



KNOWLEDGE WITHOUT BOUNDARIES

EIFL Digital Research Literacy Training Programme Outline for Librarians

October 2020

Introduction

Digital research literacy comprises the skills, knowledge and understanding required to produce quality research outputs in a digital environment. Libraries offer a variety of training programmes for faculty and students; however, an EIFL survey conducted in 2018 across 36 EIFL partner countries (responses were received from 270 libraries) discovered that the only two topics well familiar to librarians were “Research process” and “Writing articles and reusing content”. All other digital research literacy topics remained largely undiscovered.

To enable university and research libraries to help researchers and students produce quality research outputs, EIFL has compiled a training programme outline, which is organized according to the research cycle. We would like to acknowledge all the universities whose resources are included into this outline. Our special thanks go to the staff of the University of Dublin College Library, especially Julia Barrett, who helped us to create this resource.

How can librarians in EIFL partner countries use this resource?

This resource is organized according to the research cycle: Discover, Manage Research Data, Publish, Disseminate and Increase Visibility, and Measure Impact.

Each section gives an overview of the topic, what the trainer should cover, and what the learner should gain by the end of the training. Each topic includes “Resources for facilitators and learners”, with useful material that trainers and learners can use to improve their own knowledge or use in their own training.

We encourage all EIFL partner countries to become familiar with this training programme and to adapt and use relevant topics to train librarians, students and researchers. In addition to the content, provided in this training programme, we suggest you follow the recommendations below on how to organize and evaluate your training.

Guide “Training Methodologies”, Gender and Technology Institute. URL:

<https://en.gendersec.train.tacticaltech.org/downloads/en/trainingmethodologies-en.pdf>

Guide “Training evaluation”, Mind Tools. URL:

<https://www.mindtools.com/pages/article/kirkpatrick.htm>

“The Open Science Training Handbook”, sections “On Learning and Training”,

“Organizational Aspects” and “Examples and Practical Guidance”, p.101-182. URL:

<https://book.fosteropenscience.eu/en>

If you would like to submit corrections or suggestions of new content and resources for consideration, please contact us at: info@eifl.net

DISCOVER

[Find your topic and review literature](#)

[Search Google and Google Scholar](#)

[Other free tools and resources](#)

[Manage your references](#)

[Keep up to date on your topic](#)

MANAGE RESEARCH DATA

[Managing and sharing research data](#)

[Writing a data management plan \(DMP\)](#)

PUBLISH

[Academic integrity](#)

[Choosing effective publishing strategy](#)

[Using Open Access \(OA\) routes to increase research impact](#)

DISSEMINATE AND INCREASE VISIBILITY

[Institutional repository](#)

[Preprints](#)

[Researcher identity & ORCID](#)

[Social media for research](#)

MEASURE IMPACT

[Introduction to Bibliometrics](#)

[Make your work count](#)

Research Lifecycle – Discover

This section helps students and researchers to identify their research topics; to plan and perform a literature review; to run searches using Google, Google Scholar and other free resources; to use reference/citation management tools, and how to stay up to date with chosen research topic.

We identified 5 topics that researchers and students must know well:

- Find your topic and review literature.
- Search Google and Google Scholar.
- Other free tools and resources.
- Manage your references.
- Keep up to date on your research topic

Find your topic and review literature

This training outlines a process for selecting a research topic, narrowing the topic down to a specific research question, and carrying out literature review.

By the end of this training, learners should:

- Be able to define a research topic.
- Be able to conduct a literature review.

Training Outline:

- Select a topic for your research.
- Collect background information about your topic.
- Define your topic as a focused research question.
- Perform a literature review.

Resources for facilitators and learners

Videos, online tutorials:

- “How to Develop a Good Research Topic”, Kansas State University Library. URL: <https://www.youtube.com/watch?v=nXNztCLYgxc>
- “Asking Questions to Explore Your Topic”, University of Guelph. URL: <https://youtu.be/azPLz8WiuuA>
- “Four Steps to Narrow Your Research Topic”, University of Guelph. URL: <https://youtu.be/rpCbSjldXIM>
- “How to Write a Literature Review”, University College Dublin. URL: <https://youtu.be/ouY2FH0BKkQ>
- “How to write a literature review”, University College Dublin. URL: https://www.ucd.ie/library/elearning/litreview/story_html5.html

Library guides:

- “Finding and Exploring Your Topic”, University of Michigan. URL: <https://guides.lib.umich.edu/c.php?g=283095&p=1886088>
- “Find background information”, University of Guelph. URL: <https://guides.lib.uoguelph.ca/BackgroundInformation>
- “Literature Review”, Bloomsburg University of Pennsylvania. URL: <https://guides.library.bloomu.edu/litreview>
- “Literature Review: Conducting & Writing”, University of West Florida. URL: <https://libguides.uwf.edu/c.php?g=215199&p=1420520>

Examples of presentations, handouts or worksheets:

- Richard Bruce Lamptey. “Library Research Methods - Information Retrieval and Literature Review”, Kwame Nkrumah University of Science and Technology. URL: https://www.eifl.net/sites/default/files/resources/library_research_training.pptm
- Handout and Worksheet “Developing a research question”, University of Guelph. URL: https://learningcommons.lib.uoguelph.ca/file/745/download?token=K8_5tIU6
- “Research Worksheets and Handouts”. College of Dupage. URL: <https://codlrc.org/IL/handouts>

Search Google and Google Scholar

This training outlines effective searching techniques when using Google, Google Scholar and other Google resources. It also provides tips for evaluating search results.

By the end of this training, learners should:

- Be able to conduct effective searches on Google and Google Scholar using advanced search options and limits.
- Be able to evaluate search results.

