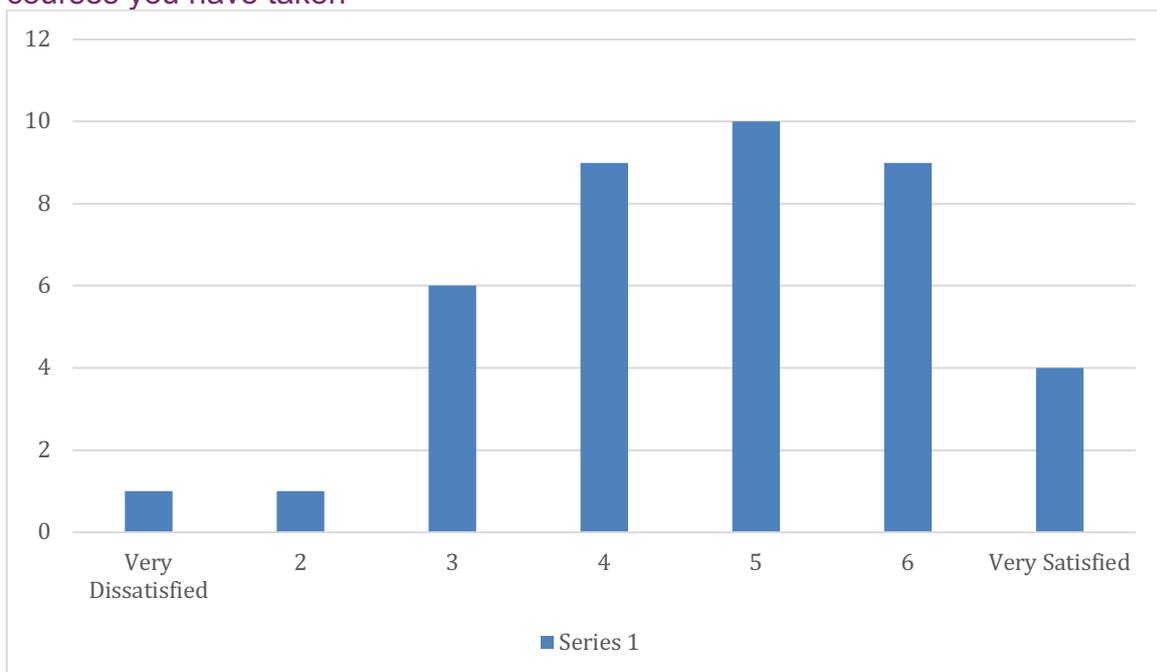


1.2 Have you completed, or are currently enrolled on the 'Research Integrity and Impact in an Open Scholarship Era' module?



2. Your experience of online/partially-online learning in general.

2.1 Please rate your level of satisfaction with the online and/or partially online courses you have taken



2.2 What made your experience with online learning satisfactory or unsatisfactory?

All responses are in Appendix I. Note that while this question was focused on students thoughts around online learning in general the students answered it in relation to the current Research Integrity and Impact in an Open Scholarship Era module.

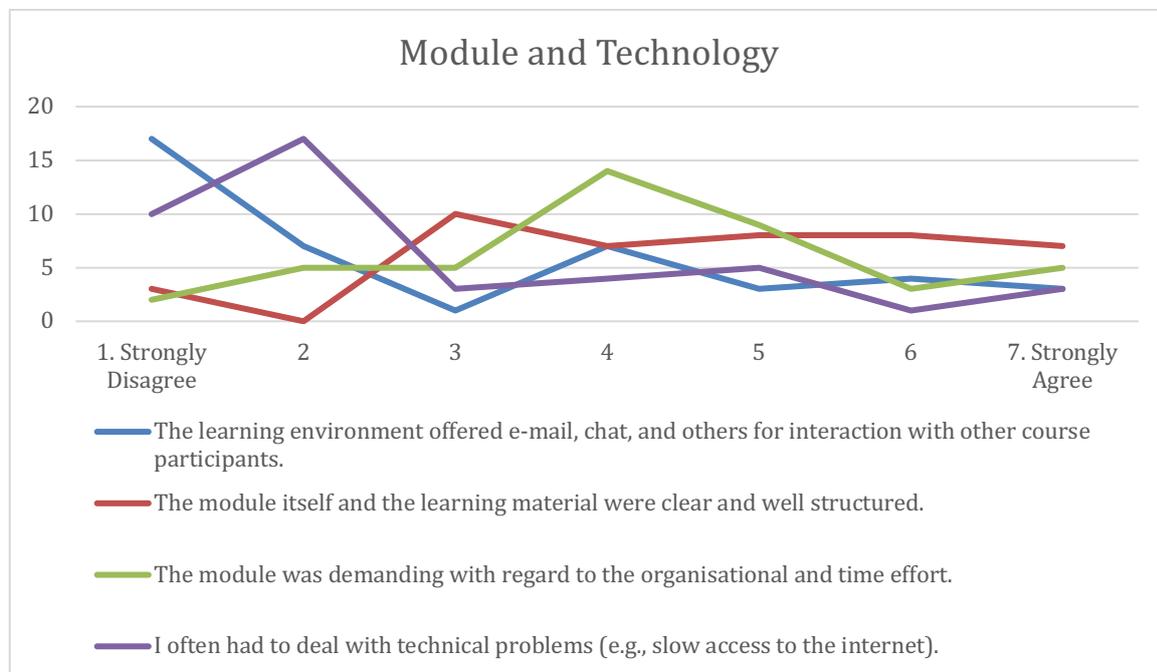
In looking at response the largest number of positive responses were around;

