



UNIVERSITY  
OF OSLO

Hvordan kan **åpen** forskning lede til **åpen** utdanning? Og omvendt?



Alexander Refsum Jensenius

RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion



Musikk-  
forsker



SFF-  
senterleder

Forsker-  
musiker

Åpen forsknings-  
promotør



Åpen forsknings-  
promotør



Norsk medlem i  
**Expert Group on  
Open Science**  
European University  
Association



Åpen forskning  $\approx$  Open research

$\neq$

Åpen vitenskap  $\approx$  Open science

```
graph LR; A[Søknad] --> B[Forskning]; B --> C[Resultat]; C --> D[Evaluering];
```

Søknad

Forskning

Resultat

Evaluering

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graph LR; A[Søknad] --> B[Forskning]; B --> C[Resultat]; C --> D[Evaluering];
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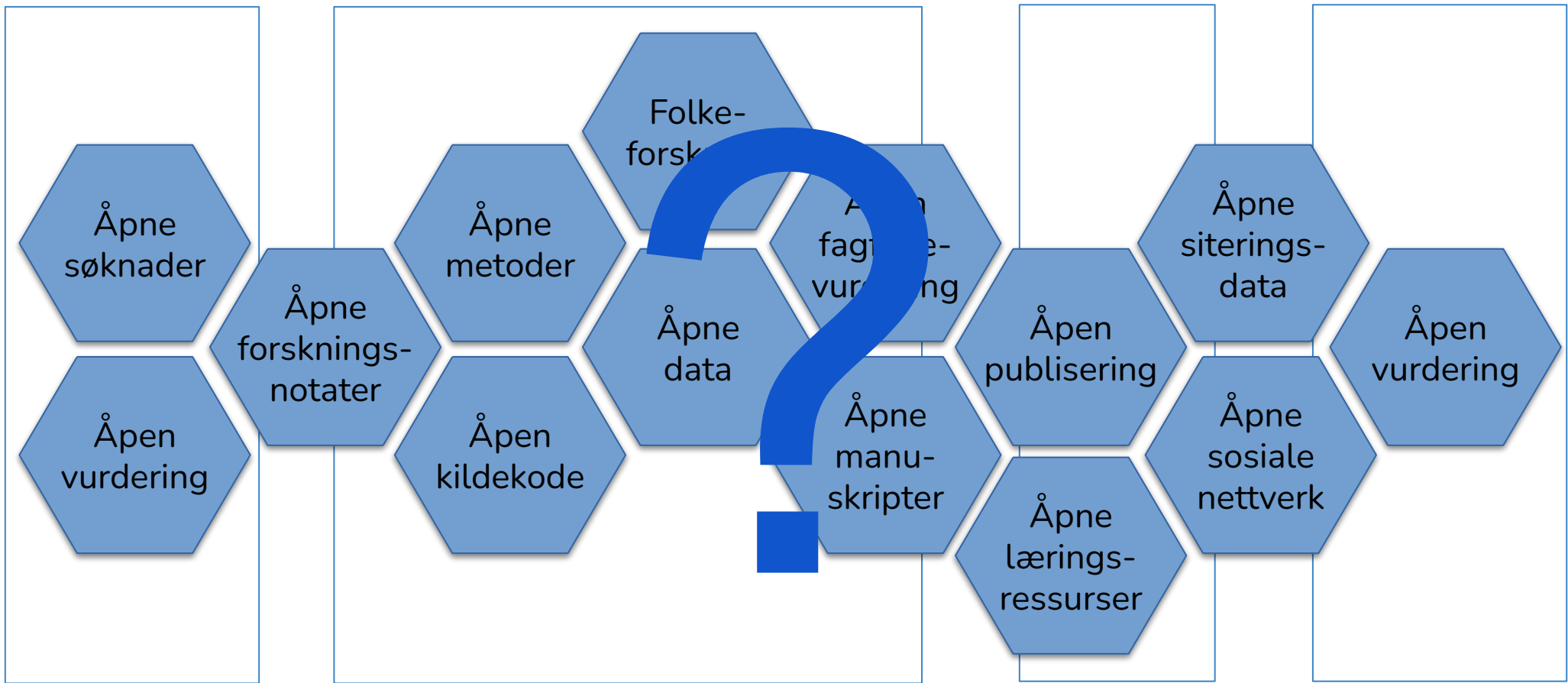
Søknad

Forskning

Resultat

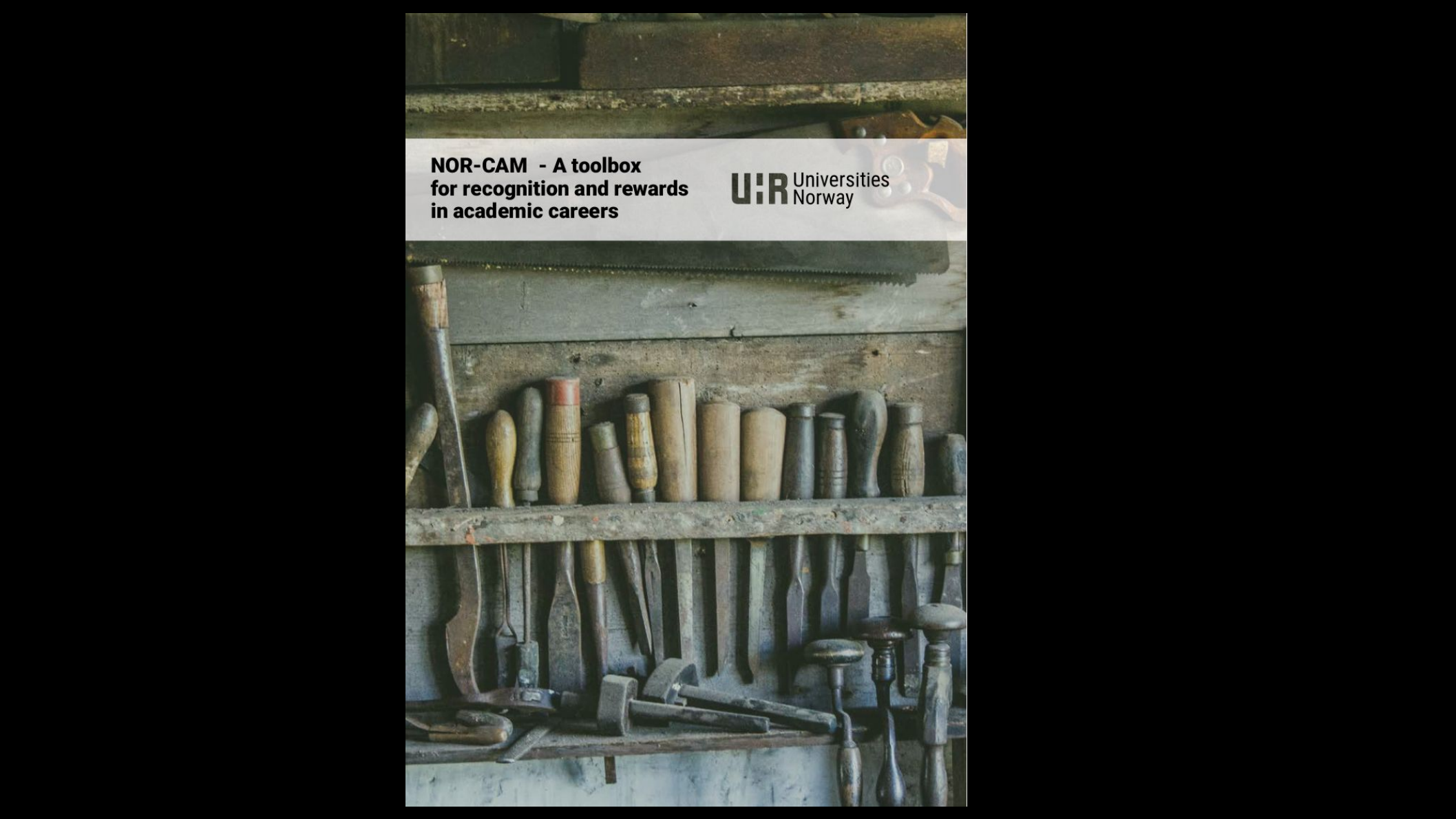
Evaluering







Insentiver og belønning

A photograph of a workshop with various tools on shelves. The tools are arranged on wooden shelves against a dark background. The tools include a saw, a hammer, a chisel, and several other hand tools. The lighting is dramatic, highlighting the textures of the wood and metal.