Training Outline:

- How to conduct effective searches of Google using advanced search options and limits, for example:
 - Building search strings using Google functionality
 - Using Google limits e.g. by site, filetype and type of resource material
 - Filtering search results
 - Setting up alerts
- How to conduct effective searches of Google Scholar, for example:
 - Planning and building searches
 - Following a citation trail and searching within that trail
 - Generating citations
 - Saving articles to your Scholar Library; downloading articles from your library
 - Setting up alerts
 - Link to your own library’s subscriptions
 - Improve Google Scholar’s functionality by linking to Publish or Perish
- Use of other Google services such as Google Books and Google News.
- Evaluating authority and websites - evaluating the quality of websites located and the authority of an author.

Resources for facilitators and learners

Videos, online tutorials:

- “Using Google Scholar to find academic information”, University College Dublin. URL: https://www.ucd.ie/library/elearning/googlescholar/story_html5.html
- “Evaluating Information on the Web”, University College Dublin. URL: <https://www.youtube.com/watch?v=z5c6f6ynWpU&feature=youtu.be>
- “Choose the Best Info: Apply Authority”, University of Guelph. URL: <https://youtu.be/ig1fMWQdayU>

Library guides:

- “Search Engines for Academic Use: Introduction”, University College Dublin. URL: <https://libguides.ucd.ie/searchengines>
- “Google Search Tips”, University College Dublin. URL: <https://libguides.ucd.ie/searchengines/GoogleSearch>
- “Additional Google Functionality”, University College Dublin. URL: <https://libguides.ucd.ie/searchengines/MoreGoogle>
- “Google Scholar: Introduction”, University College Dublin. URL: https://libguides.ucd.ie/Google_Scholar
- “Other Google Services”, University College Dublin. URL: <https://libguides.ucd.ie/searchengines/othergoogle>

Examples of presentations and training slides:

- Julia Barrett. “Searching Google, Google Scholar and Other Google Resources: Science, Technology, Medicine”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=32055823
- Julia Barrett. “Searching Google, Google Scholar and Other Google Resources: Humanities & Social Sciences”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=32002806

Examples of practical exercises, handouts or tip sheets:

- “Google Cheat Sheet”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31654483
- “Search Modifiers Cheat Sheet”, University of Guelph. URL: <https://learningcommons.lib.uoguelph.ca/file/727/download?token=SLUDI0on>
- “Boolean Operators Cheat Sheet”, University of Guelph. URL: <https://learningcommons.lib.uoguelph.ca/file/720/download?token=wCTVem7N>
- “Sample Exercises for practicing Google and Google Scholar”, University College Dublin. URL : https://www.eifl.net/sites/default/files/resources/sample_exercises_google.docx
- Always check Google Scholar website for tips, as they are mostly up to date:
 - Google Scholar Search Overview: <https://scholar.google.com/intl/en/scholar/help.html#overview>
 - Google Scholar Search Tips: <https://scholar.google.com/intl/en/scholar/help.html#searching>
 - Google Scholar Email alerts: <https://scholar.google.com/intl/en/scholar/help.html#alerts>

- Google Scholar library:
<https://scholar.google.com/intl/en/scholar/help.html#library>

Other free tools and resources

This training outlines various freely available research resources and specialist search engines, tools and resources to locate theses, freely available articles, books, images, newspapers, statistics and datasets, etc.

By the end of this training, learners should:

- Be familiar with various websites and specialist repositories to locate content in open access and know their functionalities.
- Know how to find open access versions of publications.

Training Outline:

- Specialized repositories such as PubMed Central and Europe PMC (Biomedical and Life Sciences), arXIV (Physics, Mathematics, Computer Sciences), Humanities Commons (Humanities), etc.
- Websites to locate theses, freely available articles, books, images, newspapers, statistics and datasets, such as CORE, BASE, Open Access Button, OATD, DART, OpenAIRE Explore, re3data, Wikimedia Commons, Pixabay, etc.
- Browser extensions to find open access articles, such as Unpaywall, Open Access Button, Google Scholar Button, CORE Discovery, Kopernio.

Resources for facilitators and learners

Library guides:

- “Specialist Search Engines”, University College Dublin. URL:
<http://libguides.ucd.ie/searchengines/type>

Examples of presentations, practical exercises or tip sheets:

- Julia Barrett. “Freely Available Tools and Resources for your Research”, University College Dublin. URL: http://libguides.ucd.ie/ld.php?content_id=32145053
- Joe McArthur. “Delivering Open Access content”, Open Access Button. URL:
<https://docs.google.com/presentation/d/1jhHW7Bxe7Ok68viDU2oZYjF3HmGukYCL9XzvIjLogRA/export/pptx>
- Sample Exercises for practicing DART, BASE, Registry of Research Data Repositories, etc.: https://www.eifl.net/sites/default/files/resources/sample_exercices_dart.docx
- “How can I get access to the article I need”, EIFL clickable tip sheet, URL:
<https://www.eifl.net/resources/eifl-poster-how-can-i-get-access-article-i-need>

Manage your references

This training provides an overview of a range of freely available and other tools researchers can use to manage their references, such as Mendeley and Zotero. The purpose is to assist researchers in deciding which service is appropriate for their specific needs.

By the end of this training, learners should:

- Have good knowledge about reference management.
- Be familiar with tools for reference management.

Training Outline:

- Why referencing is important - avoiding plagiarism and verifying sources used.
- An overview of free tools Mendeley and Zotero. (If your institution has subscribed to EndNote or RefWorks, teach learners how to use those tools).
- Notable features of each tool.