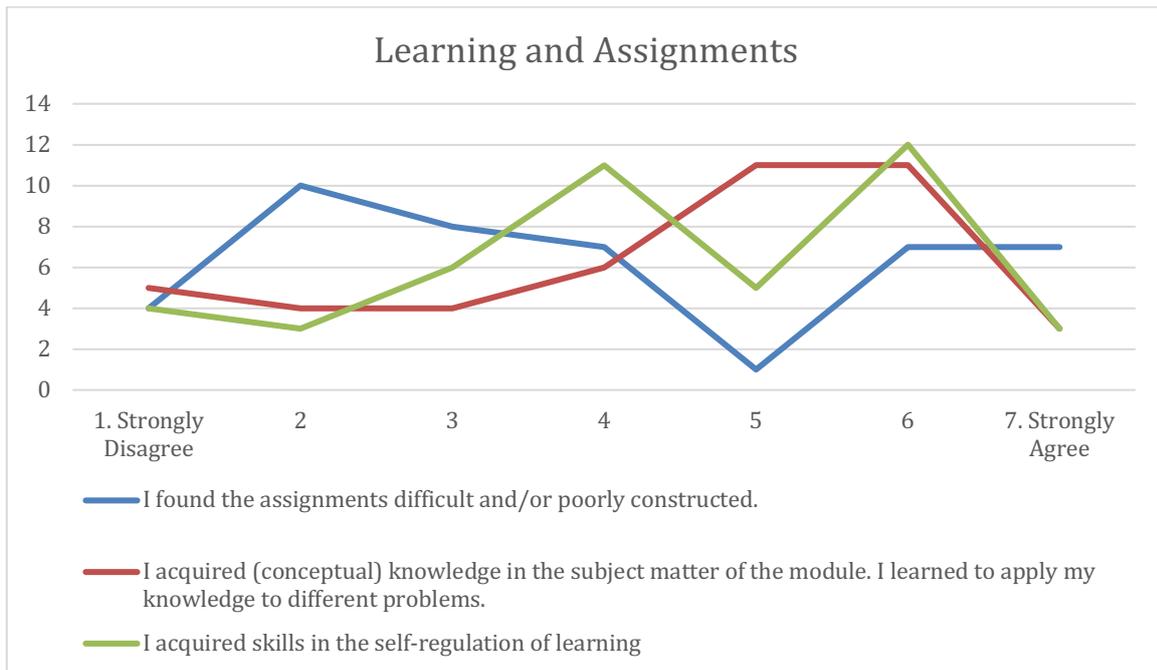
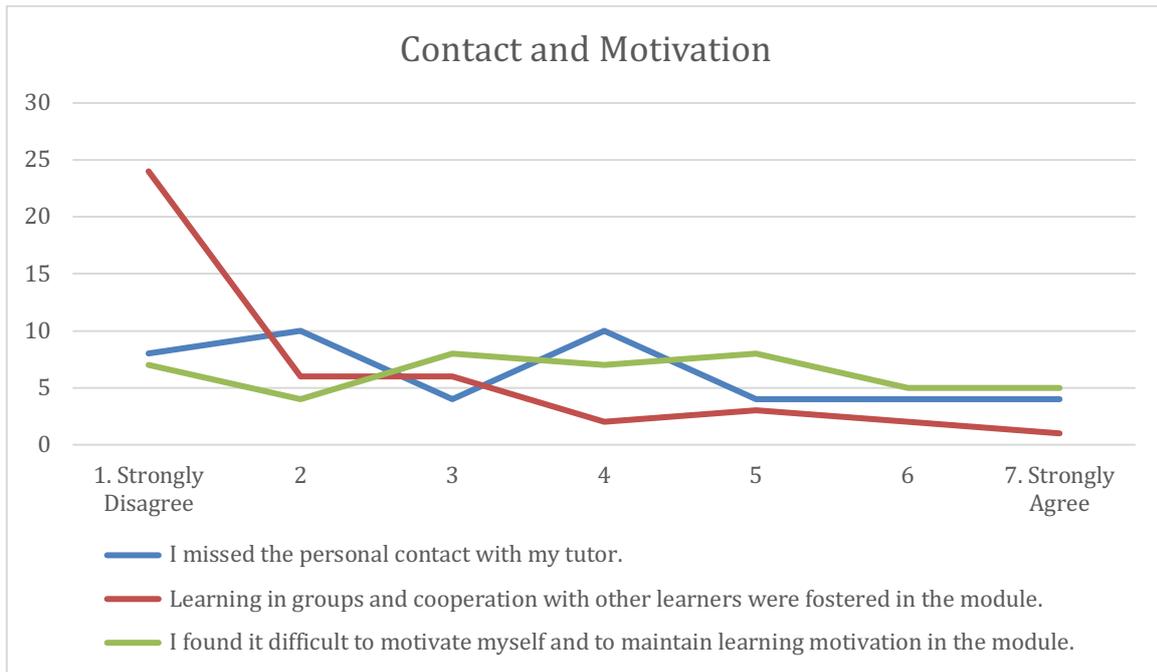
- **Flexibility and self-paced** nature of the course fitting with their lifestyles, *“I love the flexibility to do the work at the pace that fits me best”*.
- **Clarity and structure** *“Clarity of presentation, mix of learning, e.g. presentations, readings, videos, quizzes”*

In terms of other feedback several clusters appeared around:

- **Interactivity and engagement** *“I found it less interactive/engaging in its online format”*
- **Length of course** *“The online research and integrity was long and tedious an didn't always apply to my subject area.”*
- **Relevance** *“It was mandatory, but did not always match what was relevant for my PhD at the time and competed with other tasks”*
- **Assessment** *“I thought the assessment was too specific given the amount of information we were given”*

2.3 Please rate each of the following statements from 1. Strongly Disagree to 7. Strongly agree





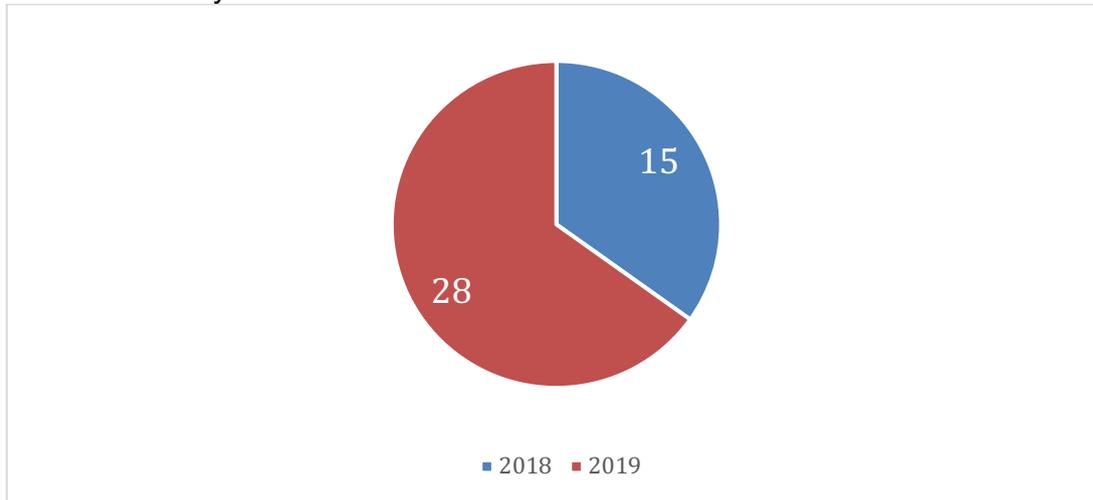
2.4 Other Comments

All responses are in Appendix II. Out of twelve responses to this question the main commentary is around technical glitches in the course and the assessment approach, *“There were glitches in the quizzes. One answer would be correct in the practice test, and then marked as incorrect in the final exam. This was very frustrating”*