**NOR-CAM - A toolbox  
for recognition and rewards  
in academic careers**

**U:R** Universities  
Norway

# NOR-CAM - Norwegian Career Assessment Matrix

Forskningsresultater

Forskningsprosess

Utdanningsfaglig kompetanse

Samspill med samfunnet,  
formidling og innovasjon

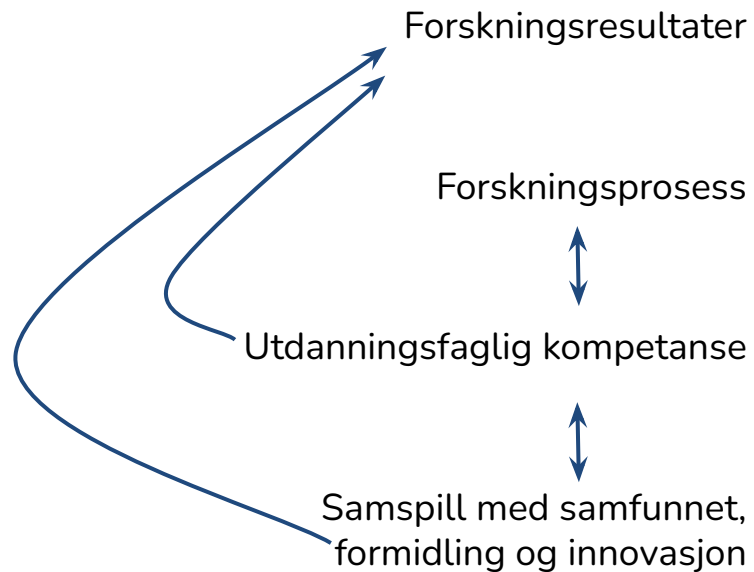
Ledelse og verv

Annen erfaring

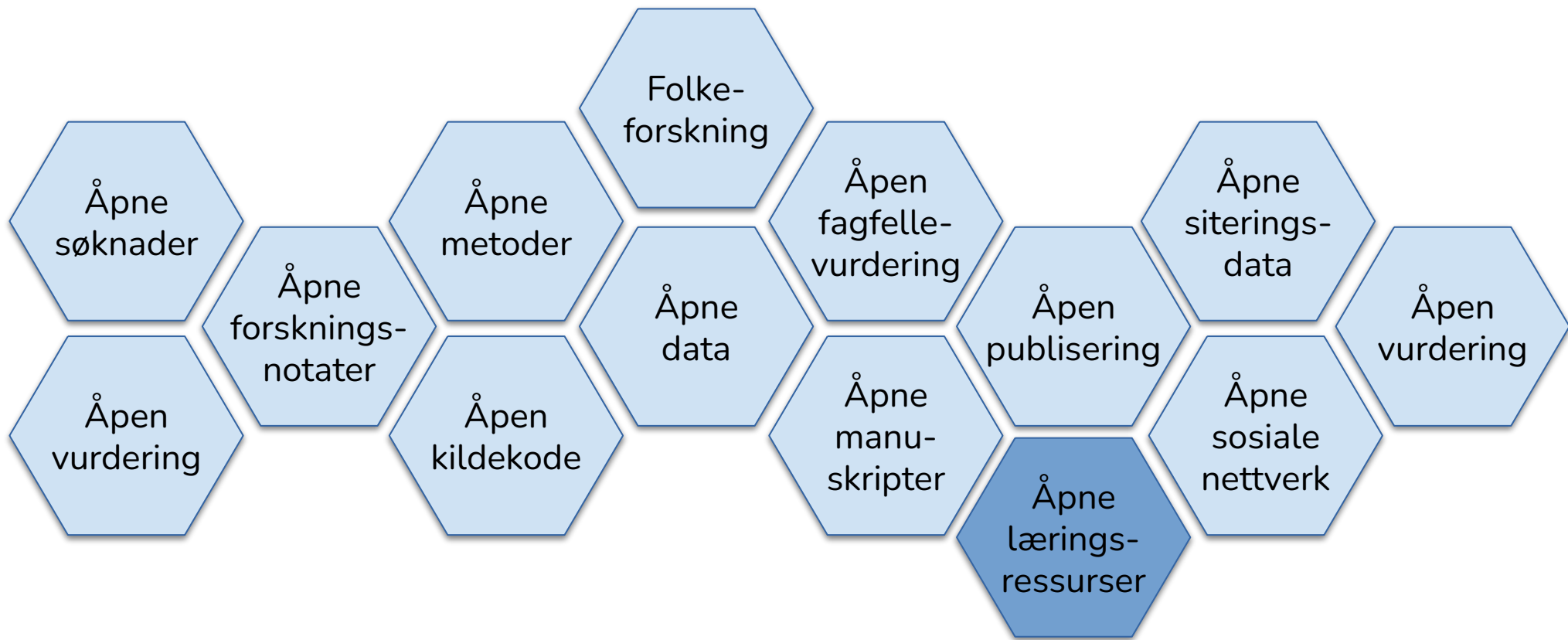
1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<b>A. Research output</b>	<ul style="list-style-type: none"> <li>-Published works</li> <li>-Databases</li> <li>-Software</li> <li>-Methodologies</li> <li>-Artistic results</li> <li>-Research reports</li> </ul>	<p>CRIS systems and other databases</p>	<p>Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.</p>
<b>B. Research process</b>	<ul style="list-style-type: none"> <li>- Leadership and participation in research groups</li> <li>-Working across disciplines</li> <li>- Research integrity/RRI</li> <li>- Editorial activity</li> <li>- Peer reviews</li> <li>- Building consortia</li> <li>- External funding</li> <li>- Development of research infrastructure</li> <li>-Leadership and participation in clinical trials</li> </ul>	<p>CRIS systems and other databases. Narrative CV system with links to source data.</p>	<p>Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.</p>
<b>C. Pedagogical competence</b>	<ul style="list-style-type: none"> <li>- Planning, execution, evaluation and development of lectures and supervision of students</li> <li>- Participation in the development of educational standards in academic communities</li> <li>- Mentoring</li> <li>- Devising and sharing learning materials</li> </ul>	<p>CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.</p>	<p>Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.</p>
<b>D. Impact and innovation</b>	<ul style="list-style-type: none"> <li>-Innovation</li> <li>-Entrepreneurship and commercialisation</li> <li>-Social Innovation</li> <li>-Innovation in the public sector</li> <li>-Citizen science</li> <li>-Textbooks</li> <li>-Publishing activity</li> <li>-Research reports and studies</li> <li>-Application of research in public administration and industry</li> </ul>	<p>CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.</p>	<p>Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.</p>
<b>E. Leadership</b>	<ul style="list-style-type: none"> <li>-Institutional and departmental leadership</li> <li>-Leadership in academic networks and projects</li> <li>-Leadership outside academia</li> <li>-Leadership in panels and other committee work</li> </ul>	<p>CV system with links to source data. CRIS systems and other databases, narratives.</p>	<p>Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.</p>
<b>F. Other experience</b>	<ul style="list-style-type: none"> <li>-Experience and competence from sectors outside academia.</li> <li>-Courses and discipline-related development work.</li> </ul>	<p>CV system with links to source data.</p>	<p>Reflection on how these experiences contribute to the competence in general.</p>