Resources for facilitators and learners

Videos, online tutorials:

- “Plagiarism: Avoid it at all costs!” University College Dublin. URL: https://www.ucd.ie/library/elearning/plagiarism/story_html5.html
- “Understanding and Avoiding Plagiarism: Types of Plagiarism”, University of Guelph. URL: <https://youtu.be/GW3BzAG8aaY>
- “Understanding and Avoiding Plagiarism: From Passage to Paraphrase”, University of Guelph. URL: <https://youtu.be/auUHRv1vlgw>
- “Cite Your Sources: When / Why to Cite”, University of Guelph. URL: <https://youtu.be/ziG9LtiRUU>
- “Mendeley: How to Create a Bibliography from a Folder”, University of Guelph. URL: <https://youtu.be/bxTTz4WIdUI>
- “Mendeley: How to use the Citation Plugin in Word”, University of Guelph. URL: <https://youtu.be/t6c78uqn6EI>
- “Mendeley: How to Share References with Your Group”, University of Guelph. URL: <https://youtu.be/yYGCKbJINmo>
- “Zotero: How to Organize Your References”, University of Guelph. URL: <https://youtu.be/lqFARSpPIOw>

Library guides:

- “Academic Integrity - Referencing, Citation & Avoiding Plagiarism”, University College Dublin. URL: <https://libguides.ucd.ie/academicintegrity/overview>
- “Cite Your Sources”, University of Guelph. URL: <https://guides.lib.uoguelph.ca/CiteYourSources>
- “Zotero”, University of Guelph. URL: <https://guides.lib.uoguelph.ca/Zotero>
- “Mendeley”, University of Guelph. URL: <https://guides.lib.uoguelph.ca/Mendeley>
- “Citation Managers Comparison Chart”, University of Guelph URL: <https://guides.lib.uoguelph.ca/ManageYourSources/CompareTools>

Examples of presentations, practical exercises or handouts:

- Presentation “Reference Management”, University of York. URL: <https://docs.google.com/presentation/d/1yXwsj5xiQ1VvcOjNQyAig2rvLBboZYpc6gjtjJDxFuU/edit#slide=id.p>
- Jevgenija Sevcova. “Bibliographic reference management: Introduction to Zotero 5”, EIFL. URL: <https://drive.google.com/open?id=1KW4RWdULKun7-JsZUibZoNZ6MmyVQQUf>

- Jevgenija Sevcova. “Bibliographic reference management: Introduction to Zotero 5. Practical exercises”, EIFL. URL: <https://drive.google.com/open?id=13OeuBjdrCopoBd0Lna7I588tLAIAlZw>
- “Zotero” handout, worksheet and troubleshooting guide, The University of Oklahoma, OSF. URL: <https://osf.io/twx5q/>
- “Mendeley” worksheet, Wilfrid Laurier University Library. URL: <https://library.wlu.ca/sites/default/files/pdfs/tutorials/mendeley-worksheet.pdf>

Keep up to date on your research topic

Keeping current with new research can be a challenge. This training will cover strategies and tools that can be used to help researchers stay up to date with the published literature in their topic.

By the end of this training, learner should:

- Know how to keep up to date with new research in their area using email alerts, RSS Feeds, Table of Contents (TOC) Alerts and Conference Alerts.
- Be familiar with online tools (social media, blogs, podcasts, email lists) that can help them to keep up to date with research.

Training Outline:

- How to identify the main sources of current awareness in your area.
- How to effectively use these sources to stay abreast of developments in your area.
- How to create saved search alerts for new articles and dissertations on your topic.
- How to set up Table of Contents alerts for your favourite journals.
- How to use RSS feeds.
- How to find out when a key article has been cited by someone else.
- How to use social media tools such as blogs and Twitter to hear the buzz around new research.

Resources for facilitators and learners

Library guides:

- “Keeping Your Research Current”, University of Western Australia. URL: <https://guides.library.uwa.edu.au/keepingresearchcurrent>
- “Keeping Current in the Literature”, University of Wisconsin-Madison Libraries. URL: <https://researchguides.library.wisc.edu/keepingcurrent>

Example of presentation slides:

- Michael Ladisch, “Keeping Current in Your Field of Research”, University College Dublin. URL: <https://www.ucd.ie/t4cms/Guide106.pdf>

Research Lifecycle – Manage Research Data

Some Funding agencies now require researchers to develop data management plans and share research data underlying publications. Managing and sharing research data is a very complex area. This section aims to equip researchers and students with data management knowledge and skills that support the long-term preservation, access, and reuse of data.

We identified two topics that researchers and students should know well:

- How to manage and share research data, including data protection and ethics, open licensing, FAIR data.
- Writing a data management plan (DMP).

Managing and Sharing Research Data

This training covers the key issues involved in managing research data and the overall benefits of following best practice in this area.

By the end of this training, learners should:

- Understand which data they can make open and which need to be protected.
- Understand the FAIR data principles.
- Be able to select which data to keep and find an appropriate repository for them.
- Understand funder requirements.
- Understand what personal data are and how they can protect them, what to consider when developing consent forms, how to store data securely and how to anonymize data.
- Understand how to re-use data and how to select the appropriate licence for their data.
- Understand research data management for basic quality assurance, replicability and reusability.
- Learn tips for how to get maximum impact from their research data.

Training Outline:

- Why data management is important. What are the efficiencies and the drivers (micro / macro)?
- Data organization, documentation and metadata.
- Data storage and back-up.
- Legal and ethical requirements.
- Data sharing and re-use.
- Long-term preservation.
- FAIR data principles.
- Data management responsibilities.