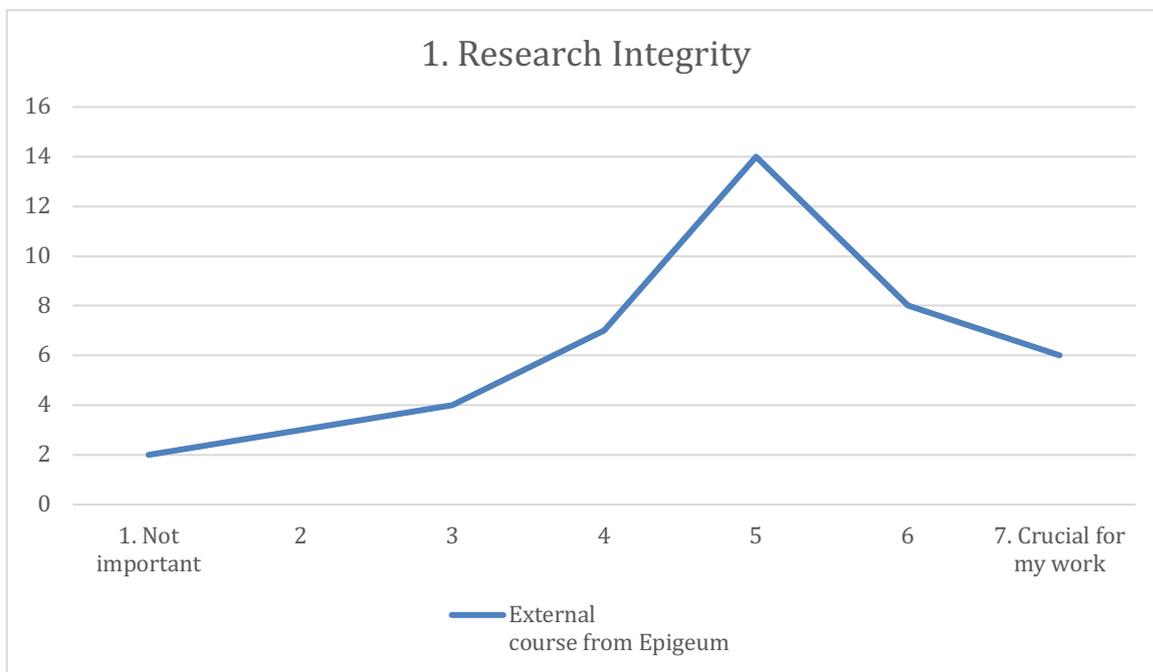
Two respondents mentioned college online courses they felt were good, *“Teaching as a Graduate Student module (the fully online one) earlier and this was a great experience”*. *“Planning and Managing your Research and Career module in the Student Learning and Development center conducted online learning really well”*.

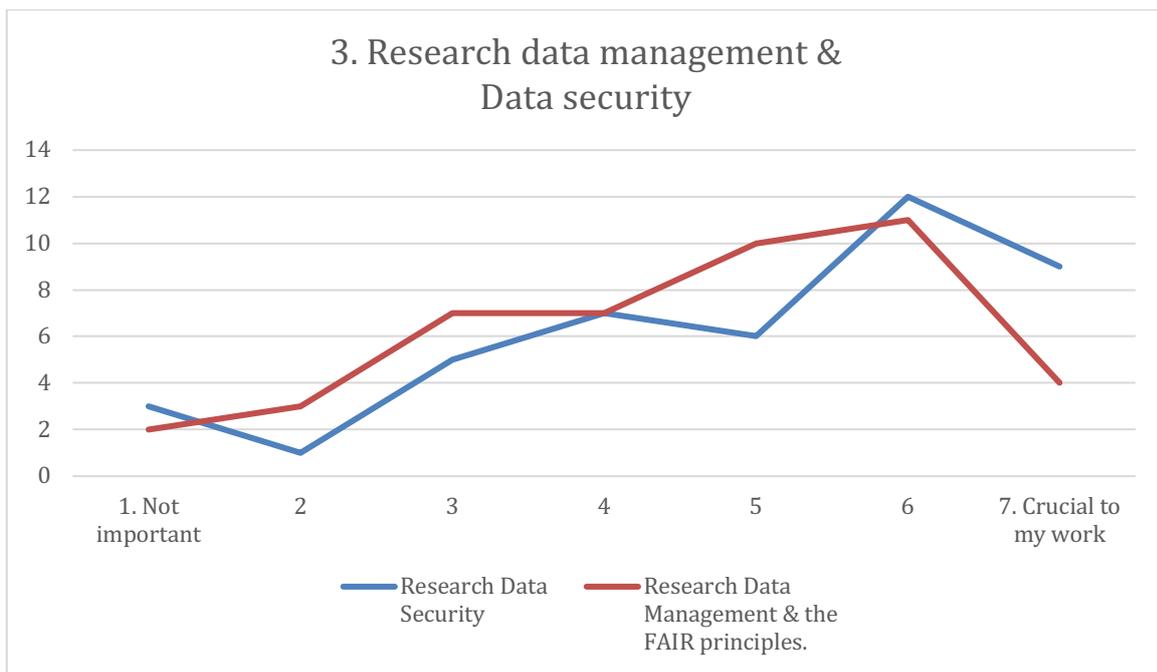
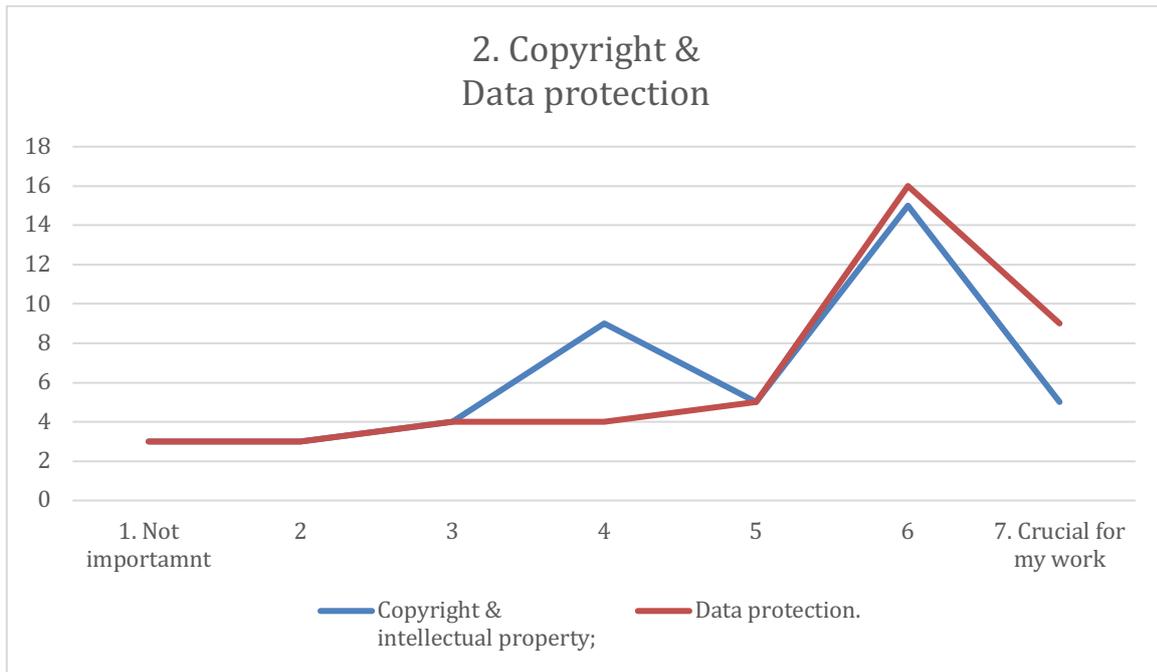
3. 'Research Integrity and Impact in an Open Scholarship Era' .