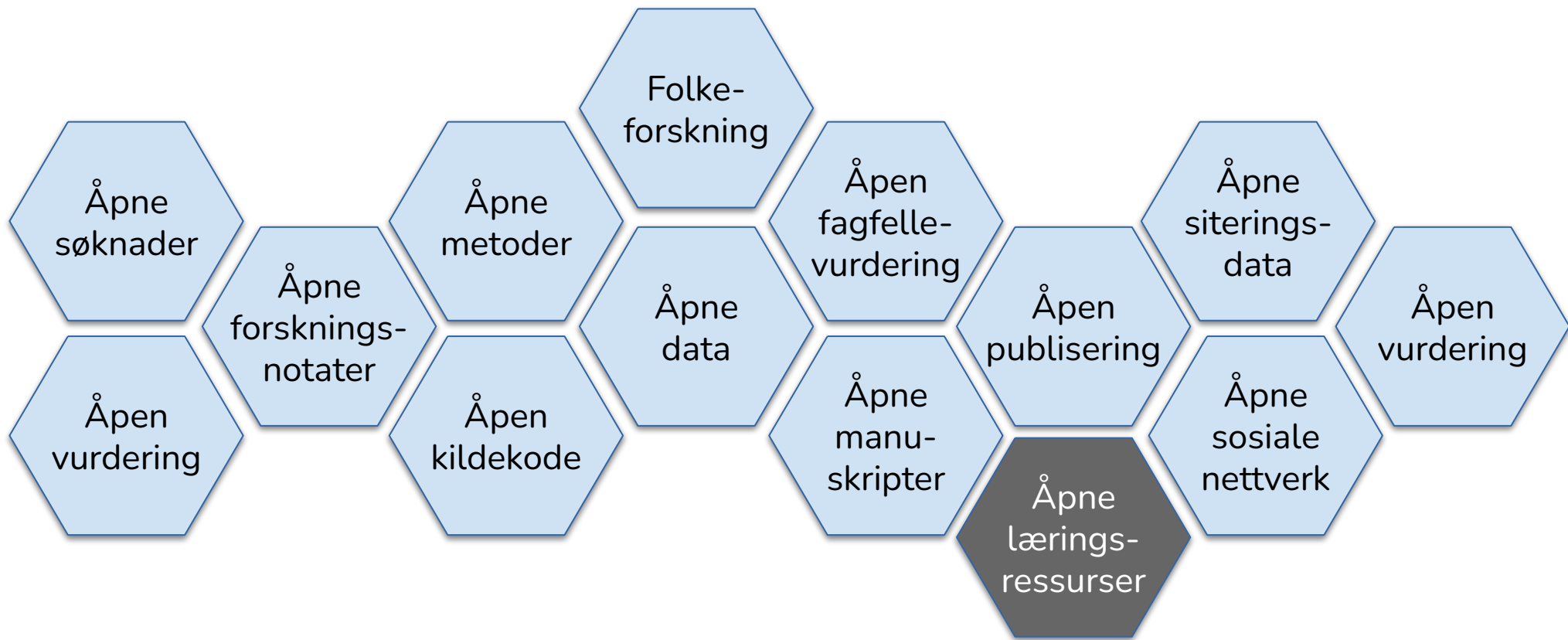
## Prinsipper

1. Hva er kvalitet? Balanse mellom kvantitative og kvalitative mål
2. Alle skal ikke gjøre alt
3. **Åpen forskningspraksis som bærende prinsipp**
4. Transparens i vurderingen og synliggjøring av hva som er meritterende
5. Fremme kjønnsbalanse og mangfold
6. Være til hjelp for utforming av utlysninger og vurderingsprosesser lokalt

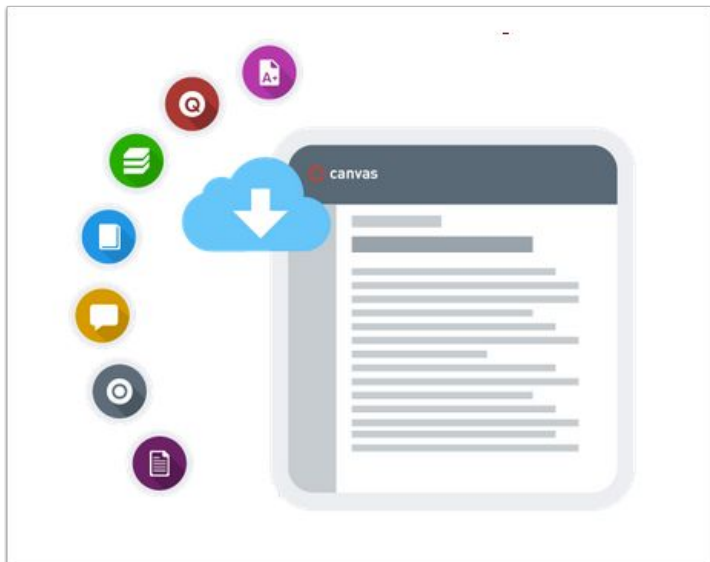


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Del med andre Canvas-brukere ✓



Del åpent





← Studies ← Courses

**This course is discontinued**

MUS2006 - Spring 2009

# Undervisningsmateriale

Last modified Mar. 18, 2009 10:33 AM by [Hans T. Zeiner-Hen](#)  
**07 Depois Que O Ilê Passar.mp3**

Last modified Jan. 22, 2009 5:39 PM by [Alexander Refsum Jensenius](#)  
**1-introduksjon.pdf**

Last modified Apr. 3, 2009 9:50 AM by [Alexander Refsum Jensenius](#)  
**10-bevegelsesspringing.pdf**

Last modified Apr. 17, 2009 8:11 AM by [Alexander Refsum Jensenius](#)  
**11-gritten-king.pdf**

Last modified Jan. 22, 2009 5:39 PM by [Alexander Refsum Jensenius](#)  
**2-kvalitativ-analyse.pdf**

Last modified Jan. 29, 2009 4:42 PM by [Alexander Refsum Jensenius](#)  
**3-kroppsførståelser.pdf**

Actions Projects Security Insights Settings

MCT4052 Private

Edit Pins Unwatch 4 Fork 0 Star 2

main 1 Branch 0 Tags

Go to file Add file Code

stefanofasciani updated W3 625e9ec · last week 54 Commits

notebooks	updated W3	last week
.gitignore	Update .gitignore	2 years ago
LICENSE	Tutorials, Utilities and Dataset	2 years ago
README.md	Update README.md	7 months ago

README MIT license

## MCT4052

Music and Machine Learning

This repository contains examples and dataset for the course

The course site with full information, schedule, announcements and more information is on [UiO's Canvas](#).