Resources for facilitators and learners

Online Courses

- As this is a complex area, to deepen your knowledge, we suggest you complete five short courses developed by FOSTER:
 - “Managing and Sharing Research Data”, FOSTER. URL: <https://www.fosteropenscience.eu/node/2328>
 - “Data protection and Ethics”, FOSTER. URL: <https://www.fosteropenscience.eu/node/2330>
 - “Open Licensing”, FOSTER, URL: <https://www.fosteropenscience.eu/node/2415>
 - “Assessing the FAIRness of data”, FOSTER. URL: <https://www.fosteropenscience.eu/node/2644>
 - “Use open data in teaching”, FOSTER. URL: <https://www.fosteropenscience.eu/node/2656>
- 5-week course for librarians or other staff that support researchers: “Delivering Research Data Management Services”, University of Edinburgh, DCC, RDNL. URL: <https://www.futurelearn.com/courses/delivering-research-data-management-services>
- “Training on research data management for social sciences”, CESSDA. URL: <https://www.cessda.eu/Training/Training-Resources>
- “Research Data Management Training” – an online course for those who manage digital data as part of their research project, Mantra. URL: <https://mantra.edina.ac.uk>

Library Guides:

- “Research Data management”, University College Dublin. URL: <https://libguides.ucd.ie/data>

Examples of slides, practical exercises, guides or tip sheets:

- Amanda Doran. “Managing your research data: all disciplines”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=32467252
- Information sheet “Data Management Checklist”, University College Dublin. URL: http://libguides.ucd.ie/ld.php?content_id=9797218
- Information sheet “Where to submit data”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31886647
- “Do-it-yourself Research Data Management training kit for librarians”, Mantra. URL: <https://mantra.edina.ac.uk/libtraining.html>
- “Train the trainer package for giving training on Research Data Management for social science researchers”, CESSDA. URL: <https://www.cessda.eu/Training/Training-Resources/Library/Training-Packages/Train-the-Trainers>
- Guide for Researchers “How do I know if my research data is protected”, OpenAIRE. URL: <https://www.openaire.eu/how-do-i-know-if-my-research-data-is-protected>
- Guide for Researchers “How do I license my research data”, OpenAIRE. URL: <https://www.openaire.eu/how-do-i-license-my-research-data>
- Guide for Researchers “Can I reuse someone else’s research data”, OpenAIRE. URL: <https://www.openaire.eu/can-i-reuse-someone-else-research-data>
- Guide for Researchers “How to comply with H2020 mandates – research data”, OpenAIRE. URL: <https://www.openaire.eu/how-to-comply-to-h2020-mandates-for-data>

- Guide for Researchers “How to identify and assess Research Data Management costs in H2020 projects”, OpenAIRE. URL: <https://www.openaire.eu/how-to-comply-to-h2020-mandates-rdm-costs>
- Guide for Researchers “How to make your data FAIR”, OpenAIRE. URL: <https://www.openaire.eu/how-to-make-your-data-fair>
- Guide for Researchers “How to find a trustworthy repository for your data”, OpenAIRE. URL: <https://www.openaire.eu/find-trustworthy-data-repository>
- Guide for Researchers “Data formats for preservation”, OpenAIRE. URL: <https://www.openaire.eu/data-formats-preservation-guide>
- Guide for Researchers “How to deal with non-digital data”, OpenAIRE. URL: <https://www.openaire.eu/non-digital-data-guide>
- Guide for Researchers “How to deal with sensitive data”, OpenAIRE. URL: <https://www.openaire.eu/sensitive-data-guide>
- Guide for Researchers “Raw data, backup and versioning”, OpenAIRE. URL: <https://www.openaire.eu/raw-data-backup-and-versioning>

Books:

- “Research Data Management Handbook: A primer on managing your research data”, OpenAIRE. URL: <https://www.openaire.eu/rdm-handbook>
- Connie Clare, Maria Cruz, Elli Papadopoulou, James Savage, Marta Teperek, Yan Wang, Iza Witkowska, and Joanne Yeomans. “Engaging Researchers with Data Management: The Cookbook”, Cambridge, UK: Open Book Publishers, 2019. URL: <https://www.openbookpublishers.com/product/1080>

Writing a data management plan (DMP)

This training builds knowledge about management of research data and provides practical skills for writing data management plans.

By the end of this training, learners should:

- Know how to write a data management plan.
- Gain confidence in research data management.
- Have information about existing tools and templates.

Training Outline:

- Overview: What are research data and why should you manage them?
- Ethical and legal considerations.
- Data types.
- Data organization, documentation and metadata.
- Data storage and back-up.
- Data sharing, re-use and long-term preservation.

Resources for facilitators and learners

Library Guide:

- “Research Data Management: Data Management Plans”, University College Dublin. URL: <https://libguides.ucd.ie/data/dmp>

Examples of templates, guides or tip sheets:

- “Practical Guide to the International Alignment of Research Data Management”, Science Europe. URL: https://www.scienceeurope.org/media/jezkhnoo/se_rdm_practical_guide_final.pdf
- “Data Management template”, University College Dublin. URL: https://libguides.ucd.ie/data/UCD_DMP
- “Data Management template for students”, University College Dublin. URL: https://libguides.ucd.ie/data/UCD_DMP_student
- “Data Management templates”, University of Bath. URL: <https://library.bath.ac.uk/research-data/data-management-plans/university-dmp-templates>
- “DMPOnline tool to support researchers to develop and share DMP”, DCC. URL: <http://www.dcc.ac.uk/dmponline>
- “ARGOS tool to create machine-actionable Data Management Plans”, OpenAIRE. URL: <https://argos.openaire.eu>

Research Lifecycle – Publish

A well thought through publishing strategy leads to increased impact of research. This section helps researchers and students to develop effective strategies for publishing their research. It reviews the open access publishing environment and advantages of various open access routes in making research publications more visible and citable.