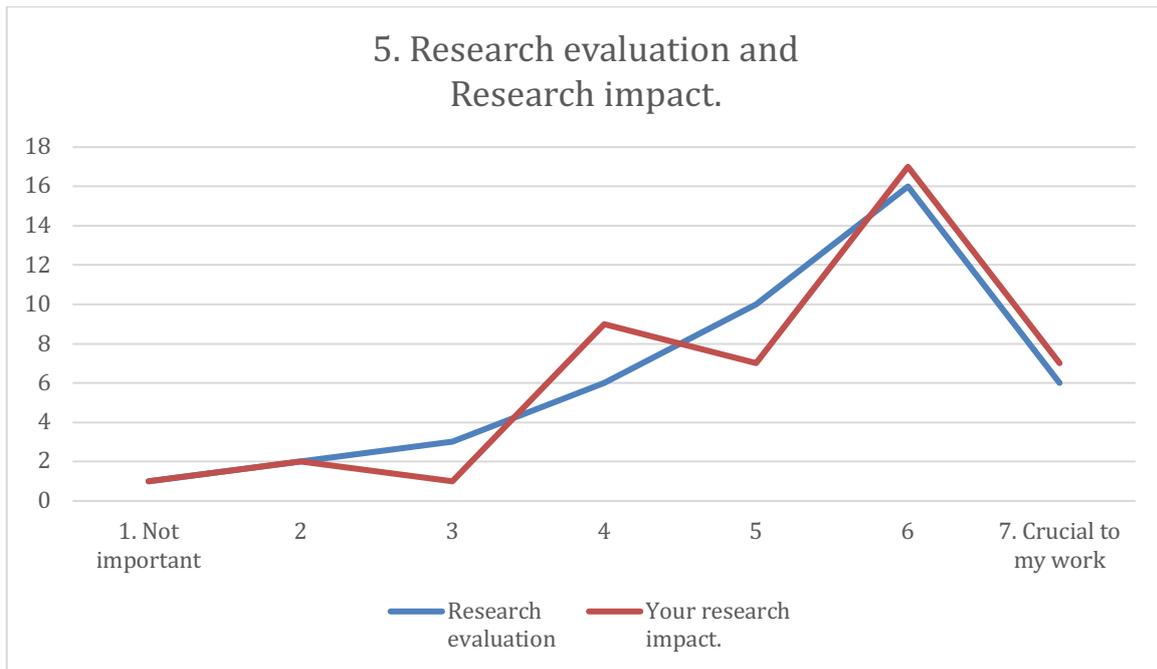
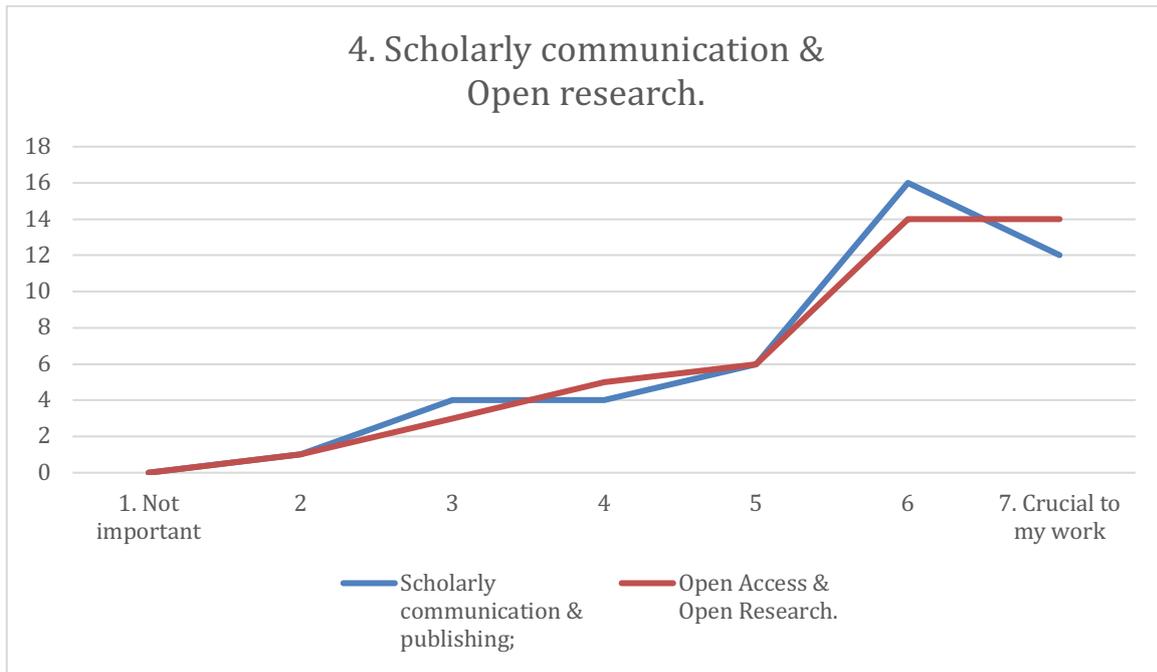
3.1 When were you enrolled in the module?



3.2 The topics in the module are listed below. Based on your experience and subsequent value to your research, please rate each subtopic from '1 Not important' to '7 Crucial for my work.'







3.3 Based on your experience and subsequent value to your research, please rank each subtopic in order of relevance to your work.' Where 1 is most relevant.