Open learning resources

About

Music and Machine Learning

- Readme
- MIT license
- Activity
- Custom properties
- 2 stars
- 4 watching
- 0 forks

Releases

No releases published  
[Create a new release](#)

Packages

No packages published  
[Publish your first package](#)

Contributors 2

# Motion Capture

The art of studying complex human activity

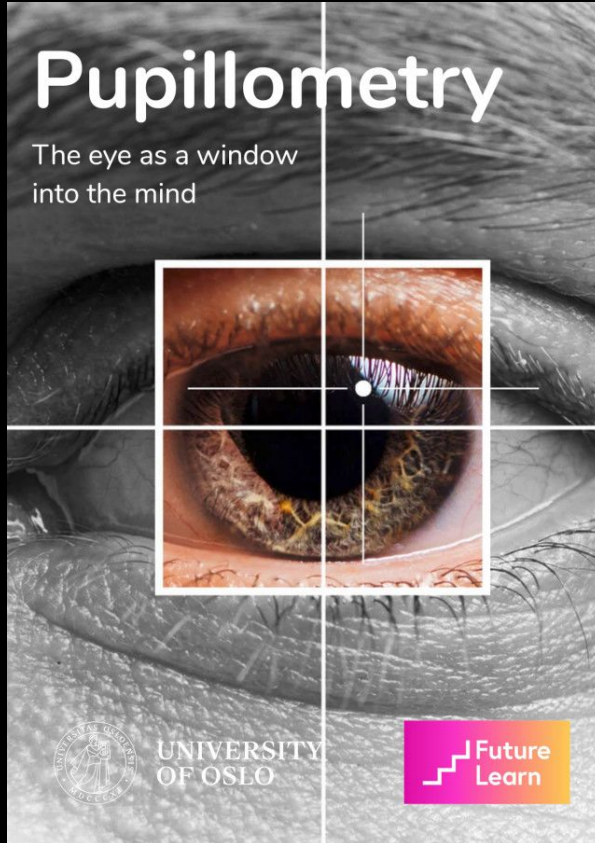


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Future  
Learn

# Pupillometry

The eye as a window  
into the mind

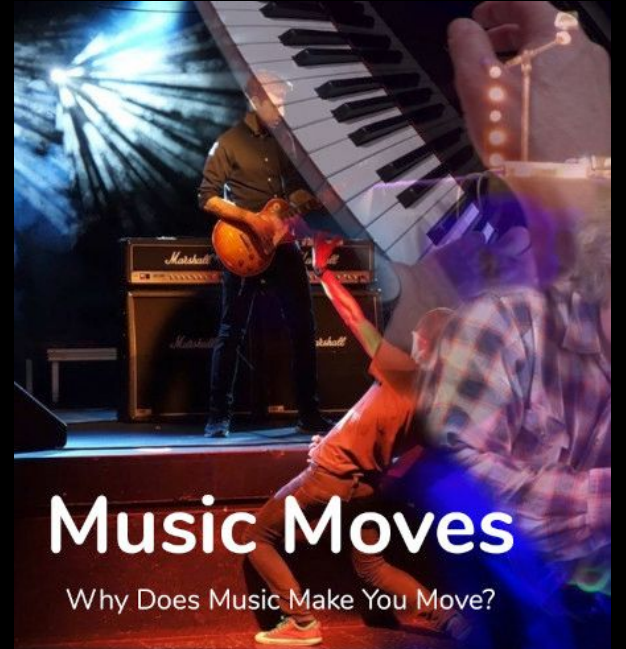


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Future  
Learn

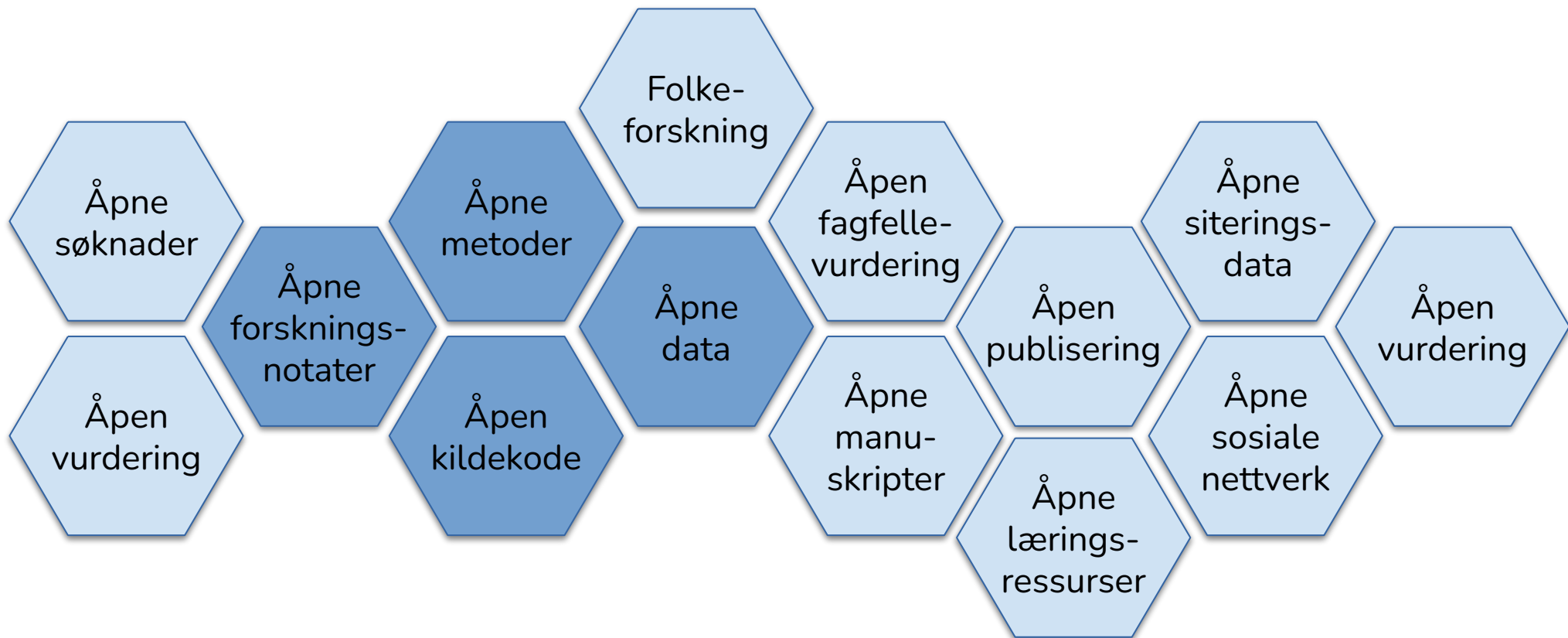
# Music Moves

Why Does Music Make You Move?



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Future  
Learn



eua EUROPEAN UNIVERSITY ASSOCIATION

Q 🔗 ☰

📧 🐦 in f 📺



Q Search

« Back

### How Findable, Accessible, Interoperable and Reusable data enables research-led education

06 November 2023 | [Alexander Refsum Jensenius, University of Oslo](#)

**FAIR data is an essential component of the open research ecosystem. In this article, Alexander Refsum Jensenius argues that "FAIRification" can also benefit research-based and research-led education, providing opportunities to bring together different university missions.**

#### Research-based and research-led education

Education is one of the core activities of universities, together with research, innovation, and dissemination activities. Research-based education is one example of how these missions are brought together. Students are taught by active researchers and learn by putting theoretical knowledge into practice in their respective disciplines.