We identified three topics that researchers and students should know well:

- Academic integrity
- Choosing an effective publishing strategy
- Using open access routes to increase research impact

Academic integrity

Academic integrity is the commitment to and demonstration of honest and moral behaviour in an academic setting. This is most relevant at the university level as it relates to giving credit to other people when using their ideas and work, by acknowledging their contributions. Academic integrity training addresses concepts such as plagiarism and citing, copyright and fake news.

By the end of this training, learners should:

- Understand expectations for sound academic writing, avoiding plagiarism, and appropriate referencing and citation.

Training Outline:

- Key concepts of citation, quotation, plagiarism, referencing, paraphrasing.
- Tips for sound academic writing and avoiding plagiarism.
- How to use plagiarism detection software subscribed by the university. If university does not have the subscription, show free tools for researchers to use.
- Referencing and citation styles.
- How to identify false and misleading information.

Resources for facilitators and learners

Videos, online tutorials:

- “Plagiarism: Avoid it at all costs!”, University College Dublin. URL: https://www.ucd.ie/library/elearning/plagiarism/story_html5.html
- “What is plagiarism?”, University of Guelph. URL: <https://youtu.be/0qY6Rqp9xOs>
- “Understanding and Avoiding Plagiarism: Types of Plagiarism”, University of Guelph. URL: <https://youtu.be/GW3BzAG8aaY>
- “Understanding and Avoiding Plagiarism: From Passage to Paraphrase”, University of Guelph. URL: <https://youtu.be/auUHRv1vlgw>
- “4 Ways to Check Your Paper for Plagiarism”, University of Guelph. URL: <https://youtu.be/jmmF0lyDJkc>
- “Cite Your Sources: When / Why to Cite”, University of Guelph. URL: <https://youtu.be/ziG9LtiRUU>

- “Fake News Quiz”, University College Dublin. URL: https://www.ucd.ie/library/elearning/fakenews/story_html5.html

Library Guides:

- “Academic Integrity - Referencing, Citation & Avoiding Plagiarism”, University College Dublin. URL: <https://libguides.ucd.ie/academicintegrity>
- “Plagiarism and Academic Integrity”, University of Guelph. URL: <https://guides.lib.uoguelph.ca/AcademicIntegrity>
- “Evaluating information: Fake news”, University College Dublin. URL: <http://libguides.ucd.ie/evaluating/fakenews>

Examples of guides:

- Example of a basic guide to Academic Integrity, Northwestern University: <https://www.northwestern.edu/provost/policies/academic-integrity/Academic-Integrity-Guide-July-20191.pdf>

Choosing an effective publishing strategy

There are many different channels for publishing research including journals articles, books, book chapters, reports and blogs. The training briefly covers book publishing, and examines journal publishing in more depth. It also looks at how researchers can maximize the impact of their research through a variety of means such as collaboration, increasing discoverability and visibility, and how to communicate, promote and monitor research output.

By the end of this training, learners should:

- Have the knowledge and skills needed to build an effective publishing strategy.

Training Outline:

- Selecting a book publisher.
- Selecting a journal.
- Maximizing the impact of your research through:
 - Ensuring you are easily identifiable
 - Ensuring your research output is visible
- Promoting & Monitoring your research outputs:
 - Social media (e.g. blogs, Twitter, social networks)
 - Tracking citations and mentions of your work

Resources for facilitators and learners

Online courses:

- “Publishing strategy”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-6-publishing-strategies>

Library Guides:

- “Publish or Perish”, Cambridge Libraries, URL: <https://libguides.cam.ac.uk/publishorperish/introduction>
- “Scholarly Communications-introduction, book publishing, journal publishing”, University College Dublin. URL: <https://libguides.ucd.ie/publishing>

- “Support for Your Publishing Strategy”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/support>
- “Avoiding ‘Predatory’ Publishers and Conferences”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/predatory>
- “Creating author identity”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/authors>
- “Scholarly Communications: Promoting publications”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/promoting>
- “Scholarly Communications: Tracking publications”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/tracking>

Examples of presentations or training slides:

- Michelle Dalton, “Effective Publishing Strategy”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31623346
- Michelle Dalton, “Social Media in Research: Promoting, Engaging, Discovering”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31599555

Examples of practical exercises, handouts or tip sheets:

- “Where should I publish my research”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31623185

Using Open Access (OA) routes to increase research impact

This training covers the OA environment, its drivers and how researchers can take advantage of the various OA routes to getting their research output more visible and citable.

By the end of this training, learners should:

- Understand how to publish their work openly and be aware of the advantages of OA.
- Be able to find an OA publisher for their research.
- Know how to find a suitable repository to provide OA and archive their work.
- Know how to publish OA monographs.
- Understand funders' expectations and policies on OA.
- Be able to secure funding for Article Processing Charges (APCs) where applicable, or get discounts or waivers.

Training Outline:

- OA drivers: increased discoverability, visibility and impact; funders' requirements to deposit in an OA repository; publishers' responses
- Get started with OA publishing by finding a suitable journal or a suitable repository for your publications.
- APC waivers and discounts
- Your university's OA / institutional repository – free and long-term stable access and storage; library services including copyright checking. If your university does not have a repository, you can raise awareness about shared OA repositories for depositing research outputs e.g. Zenodo.

