

1. **Project Title:** Building a cohort of open scholarship trainers to boost adoption of DataCite open infrastructure services among the Consortium of Uganda University Libraries
2. **Project Type:** Outreach Activities
3. **Funder:** DataCite – under Global Access Fund (GAF) – Euros 10,425
4. **PI:** Dr. Fredrick Kiwuwa Lugya
5. **Beneficiaries:** 35 Participants (librarians, ICT professionals, and research administrators) selected among Consortium of Uganda University Librarians (CUUL) membership
6. **Project Goal:** Over the course of two (2) months, a team of librarians at Busitema University plan to develop and deliver a five-day training of trainers’ workshop to a cohort of librarians, ICT professionals, and research administrators selected out of 76 institutional members of the Consortium of Uganda University Libraries (CUUL). This work will ignite a countrywide conversation on the benefits of open scholarship and open science and to increase awareness of integrating DataCite infrastructure services to make research discoverable.
7. **Project Outcome:** DOSCU participants will exhibit mastery skills to plan, prepare and deliver training on how to make research outputs open and discoverable using open infrastructure and services.

8. **Project Objectives:**

Objective 1: Within the first (1) month, the librarians will create a publically available educational resource kit consisting of training curriculum, guidelines for facilitating the training, training materials, and assessments on open scholarship, open science and DataCite open infrastructure services. The training materials shall be added on the learning management system and participants enrolled into the workshop.

9. **Objective 2:** By the end of the two (2) months, deliver a five-day training to 35 trainees (librarians, ICT professionals, and research administrators) selected out of 76 institutional members of the Consortium of Uganda University Libraries.

[Give some administrative info - so prepare slides on the project, funders, objectives, and give an outline of the topics to be covered in this workshop.]

Workshop Learning Outcomes: The the end of the DOSCU workshop, the trainees should be able to:

- a) Communicate to their institutional administrators why libraries and their institutions cannot afford to ignore implementing institutional repositories to make their research outputs open;
- b) Explain how to go about using open infrastructure and services like Dspace and DataCite tools to make their research outputs open and discoverable;

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- c) Understand how to teach and train librarians, ICT professionals, and research administrators to implement DataCite research discovery and exploration tools and services like DOIs, metadata, APIs in their institutional repositories;
- d) Become confident and have the knowledge to deal with difficult questions about making research outputs open and discoverable;
- e) Be able to plan institutional repository and DataCite training activities and be aware of the best practices in training design for online, face-to-face and hybrid events;
- f) Understand how to work with diverse audiences especially institutional administrators to attract funding towards DataCite activities;
- g) Know how to evaluate the impact of the training and implementing institutional repositories and DataCite open infrastructure and services.

Main Topics Outline

Module 1: Introduction to Open Access

- a) Scholarly Communication Process
- b) Open Access: History and Developments
- c) Rights and Licenses
- d) Advocacy for Open Access
- e) Open Access Research Impacts

Module 2: Open Access Infrastructure

- a) Open Access Repositories
- b) Open Journals
- c) More About Open Approaches

Module 3: Interoperability and Retrieval

- a) Resource Description for OA Resources
- b) Interoperability Issues for Open Access
- c) Retrieval of Information for OA Resources

Module 4: Resource Optimization

Module 5: DataCite Open Infrastructure

Module 6: Training and Train-the-Trainer

Introduction to Open Access

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Open Access defined [*provide a link to the video - start with participants watching the video and them have a brainstorming session to learn more about OA*]

What lessons are we learning from this video - Key take homes - what we need to know as librarians - about OA

Progress of every profession, academic discipline and society at large rides on the back of research and development. Research generates new information and knowledge.

Information has its life cycle: conception, generation, communication, evaluation and validation, use, impact and lastly a fuel for new ideas.

Where is research published? - Research results are published in journals, conference proceedings, monographs, dissertations, reports, and now

the web provides many a new forum for its communication.

Since their origin in the 17th century, the journals have remained very popular and important channels for dissemination of new ideas and research. But why are journals a challenge in achieving this goal?

- high cost of production,
- cumbersome distribution,
- waiting time for authors to get published, and
- then more time in getting listed in indexing services,
- increasing subscription rates, and
- lastly archiving of back volumes have led to a serious problem known as “Serials Crisis”.

Is the e-journals addressing this problem? Maybe yes or no - what do you think? what is the role of the internet? The internet has played a very big role, but there is still a problem

Then in the beginning of the 21st century emerged the Open Access (OA) movement with the Budapest Open Access Initiative (BOAI). Philosophy of open access is to provide free of charge and unhindered access to research and its publications without copyright restrictions.

The other OA declarations at Berlin and Bethesda put it on strong footings. Its philosophy is: research funded by tax payers should be available free of charge to tax payers.

Research being a public good should be available to all irrespective of their paying capacity.

So, when we talk about OA, what do we mean??

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The OA has many forms of access and usage varying from total freedom from paying any charges, full permission to copy, download, print, distribute, archive, translate and even change format to its usage with varying restrictions.

But also OA didn't come without challenges - what challenges have you see over the years limiting the OA movement??

In the beginning, OA publications were doubted for their authenticity and quality: established authors and researchers shied away both from contributing to and citing from OA literature. But Committee on Publication Ethics (COPE, 1997) and its code of conduct formulated in collaboration with DOAJ and OASPA, etc. have stemmed the rot.

What has changed over the years?

Now it is accepted that contributors to OA get increased visibility, global presence, increased accessibility, increased collaboration, increased impact both in citations and applications, and lastly instant feedback, comments and critical reflections.

One success story about OA is the Open Access Week celebrations - look at the OA week page and the Busitema University OA Week - events celebrations - and what the participants will do when they return to their institutions - brainstorm and plan events.

So, what are we going to learn?

At the end of this module, you are expected to be able to:

- a) Define scholarly communication and open access, and promote and differentiate between the various forms of Open Access;
- b) Explain issues related to rights management, incl. copyright, copy-left, authors' rights and related intellectual property rights;
- c) Demonstrate the impact of Open Access within a scholarly communication environment.

Topics to be covered in this module – recap

Module 1: Introduction to Open Access

- a) Scholarly Communication Process
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