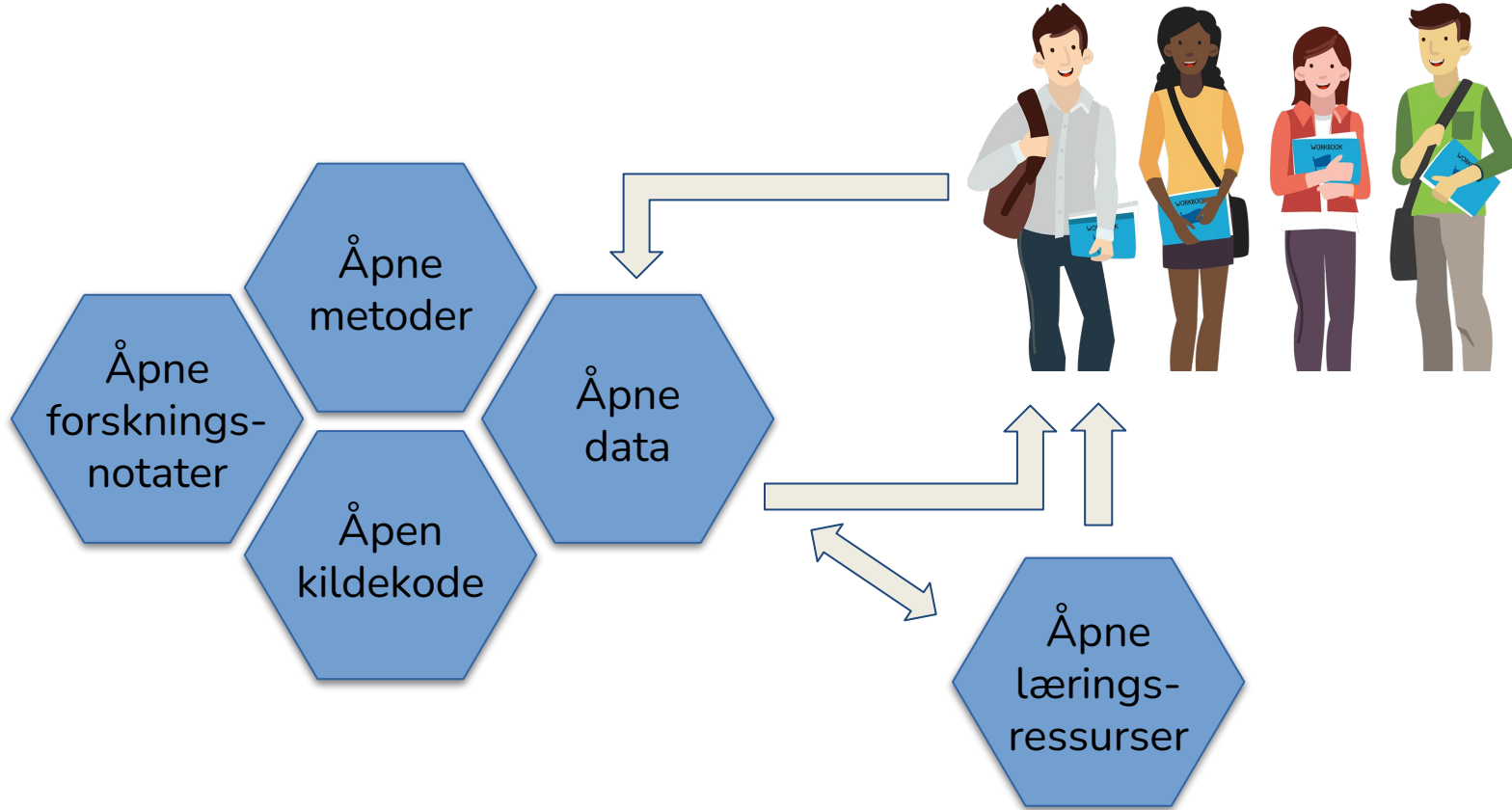
FORKLARE

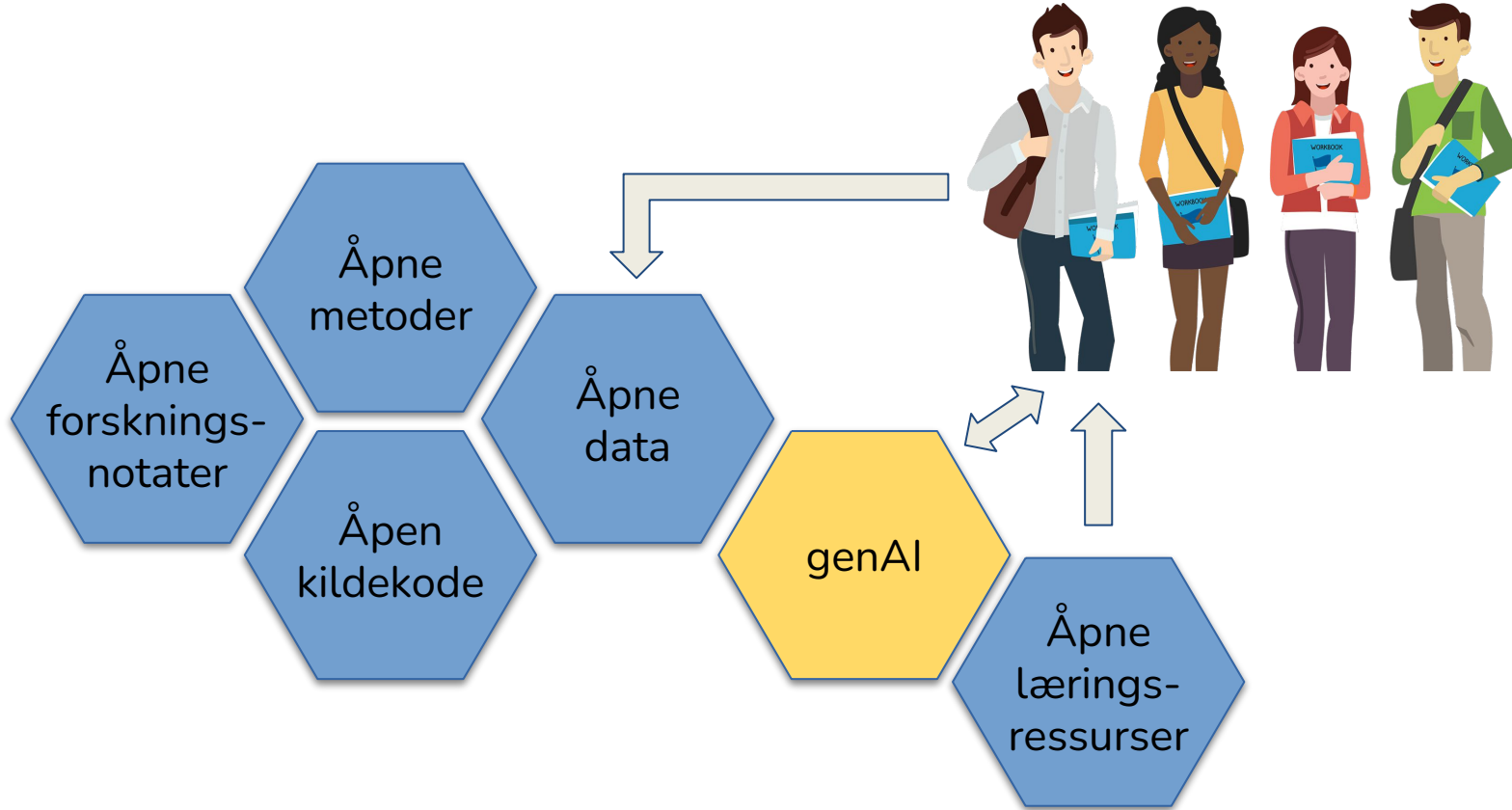
VALIDERE

GJENSKAPE

GJENBRUKE

Muliggjøre forsknings<sup>naer</sup>~~basert~~ utdanning







Findable



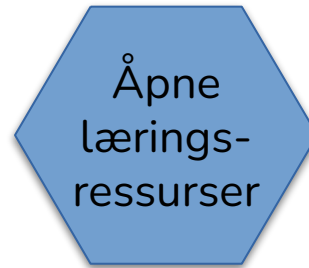
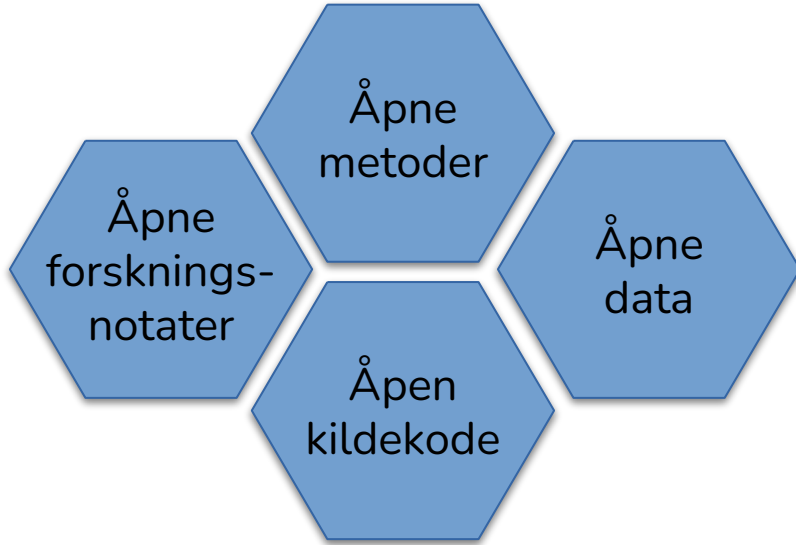
Accessible