Rank	Field	Mean
1	Research Data Management & the FAIR principles.	5.79
2	Research Data Security.	5.68
3	Your research impact.	5.5
4	Research evaluation.	5.39
5	Copyright & intellectual property.	5.15
6	Data protection.	4.92
7	Open Access & Open Research.	4.42
8	Scholarly communication & publishing.	4.21
9	Research Integrity [external course from Epigeum].	3.88

Note: With a Min of 1 and max of 9 we see the means are clustered to the middle with a less than 2 score between first and last. All modules received a 1 and a 9.

3.4 Are there any other areas you feel should also be included in this module?

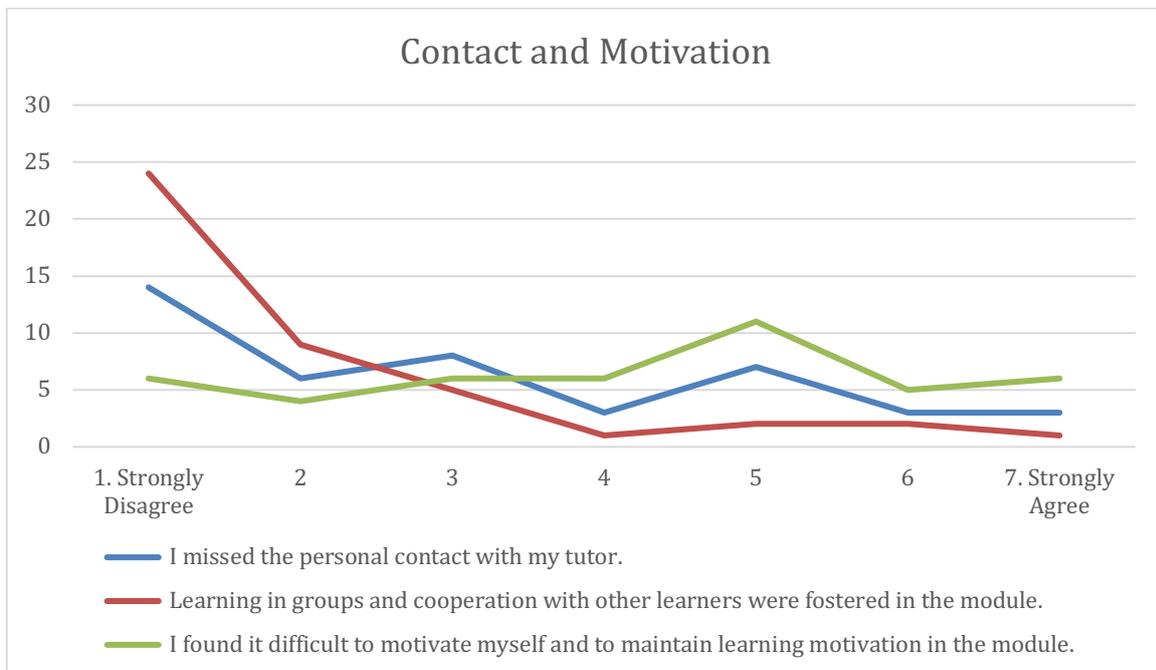
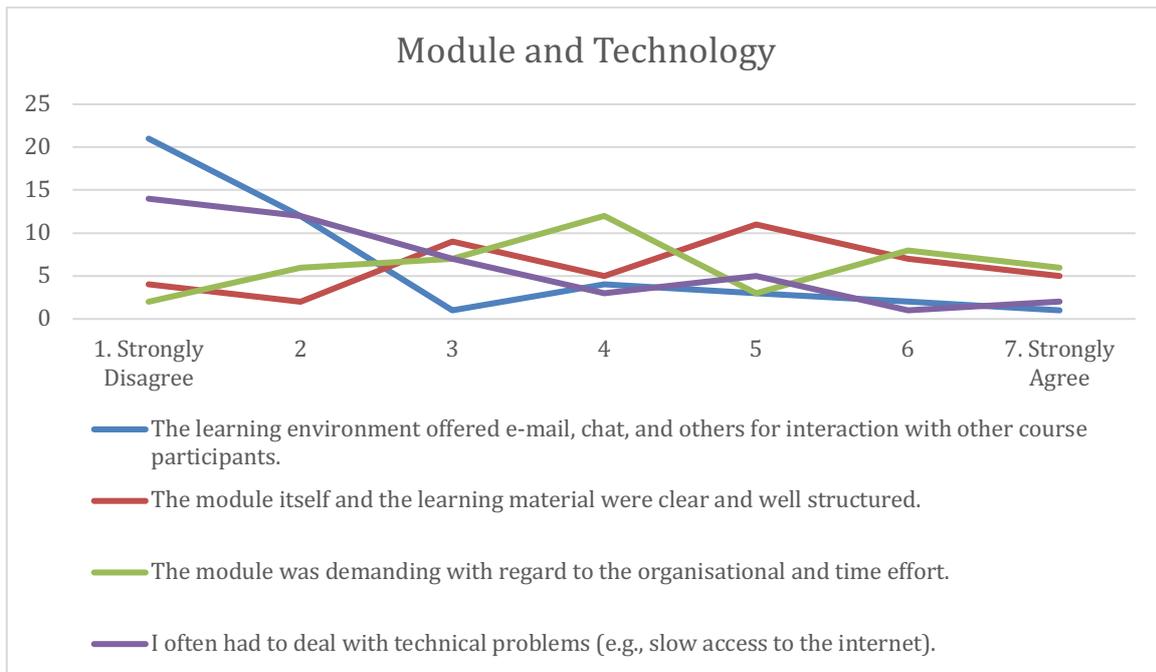
- Maybe something about **how to deal with income from publishing**, how it is taxed etc.
- Epigeum covers many topics of the internal modules also. The **repeated portions should be omitted** from wither Epigeum or from internal course other it's a wastage of time in repeat work.
- **Cross pollinate** with program provided to incoming students by Berkeley Library
- Allow for **humanities students to bypass learning about STEM** practices that have no possible bearing on their work
- As stated above, I am convinced that all topics are equally important, for that I think there is not point to rank them.
- **More examples is always good** to digest the learning as there is no class discussion in online learning
- NO (from three students)