Resources for facilitators and learners

Online courses:

- Open Access Publishing. URL: <https://www.fosteropenscience.eu/node/2331>
- “Open Research”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-7-open-research>

Videos, webinars, online tutorials:

- Documentary film (approx. 1 hour) “Paywall – the business of scholarship”. The film questions the rationale behind the \$25.2 billion a year that flows into for-profit academic publishers, examines the 35-40% profit margin associated with the top academic publisher, Elsevier, and looks at how that profit margin is often greater than some of the most profitable tech companies such as Apple, Facebook, and Google. This film can help to provide a context to OA and why it is important (rather than just an extra administrative burden for researchers). The film can be followed by a panel discussion with some of your researchers and research management staff, maybe during International Open Access Week. URL: <https://paywallthemovie.com/>
- Short film “What is Open Access”, Samenwerkingsverband Hogeschoolbibliotheken (SHB). URL: <https://youtu.be/Ne8kJ0-fEM>
- Short film on the power and benefit of Open Access “Sharing knowledge and saving lives: one doctor’s story”, EIFL. URL: <https://vimeo.com/108578135>
- Series of short films “My Open Access Story” on benefits of uploading to an Institutional Repository, filmed by University College Dublin as part of International Open Access Week. URL: <https://libguides.ucd.ie/openaccess/openaccessstory>
- Webinar recording and slides “How to identify credible open access journals and avoid predatory ones”, EIFL and CARLIGH. URL: <https://eifl.net/resources/webinar-how-identify-credible-open-access-journals-and-avoid-predatory-ones>

Library guides:

- “Open Access for Research Impact”, University College Dublin. URL: <https://libguides.ucd.ie/openaccess>
- University College Dublin institutional repository example. URL: <https://libguides.ucd.ie/RRU>

Examples of practical exercises, handouts or tip sheets:

- Infographics on benefits of open access by Danny Kingsley and Sarah Brown. URL: <https://aoasg.org.au/resources/benefits-of-open-access/>
- Information sheet “De-bunking Open Access Myths”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31600722
- Information sheet “Funding Gold Open Access Publishing”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31600723
- Information sheet “How can I make my paper open access?”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31600724
- APC waivers and discounts negotiated by EIFL, Electronic Information for Libraries, URL: <https://www.eifl.net/apcs>

Research Lifecycle – Disseminate and increase visibility

This section shows researchers and students how to increase the visibility of research outputs by making them freely and globally available.

We identified three topics that researchers and students should know well:

- Benefits of institutional repositories.
- How sharing preprints can improve research.
- Establishing online researcher profiles.

Institutional repository

The training explains how an institutional repository increases the visibility of research outputs by making them freely and globally available. It guides researchers through the process of uploading research outputs to an institutional repository, covers library services related to depositing research into an institutional repository, and describes the processes and workflows for submitting research outputs to a repository manager.

By the end of this training, learners should:

- Understand the benefits of institutional repositories and Library services to support researchers.
- Know about different versions of published research, and how to handle them.
- Be able to deposit research outputs in a research repository (if applicable).
- Understand the processes and workflows for submitting research outputs to a repository manager.

Training Outline:

- Introduction to institutional repository, its benefits, policies and workflows
- Keeping the correct version of a published paper – Author Accepted Manuscripts (AAMs) or postprint (after peer review) in addition to a published version or a Version of Record (VoR)
- How to upload to the institutional repository (if authors in your institution deposit their articles into the repository themselves), including a demonstration and upload practice
- Library services e.g. copyright checking, workflows in sending papers to the library for uploading into institutional repository.

Resources for facilitators and learners

Videos, webinars:

- Webinar recording and slides “Creative Commons, repositories and versions of articles”, EIFL and CARLIGH. URL: <https://eifl.net/resources/eifl-webinar-creative-commons-repositories-and-versions-articles>
- Webinar recording and slides “Institutional repository management”, EIFL and CARLIGH. URL: <https://eifl.net/resources/webinar-institutional-repository-management>

Library Guides: (these are examples from University College Dublin, use your own repository materials)

- “Research Repository UCD: Visibility and Impact”. URL: <https://libguides.ucd.ie/RRU>
- “Repository Visibility and Impact”. URL: <https://libguides.ucd.ie/RRU/Impact>
- “Repository Services for Researchers”. URL: <https://libguides.ucd.ie/RRU/postsubmission>
- “Submitting materials”. URL: <http://libguides.ucd.ie/RRU/submitting>
- “Submit the Correct Version”. URL: <http://libguides.ucd.ie/RRU/correct-version>
- “Copyright and Uploading Papers to Research Repository UCD”. URL: <https://libguides.ucd.ie/RRU/copyright>

Preprints

This training demonstrates to researchers how sharing preprints can improve their research and support open science.

By the end of this training, learners should:

- Know what preprints are.
- Be able to find a suitable preprints platform to share their early findings.
- Understand the pro and cons of sharing preprints.
- Be aware of how sharing preprints can benefit their career progression.

Training Outline:

- What are preprints?
- What do your peers think about preprints?
- Weighing the pros and cons of preprints.
- Want to give it a try? Discipline-specific and general preprint repositories that you can use.
- Preprints in the time of COVID-19.