Interoperable



Reusable

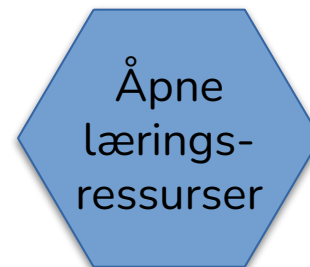
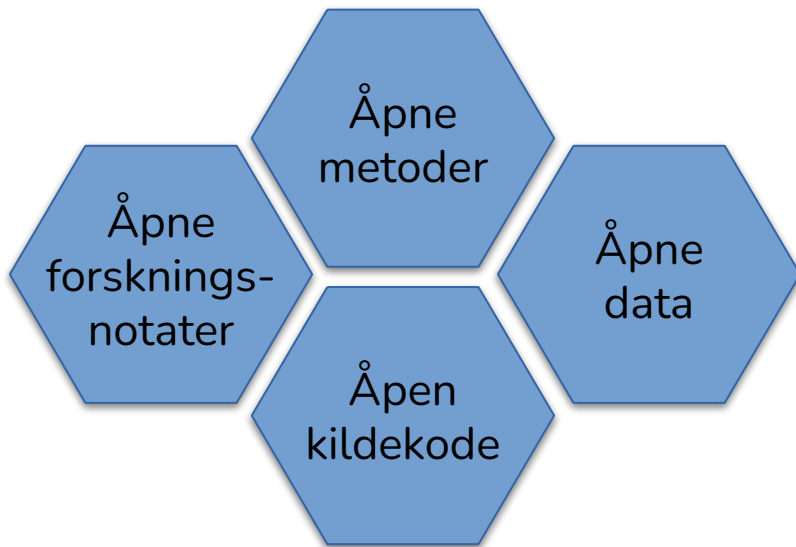


HVEM

HVA

HVOR

HVORDAN



Politikk

Retningslinjer

Infrastruktur

Personvern

Opphavsrett

Lisenser

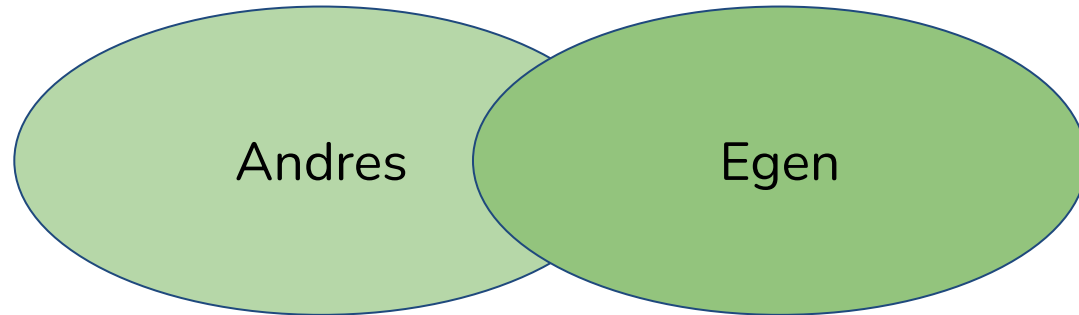




Opphavsrett

Lisenser

# Opphavsrett





## Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



## No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



## Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



## Non-Commercial

Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.



Lisenser





## UiO working group recommendations:

- **write** information pages about copyright
- **recommend** some licenses
- **develop** technical systems to support users
- **make** courses for students and staff
- **increase** knowledge among leaders
- **clarify** responsibility among support services

## Copyright challenges in the transition to FAIR research data at UiO - Note from a QualiFAIR working group

Bochynska, Agata<sup>1</sup> ; Bergström, Rebecca Josefine Five<sup>1</sup>

Refsum Jensenius, Alexander<sup>1</sup>

Show affiliations

The competence hub QualiFAIR (2021-2024) at the University of Oslo (UiO) has been focusing on how qualitative, context-sensitive and personally identifiable data can be made FAIR (Findable, Accessible, Interoperable, Reusable). This note summarizes the findings and main recommendations from the QualiFAIR's Copyright Working Group that worked towards identifying copyright challenges in the transition to FAIR research data at UiO. See "QualiFAIR\_Copyright\_challenges\_UiO\_report\_2024" for the English translation and "QualiFAIR\_Opphavsrettslig utfordringer\_UiO\_rapport\_2024" for the original note in Norwegian.

### Files

QualiFAIR\_Opphavsrettslig utfordringer\_UiO\_rapport\_2024.pdf

Page: 1 of 5 Automatic Zoom

**Opphavsrettslige utfordringer ved overgangen til FAIR forskningsdata ved UiO - Notat fra en QualiFAIR-arbeidsgruppe**

Agata Bochynska, Rebecca Josefine Five Bergström, Alexander Refsum Jensenius

15.02.2024

**Anbefalinger**

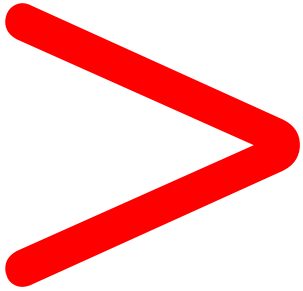
Arbeidsgruppen ser behov for å:

- utvikle informasjonssider om opphavsrett og lisenser for forskere og studenter
- anbefale noen lisenser for ulike datatyper (noen åpne og noen restriktive)
- utvikle systemer som hjelper med lisenshåndtering (på alt fra enkeltfiler til databaser)
- utvikle kurs i opphavsrett for ansatte og studenter på alle nivåer