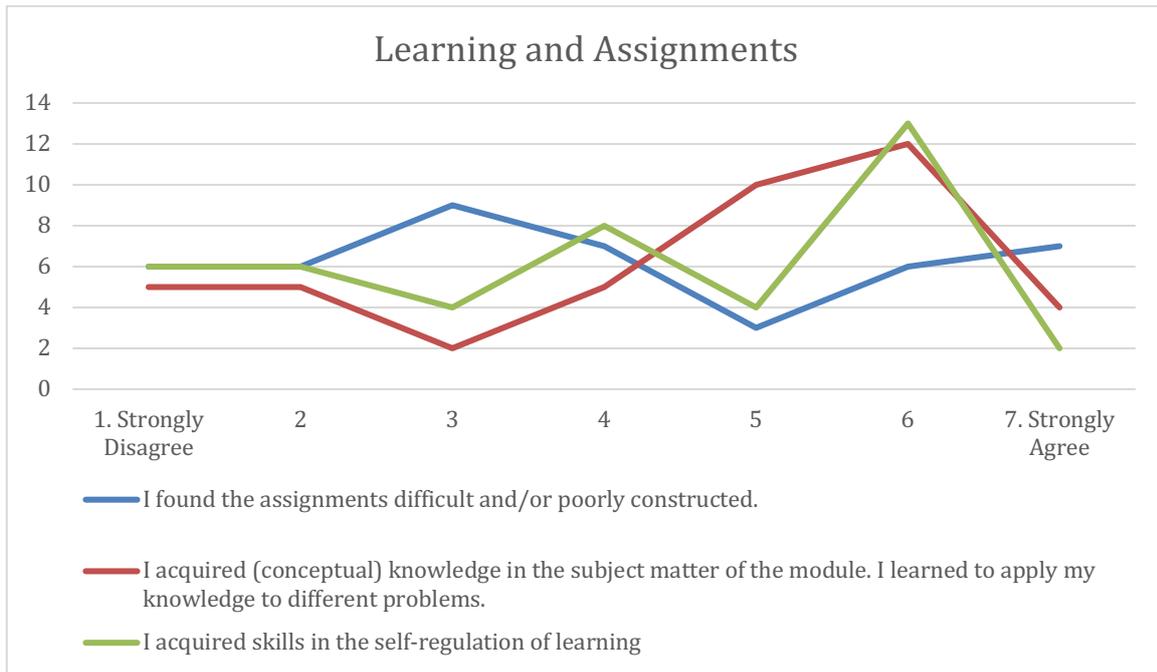
Note the next three answers all refer to a problem with the survey. As a ranking question the survey was correct, however they leverage it to refer to technical issues with the course.

- There's a problem with your survey: once you've used a number once (ie 9) you can't use that number again for another answer. I am on an iPad however, so possibly that can be the issue was also also a problem for the module as not all the content would open on the IPad.
- 3.3 is broken, allowing me only to select one radio button in the grid and is basically the same question as 3.2. This kind of thing is exactly what is wrong with the module.

- [3.3. the survey is not programmed properly, I am unable to fill in the last four lines as it only allows to fill in one line. This kind of errors were also common in the module (in the tests) and are super frustrating.]

3.5 Please rate each of the following statements **about this specific module** from 1. Strongly Disagree to 7. Strongly Agree





3.6 Other Comments

All responses are in Appendix III. In reviewing the feedback the two areas that emerge are again **the assessments** “The fact that 100 per cent was required in the quizzes often made me dread having to do them, after achieving 90 per cent numerous times” and **the relevance** “much of the content (data protection etc.) was irrelevant”.

One respondent did give some insight into different aspects of the course “The Epigeum section led to a very negative attitude towards the rest of the module. ... The more the module advanced, the more satisfactory it became. Topics 2-5 contained interesting and new information, parts of the module were even fun to complete”

3.7 Are there any other skills or topics that you would like to see included on the course?

With the exception of four respondents saying ‘no’ there is very little common ground so the answers are here in full:

- A class where recently graduated PhD students and current PhD **students pass on things that worked and did not work for them**, Martin McAndrew (who assists in administering the student hardship fund) has a talk on managing the supervisor relationship which is very helpful, Networking class,
- A **copy-editing** crash course might be useful
- For lab-based research - **The importance of keeping a lab notebook**, detailing all work done. Both for practical reasons and for orgainsiation
- **Historical overview**, for example: [1] why the publishing business is constructed in that way, [2] what is the idea behind merit/ the h-factor, [3] how the different concepts

are discriminatory against minorities or women/non-white male without huge financial or social asset. **What are alternatives**, for example: [1] the idea of slow science, [2] standpoint theories/ decolonial approaches to research, education, science, ownership of research (including social sciences and cultural studies), [3] funding of research/education

- I think the course **may have the effect of scaring new PhDs** regarding self-plagiarism, etc.
- **indigenous research paradigm and postcolonial research values, ethical dilemmas or methodologies** within this course
- It would be nice to have the course **specialised for AHSS**, as well as other fields so that it is all pertinent to our areas.
- where to find **journal specification** to publish (publishing criteria of journal)
- Yes, **evaluation of quality secondary source** info
- You have the potential for a very worthwhile module here. Shame most of the original contributors left before their contributions were even registered.

3.8 Are there any other features or enhancements that you would like to see included on the course?

All responses are in Appendix IV.

Similar to Q3.6 the answers again refer to the **assignments** as being an area for improvement “*change from all the modules being assessed at the end, to each module have an mini-assessment of what students learning in that module*”, the other emerging area is engagement “*maybe a chat feature to get real time advice following completion of the course*”

3.9 Do you have any other comments to add about this module?

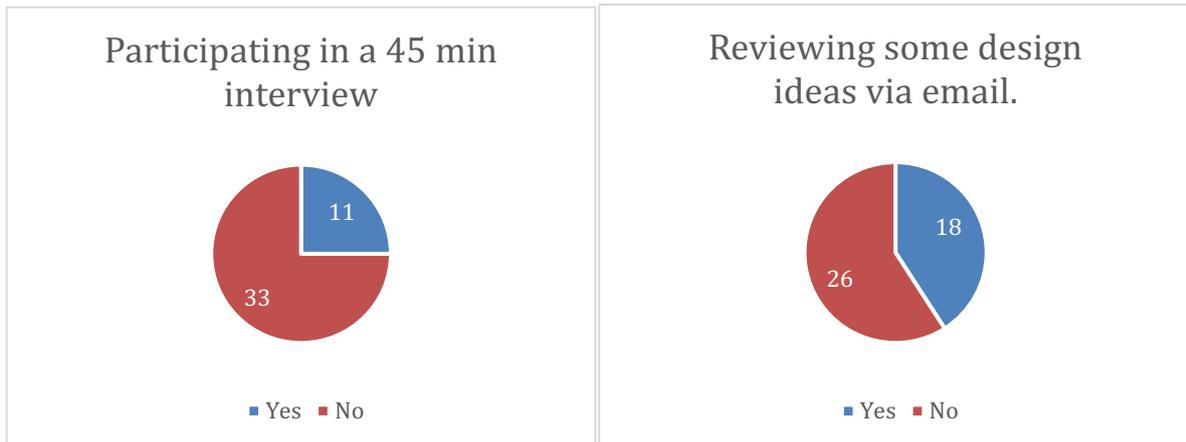
All responses are in Appendix V.