Resources for facilitators and learners

Online courses:

- “Sharing Preprints”, FOSTER. URL: <https://www.fosteropenscience.eu/node/2332>

Library guides:

- “Scholarly Publishing – Preprints”, CQUniversity Library. URL: <https://libguides.library.cqu.edu.au/c.php?g=760937&p=6675398>
- “Open research handbook: Preprints”, University of Reading. URL: <https://libguides.reading.ac.uk/open-research/preprints>
- “Understanding Research Impact: Preprints pros and cons”, River Campus Libraries. URL: <https://libguides.lib.rochester.edu/c.php?g=776659&p=5570630>

Examples of guides, handouts or tip sheets:

- List of pre-print repositories, maintained by Joseph McArthur, Co-founder of the Open Access Button. URL: https://docs.google.com/spreadsheets/d/1zYOy6bcydDZ9G56FKmDzg_pexTarVsJR5hH0KiQGt_1/edit#gid=1494155948

- OSF Preprints discovery site. URL: <https://osf.io/preprints>
- Preprint Info Center, ASAPbio. URL <https://asapbio.org/preprint-info>
- Preprints in the times of the COVID-19 pandemic, ASAPbio. URL: <https://asapbio.org/preprints-and-covid-19>

Articles:

- “Comparing quality of reporting between preprints and peer-reviewed articles in the biomedical literature” by Clarissa F. D. Carneiro, Victor G. S. Queiroz, Thiago C. Moulin, Carlos A. M. Carvalho, Clarissa B. Haas, Danielle Rayêe, David E. Henshall, Evandro A. De-Souza, Felipe E. Amorim, Flávia Z. Boos, Gerson D. Guercio, Igor R. Costa, Karina L. Hajdu, Lieve van Egmond, Martin Modrák, Pedro B. Tan, Richard J. Abdill, Steven J. Burgess, Sylvia F. S. Guerra, Vanessa T. Bortoluzzi, Olavo B. Amaral. bioRxiv 581892; <https://doi.org/10.1101/581892>
- “Preprinting the COVID-19 pandemic” by Nicholas Fraser, Liam Brierley, Gautam Dey, Jessica K Polka, Máté Pálffy, Federico Nanni, Jonathon Alexis Coates. bioRxiv 2020.05.22.111294; doi: <https://doi.org/10.1101/2020.05.22.111294>

Researcher identity & ORCID

This training explains the benefits of establishing a researcher profile and introduces the main research identifiers. It also provides deeper knowledge into ORCID (Open Researcher and Contributor ID), which is an internationally recognized, free and essential tool for author disambiguation.

By the end of this training, learners should:

- Know about various online research profiles.
- Know how to use ORCID to manage research identity.

Training Outline:

- Overview of researcher profile tools (ORCID, Scopus Author Identifier, Web of Science Researcher ID, Google Scholar Profiles).
- What is ORCID? How to make the most of your ORCID.

Resources for facilitators and learners

Online courses:

- “Identifiers”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-2-identifiers>

Videos, webinars, online tutorials:

- Tutorial “How to create Google Scholar Citation Author profile”, University of Melbourne. URL: <https://unimelb.libguides.com/c.php?g=403178&p=2742547>
- “What is ORCID?”, ORCID. URL: <https://vimeo.com/97150912>
- Online tutorials from ORCID on how to set up ORCID ID and how to make the most of your ORCID ID. URL: <https://orcid.org/help>
- Webinar recording and slides “How ORCID benefits researchers and librarians”, EIFL and CARLIGH. URL: <https://eifl.net/resources/webinar-how-orcid-benefits-researchers-and-librarians>

Library Guides:

- “Researcher Profiles, Identifiers and Social Networks: Maximize your Impact””, University of Melbourne. URL: http://unimelb.libguides.com/researcher_profiles/home
- “Creating author identity”, University College Dublin. URL: <https://libguides.ucd.ie/publishing/authors>
- “Researcher Profiles and ORCID iDs”, RMIT University. URL: <https://rmit.libguides.com/researcher-profile>
- “ORCID (Open Researcher and Contributor ID): info about ORCID and their use at KAUST”, King Abdullah University of Science and Technology Library. URL: <https://libguides.kaust.edu.sa/orcid>
- “ORCID”, North-West University Library and Information Services. URL: <http://library.nwu.ac.za/orcid>
- “ORCID and other researcher identifiers”, Stellenbosch University Library and Information Service. URL: <https://libguides.sun.ac.za/c.php?q=742998&p=5316692>

Examples of presentations:

- Presentation “Researcher Identity & ORCID”, Countway Library Research Data Services, OSF. URL: <https://osf.io/462w7>

Social media for research

Social media are becoming increasingly important as tools for publicizing research, for discovering new publications and ideas, and to engage in discussions with other researchers. This training introduces a selection of popular and useful social networks for academics and researchers.

By the end of this training, learners should:

- Understand the benefits of using social media for research.
- Be aware of the caveats.
- Know some of the more popular social networks and services for researchers.
- Know how to present themselves online.

Training Outline:

- Scholarly Social Networks: ResearchGate and Academia.
- Use of Social Media Tools and Networks to promote research.

Resources for facilitators and learners

Library Guides:

- “Social Media to Promote Research”, University College Dublin. URL: <https://libguides.ucd.ie/socialmedia>
- “Guide to ResearchGate”, University of Melbourne. URL: http://unimelb.libguides.com/researcher_profiles/rq
- “Guide to Academia.edu”, University of Melbourne. URL : http://unimelb.libguides.com/researcher_profiles/academiaedu

Examples of guides, templates or tip sheets:

- Cann, A., Dimitriou, K. & Hooley, T. (2011) "Social Media: A Guide for Researchers". London: Research Information Network. URL: <https://derby.openrepository.com/bitstream/handle/10545/196715/social%20media%20guide%20for%20screen.pdf?sequence=6&isAllowed=y>
- "Guide for using twitter in university research, teaching and impact activities", LSE. URL: https://blogs.lse.ac.uk/impactofsocialsciences/files/2011/11/Published-Twitter_Guide_Sept_2011.pdf
- Guide "Social media guide for EU funded R&I projects", H2020 Programme European Commission. URL: https://ec.europa.eu/research/participants/data/ref/h2020/other/grants_manual/amqa/soc-med-guide_en.pdf
- Template "The fast Track Impact Social Media Strategy", Fast Track Impact. URL: <https://www.fasttrackimpact.com/single-post/2016/12/15/Introducing-the-all-new-Fast-Track-Impact-Social-Media-Strategy-Template>
- "10 tips for tweeting research", Nature Index. URL: <https://www.natureindex.com/news-blog/ten-tips-tweeting-research-academic>

Research Lifecycle – Measure Impact

Currently, there is no one tool or system that completely measures the impact of research. Each tool uses its own measurement systems and it is difficult to use these tools across disciplines that have different research and publication practices. This section will help researchers and students to become familiar with the most common ways of measuring research impact, particularly through traditional means of publishing and citation.