Politikk



Piloter



Musikk-  
forsker

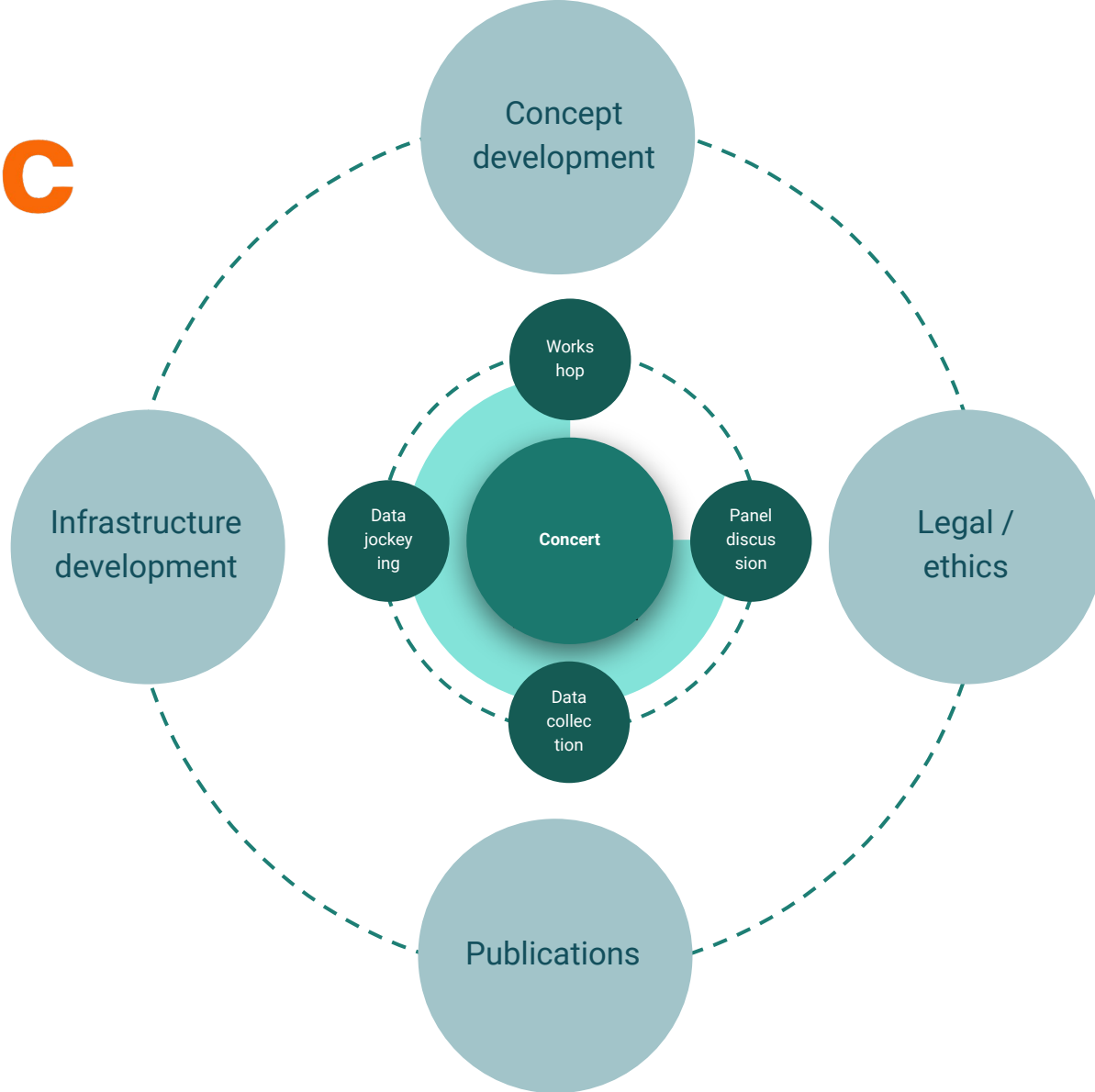


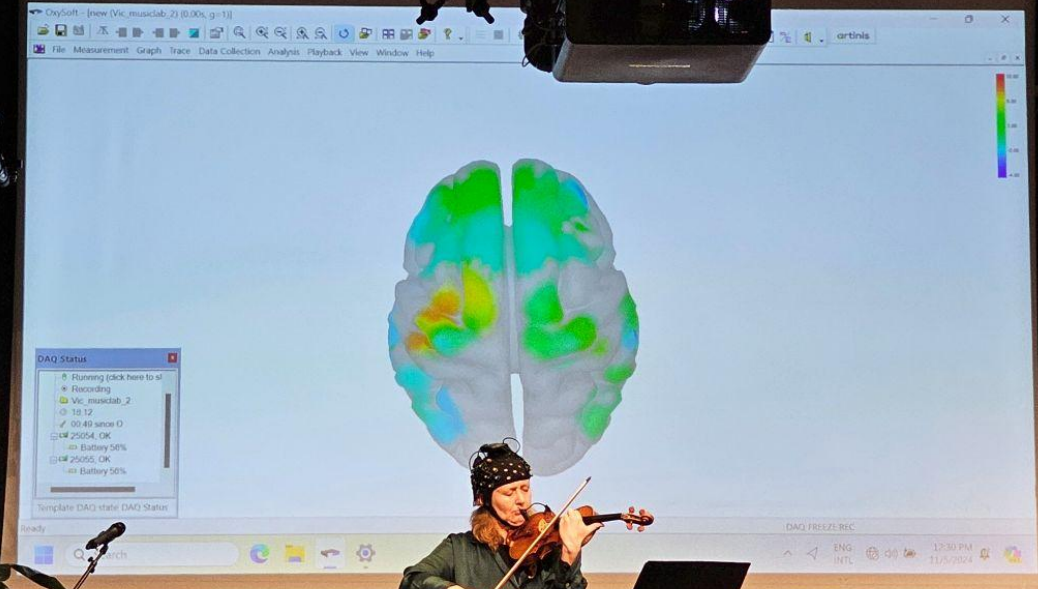
Forsker-  
musiker



**Music**  
Lab







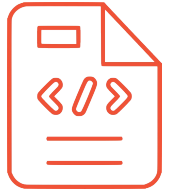












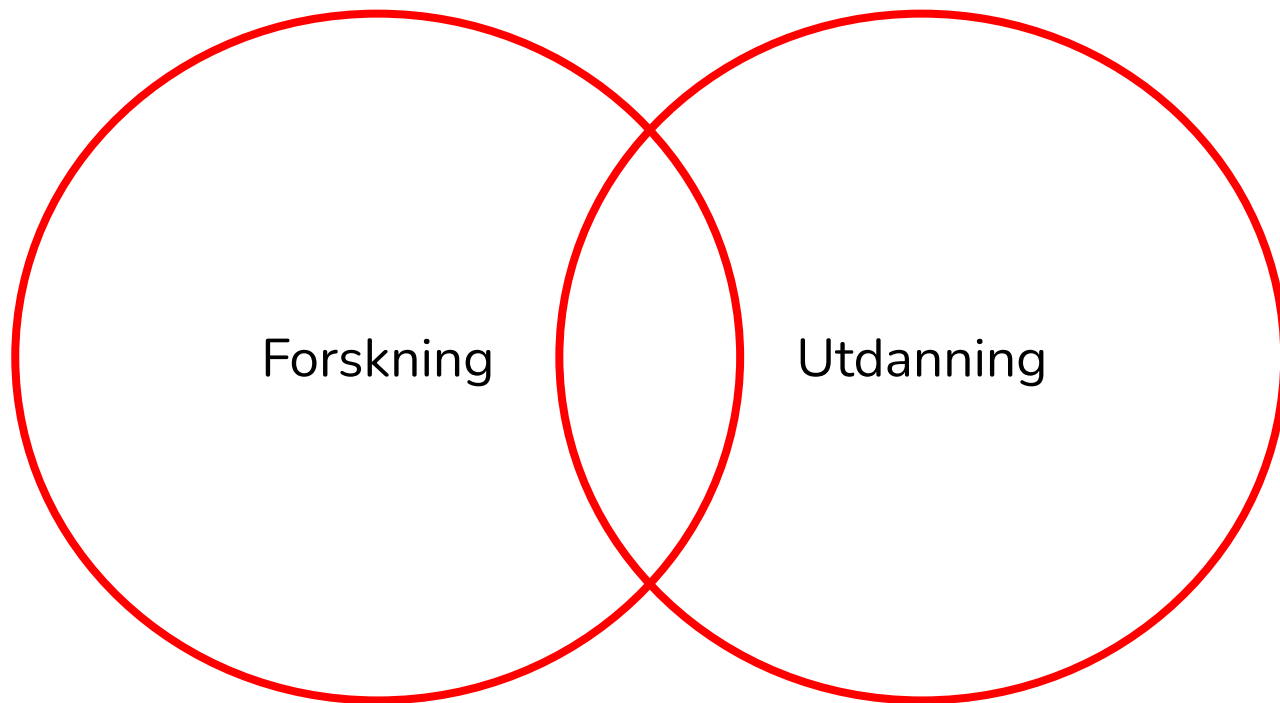




Forskning

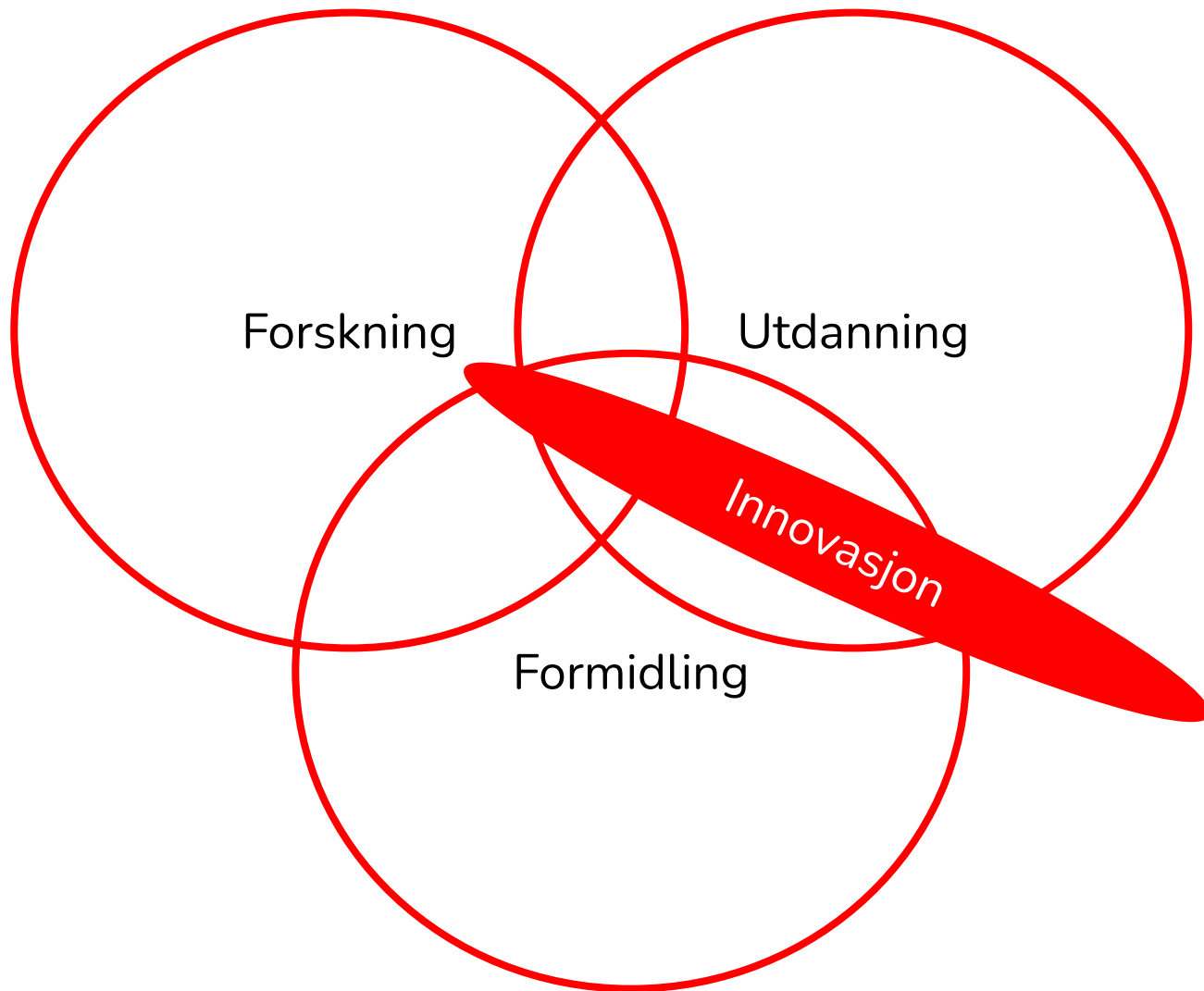


Utdanning



Forskning

Utdanning

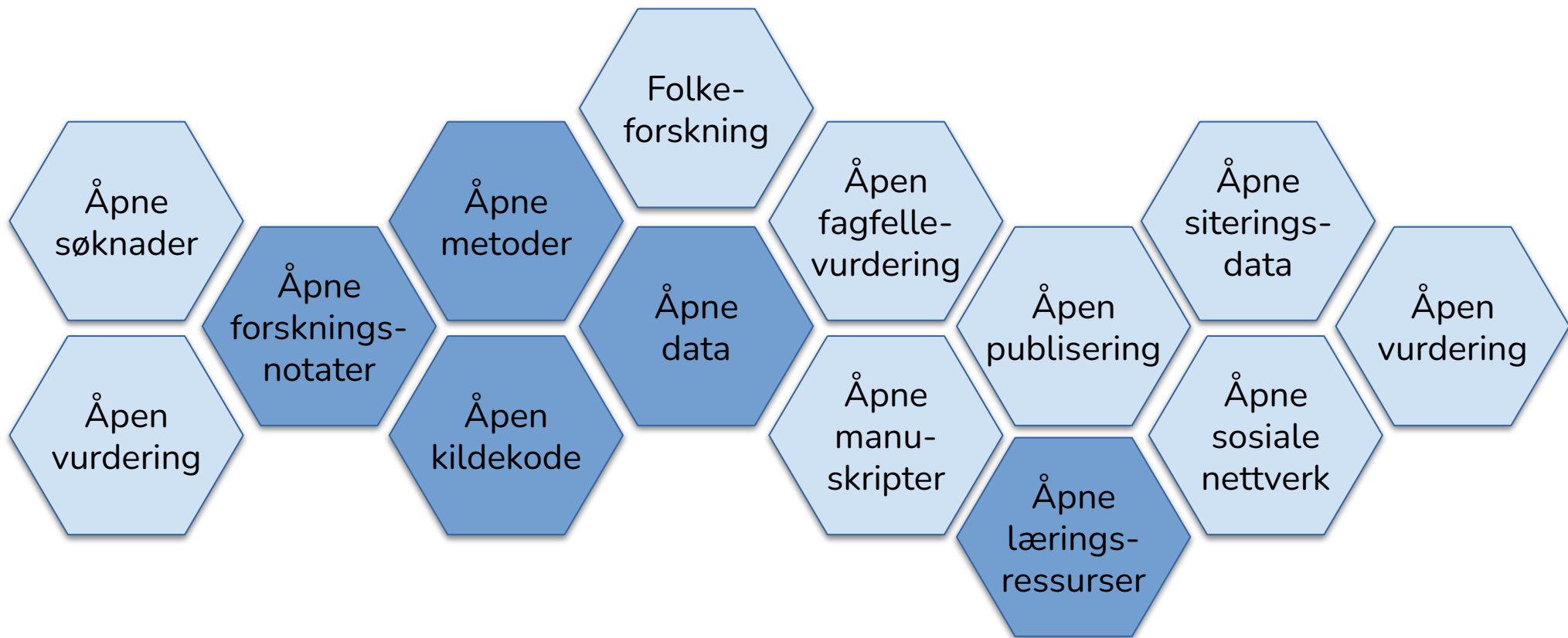


Forskning

Utdanning

Formidling

Innovasjon



Åpne  
søknader

Åpne  
forsknings-  
notater

Åpne  
metoder

Folke-  
forskning

Åpne  
data

Åpen  
fagfelle-  
vurdering

Åpen  
publisering

Åpne  
siterings-  
data

Åpen  
vurdering

Åpen  
vurdering

Åpen  
kildekode

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manu-  
skripter

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lærings-  
ressurser

Åpne  
sosiale  
nettverk