In giving final comments as we might expect, perceived **relevance, technical issues and engagement emerge as issues** and yet so too does support for the module concept. The following one response does capture most of what respondents were saying in this section. “*I thought that the actual information contained within the course was useful, but delivered in a very boring way. Some aspects were not very applicable to my field and so it might be better if it was more tailored to certain areas. Some of the questions asked in the quizzes about dates certain pieces of legislation were introduced seemed redundant*”.

4. Co-Creation

We are committed to developing a world class course to support all of our students on the Structured PhD programme. The redesign work on this module will continue till late 2020. We would be very interested in developing the course with input from students like you.

Participating in a 45 min (approx.) interview to develop the ideas covered in this survey



Appendices

Appendix I

Q2.2 What made your experience with online learning satisfactory or unsatisfactory?

All replies

Positive Feedback

Flexibility and self-paced (10)

- 24. It is convenient to do it from home
- 18. Satisfactory because as a PhD Student it's easier to deal with online courses
- 17. Was easy to use and complete in my own time
- It was useful to be able to stop and start when needed,
- 31. self-pace, it is had for part time student that work
- It was at my convenience, my pace, and enhanced reflection.
- 20. flexibility on time to take the course
- 23. it's time flexible, I could arrange my learning time by myself.
- 29. good that you could do it at your own pace,
- 34. I love the flexibility to do the work at the pace that fits me best

Clarity and structure (5)

- Modules were nice and very informative
- 11. Well organised,
- 25. Satisfactory: Clarity of presentation, mix of learning, e.g. presentations, readings, videos, quizzes.
- 12. Clear structure of modules
- 15. It was good that there were videos, so I watched them again and again but I would prefer an online interaction/Q&A session.

Other Positives

- 36. I enjoyed the collective and individual journal entry element of the Teaching and Learning Theory class for Teacher Assistants
- 35. Online learning is good approach during pandemic
- 37. Well planned out use of the additional online learning functionalities that blackboard has when streaming a live class on blackboard such as using the break out rooms or whiteboard function

Constructive Feedback

Interactivity and engagement (7)

- 19. For me, learning is increased when I am able to interact with my fellow students and instructor in real time.
- 6. I had the impression to have a brainwash that want to bring work at the first plan of my life as essential to my life. I clearly disagree on that and I don't like to get people tell me what to think and how to manage my life.
- 29. although i found it less interactive/engaging in its online format
- 28. It's always very difficult in the beginning to know what you're supposed to be doing/what's expected. I would prefer an initial face to face meeting to clarify expectations and learning outcomes
- 21. It could be more interactive, some of the powerpoint weren't great or clear
- 9. It was a flashback to junior cert english reading comprehensions, just search for the question in the notes and paste that in as the answer.

Length of course (5)

- 22. Too long, mostly irrelevant content for me, therefore very boring. Could be taught in approx. 60 min if reduced down to the parts that actually matter.
- 26. The online research and integrity was long and tedious and didn't always apply to my subject area. Also we didn't get any actual module credit for it.
- 27. Spend Too Much Time
- but the format was tedious to complete.
- 15. In the online Research Integrity course, there were too many detailed information -I'm not sure whether all the details are necessary- and it was hard to understand which information is more related and necessary for me.

Relevance (4)

11. maybe a bit too redundant at times.

- 7. Largely irrelevant to my degree and seemed like a time-consuming box-ticking exercise with little to no valuable reward
- "
- 32. It was mandatory, but did not always match what was relevant for my PhD at the time and competed with other tasks"
- 22. The vast majority of contents is self-explanatory and should be considered common knowledge.

Assessment (6)

- 14. For the online course, I thought the assessment was too specific given the amount of information we were given.
- "
- 2. Although I input the correct answers (even copying and pasting them from the Powerpoint slides) some were marked as incorrect by Blackboard, skewing my results."
- "
- 2. the assessments seemed to be thrown together without much thought."
- 14. Also, the impression TCD gave me was the course could be done a little at a time to fit our PhD schedules. However, this was not possible given that the assessment was at the end of all modules and if you didn't study all the units in one day, you couldn't pass the specific questions of the assessments.
- 30. This module in particular was a shambles. Answers to MCQs were incorrect on the tests
- 16. Accessibility, self-explanatory, user-orientated, learning outcome through complex problems, where one does not have to copy and pass dates and name but engage in critical thinking. Unsatisfactory: low user orientation, assessments which do not require logical thinking and solving of problems just plain repetition of the read; misspelling, poor set-up of questions and layout. (For example the questions below 2.3 are to me not self-explanatory but seem to miss one part of the question the point of reference, like the CA 7000 course) For that I cannot answer the first point, here it would be nice to have to option "no opinion"

Other Constructive

- 13. My own self motivation
- 2. X Most of the module wasn't online for a good portion of the time I was due to take it, and only became fully available shortly before I was due to take my confirmation last September,
- 30. all emails sent about any issues remained unanswered. The only reason I am giving a 3 is due to other partially online modules I have attended otherwise a 0.

Appendix II

Q2.4 Online Learning – Other Comments - All replies

Technical glitches in the course and the assessment approach

- I have heard anecdotal evidence of peers taking and passing(!) this module without reading any of the slides or understanding the content; instead, they simply performed a search of the Powerpoint files for keywords given in the questions and Copy-Pasted the correct answers. The design of the assessments encouraged this, because the spelling and capitalisation had to be absolutely correct to be awarded a pass mark -- this would negatively impact somebody with Dyslexia and they should not have to have a LENS report to take a compulsory module like this. Even after inputting the correct answer, the system still sometimes marked the answer as incorrect, as in my case.
- There were glitches in the quizzes. One answer would be correct in the practice test, and then marked as incorrect in the final exam. This was very frustrating.
- Seemed as though the content was larger than the container it had been placed in. Less compression and more linear would have been a positive
- The way in which information was presented and conferred (solely powerpoint slides with tutors reading out the exact contents of the slides) was not conducive to the retention of information. Numerous technical issues hampered my efforts, it was a struggle to get in touch with someone who could correct these issues. I set time aside in between semesters and over reading week to complete this module as term-time is extremely busy with classes so it was frustrating not to be able to complete the module when I wanted to, instead having to wait weeks for the technical difficulties to be fixed.

Examples of good online courses

- I answered the questions in 2.3 regarding the Open Scholarship Era module. I have done the Teaching as a Graduate Student module (the fully online one) earlier and this was a great experience.
- Planning and Managing your Research and Career module in the Student Learning and Development center conducted online learning really well.