We identified 2 topics that researchers and students should know well:

- Bibliometrics.
- How to measure research impact.

Introduction to Bibliometrics

This training provides an overview of what bibliometrics is, how to use metrics appropriately, and their limitations. It is aimed at those with no or little prior knowledge of the area and explains the most commonly used author metrics (e.g. citations, field-weighted citation impact, h-index) and the tools that can be used to calculate them).

By the end of this training, learners should:

- Know how to use metrics appropriately.

Training Outline:

- What is Bibliometrics.
- Use and Misuse of Bibliometrics.
- Author & Article Level Metrics & Tools: Scopus, Google Scholar, Altmetric.com, Web of Science.
- Choosing Appropriate Metrics.

Resources for workshop facilitators and learners

Online courses:

- “Bibliometric Basics”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-1-bibliometric-basics>
- “Traditional metrics”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-3-traditional-metrics>

Library Guides:

- “Bibliometrics: Introduction”, University College Dublin. URL: <https://libguides.ucd.ie/bibliometrics>
- “Bibliometrics: A practical guide”, University of York. URL: <https://subjectguides.york.ac.uk/bibliometrics>
- “Bibliometrics: Altmetrics”, University College Dublin. URL: <https://libguides.ucd.ie/bibliometrics/altmetrics>
- “Database Comparisons”, Iowa State University. URL: <https://instr.iastate.libguides.com/c.php?g=901522&p=6492159>

Examples of presentations or training slides:

- Michelle Dalton “Bibliometrics for Beginners”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=32407754

Make your work count

This training clarifies common sources of confusion about metrics, describes types of impact, introduces core metrics concepts and explores sources of metrics.

By the end of this training, learners should:

- Be able to choose appropriate types of research impact metrics for their scholarship.

Training Outline:

- Recognize the types of research impact metrics that can be applied to various forms of scholarship.
- Describe common tools for gathering research impact metrics and qualitative evidence for public scholarship.
- Be aware of the appropriate uses and limitations of citation metrics and altmetrics.
- Develop a strategy for gathering evidence of impact and value for your own public scholarship.
- Provide examples of how the library can support researchers and students in gathering evidence of impact.

Resources for workshop facilitators and learners

Online courses:

- “Emerging metrics”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-4-emerging-metrics>
- “Responsible use of metrics”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-5-responsible-use-of-metrics>
- “Benchmarking”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-8-benchmarking>
- “Ranking”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-9-rankings>
- “Societal Impact”. IATUL Research Impact Things - a self-paced training program for libraries. URL: <https://iatulimpactthings.info/thing-11-societal-impact>

Webinars, online tutorials:

- “Measuring your research impact” MyRI – free online bibliometrics tutorials. URL: <http://myri.conul.ie/tutorial/>
- Webinar recording and slides “Library services to support measuring research impact”, Michelle Dalton, University College Dublin. URL: <https://www.eifl.net/resources/eifl-webinar-library-services-support-measuring-research-impact>

Library Guides:

- “How to measure research impact”, NC State University Libraries, URL: <https://www.lib.ncsu.edu/measuring-research-impact/your-impact>

- “Measuring Research impact”, Thomson Rivers University Library, URL: <https://libguides.tru.ca/publishingresearch/researchimpact>

Examples of presentations or training slides:

- Heather Coates. “Metrics for Research Assessment”, IUPUI University Library Center for Digital Scholarship, OSF. URL: <https://osf.io/jry9d/>
- Jere Odell, Heather Coates. “Own Your Digital Profile”, IUPUI University Library Center for Digital Scholarship, OSF. URL: <https://osf.io/zqwms/>
- Jere Odell, Heather Coates. “Share Your Work Freely”, IUPUI University Library Center for Digital Scholarship, OSF. URL: <https://osf.io/f3hxd/>
- Jere Odell, Heather Coates. “Gather Evidence”, IUPUI University Library Center for Digital Scholarship, OSF. URL: <https://osf.io/4vg5z/>
- Heather Coates, Jere Odell, “Make Your Case”, IUPUI University Library Center for Digital Scholarship, OSF. URL: <https://osf.io/69yf7/>
- Michelle Dalton. “Highlighting your track record: Using Metrics in your CV”, University College Dublin. URL: https://libguides.ucd.ie/ld.php?content_id=31599554

Free tools:

- Google Scholar metrics. URL: <https://scholar.google.ca/intl/en/scholar/metrics.html>
- Publish or Perish. URL: <https://harzing.com/resources/publish-or-perish>
- “Metrics toolkit: you can quickly understand what a metric means, how it is calculated, and if it’s good match for your impact question”. URL: <https://www.metrics-toolkit.org/>
- “Altmetrics: Featuring Altmetrics”, Nanyang Technological University, Singapore. URL: <https://libguides.nie.edu.sg/c.php?q=590216&p=4079449>

Article:

- “Google Scholar, Web of Science, and Scopus: a systematic comparison of citations in 252 subject categories” by Alberto Martin-Martin, Enrique Orduna-Malea, Mike Thelwall, Emilio Delgado Lopez-Cozar. URL: <https://arxiv.org/ftp/arxiv/papers/1808/1808.05053.pdf>