Other points

- It attempts to be a catch-all program, but learning about patent regulations and medical practice laws aren't exactly valuable to a doctoral student in history
- Are these questions above relating to online or partially online courses? I have answered if they are about the research integrity fully online course.
- Are the question in reference to the CA 7000 module or general? The other module that I had to take online was highly satisfactory, the CA 7000 no so much. (I never got a response to any of my emails and have no idea who the tutor might have been. Short the CA 7000 was poorly executed, highly unsatisfactory, and I did not learn anything. Related to the following question: I choose 4 = neutral as the subjects are important to all researchers but the subjects were not presented in a way that it became clear.
- SPEND TOO MUCH TIME. THE ONLINE PROGRAMME MUST BE EFFICIENT !!!!!
- I wasn't exposed to indigenous research paradigm values, ethical dilemmas or methodologies within this course

Appendix III

Q3.6 Specific module – Other Comments - All replies

Assignment

- Transcript was preferable to video. Assignments were very poor and wasted enormous amounts of time with repeated efforts due to poor question construction, errors in the answering schema and unclear language. Doesn't appear to have been properly tested before introduction
- I still have one assessment pending which is only to a small part my fault. Furthermore, there is no point to ask 100 percent to pass an assessment. The module does not foster motivation or interest in the highly relevant topics that are to be learned.
- The assignments were particularly poorly formed
- I had several issues with the module, including quizzes that aren't there, quizzes that will not let you re-take them (it says that you can) and horrific communication when trying to get these issues resolved.
- The fact that 100 per cent was required in the quizzes often made me dread having to do them, after achieving 90 per cent numerous times. In the research data security modules, the quiz was based off all of the content in those two modules and often a quiz question required you to select several correct answers (i.e 'select all the apply'), and if that question was marked incorrect it was difficult to ascertain which answer/option was the wrong one as we had to select several answers.

Relevance

- I understand that it provides 5 credits and it's better than having to credit a unit, but it's an irrelevant joke of a unit
- I think students should be expected to acquire these skills by themselves. It's good that courses like this one are offered, but students should be able to decide whether they need to partake or not. For me completing this course just took away from actually getting something done in my research project. This applies to most courses I had to take due to the "structured" PhD approach.
- much of the content (data protection etc.) was irrelevant e.g. for non-contemporary history, or the relevance was at least not made clear.

Other Points

- Use interactive applications (Blackboard)
- TO BE A MORE EFFICIENT PROGRAM !
- I had issues with the running of this course from enrollment to end some of which are still unresolved due to the lack support and email correspondence
- Especially the Epigeum section was extremely unsatisfactory and a very frustrating learning experience. I submitted more detailed feedback at the time and hope that you have access to this feedback. The Epigeum section led to a very negative attitude towards the rest of the module, despite the other topics being conveyed in a much improved way. To me, it was extremely important that I could regulate the speed of the lecture videos of the topics 2-5 myself. The more the module advanced, the more satisfactory it became. Topics 2-5 contained interesting and new information, parts of the module were even fun to complete. Overall, I tried to complete the module in as little time as possible, especially when the topics were not relevant to my PhD work at the time but I had other, seemingly more important tasks to complete, so I didn't take the effort to learn sustainably
- I don't remember the module's content very well. My answers might be skewed because of time.
- 3.5 is literally the exact same thing as 2.3. I'm still willing for the data I submit to you to help you fix the problems with the module but forms like these and assessments laid out in the way they were are truly infuriating.

Appendix IV

Q3.8 Specific module – Other features or enhancements

All replies

Assessment

- I definitely think the assessment should change from all the modules being assessed at the end, to each module have an mini-assessment of what students learning in that module. That way you can do a module when you have a free day instead of committing a whole day to doing all the modules and taking the assessment. Also I think given the amount of information in the modules, the question bank shouldn't be such specific information. It should be the most important information from the module.
- I would like communication improved and the answers to the mcqs need to be updated
- Someone needs to learn how to make proper assessments that don't require a case sensitive answer to be typed in. Better assessments too, for your sake and our own.

Engagement

- A coherent layout
- Deliver the information in a more engaging way, maybe a chat feature to get real time advice following completion of the course
- examples, what it looks good, and looks bad

Others

- Don't try to make life coaching
- Yes, see module for Graduate Assistants
- You could probably highlight the importance of the quizzes.
- No
- none

Appendix V

Q3.9 Do you have any other comments to add about this module?

All replies

- I think the topics covered are important, but the delivery is not engaging which makes it difficult to follow and there are plenty of mistakes in the test which made it super frustrating.
- I thought that the actual information contained within the course was useful, but delivered in a very boring way. Some aspects were not very applicable to my field and so it might be better if it was more tailored to certain areas. Some of the questions asked in the quizzes about dates certain pieces of legislation were introduced seemed redundant.
- It is a great idea to have this module at the start of the PhD. There are additional modules that would be helpful to add that are already existing in the university.
- Much of the content of this online module is significant for researchers, but the way it was presented, and the nature of the assignment requirements meant that the more I had to do the quizzes, the less interested I became in the module content. The technical issues I encountered were also frustrating as I often could not access quizzes or module content. If the whole idea is for us to complete this module on our own time then we should be able to do so, instead of waiting for someone else to fix the issue. I encountered issues in the beginning of January that weren't resolved until a few weeks into the second semester, which was unhelpful as I simply did not have time to devote to this module due to my commitments to my other classes.
- This should not be mandatory until properly constructed
- Technically, it needs to be tested out on iPads because content was limited. Also there wasn't any involved with other PhDs taking the module. Maybe it would be good to have a questions/answers part where PhDs could talk about the modules, the content. It should be broken down into smaller modules with smaller assessments. Also, the fact that this module is mandatory for 5 credits is confusing, as I needed to take a 10 credit module and has already chosen it so now I have completed 15 credits. I think this module and its credit should be considered that PhD students will take a 10 credit module from their own discipline.
- Many of the quiz questions were 1. absolutely irrelevant 2. not motivating to actually watch the videos and try to understand the content and be able to remember it later, but rather about looking for keywords and dates 3. some of the answers were obviously wrongly programmed, so you couldn't pass by giving the right answers. After emailing the responsible person, there was no reply
- Some of the tests were inaccurate in terms of matching the question with the correct answer.
- The module does not foster an ethical approach to research or teaching.
- The module feels largely irrelevant to AHSS disciplines, and geared toward STEM subjects and issues.
- The contact person for the module must have better communication. I am still unclear whether I have completed the module, and I have been email the contact person for 4 months.
- I don't work in any sort of science and in general most of this kind of module is geared towards people managing "data collection". Totally irrelevant to me and my project. A one-size-fits-all approach is not the correct approach. Please don't make future Humanities PhD students waste their valuable time with things that will be useless to them.