OPEN SCIENCE SKILLING AND TRAINING INITIATIVES IN EUROPE

HUNGARY

Interview with Judit Éva Fazekas-Paragh, Head of Department at Education and Research Support Department, University of Debrecen University and National Library

How did your Open Science skilling initiative begin?

The starting point was the university's new copyright and publication policy in 2015. In the institutional policy we implemented the archiving policies of H2020 projects. All institutional intellectual properties made after 1st of January 2015 have to be made openly available within a six or 12 month embargo period from the institutional repository.

Please describe the context and aims of the initiative.

With this policy our researchers started to be aware of open access publishing. The aim is to make our PhD students and researchers familiar with the change in scholarly communication, for them to find new perspective of openness. We are mainly focusing on open science awareness and knowledge.

How is the initiative managed and coordinated?

The library coordinates the institutional repository DEA and the profile and research database of the University of Debrecen, which offers up-to-date information about our researchers' academic achievements, scientific work and open access awareness. In the PhD curriculum we have a course where students learn about open science practices such as research data management, open access publishing models, open access routes, open peer review, altmetrics, etc. We are managing other types of open science trainings for institutional researchers and students. As we are involved in the OpenAIRE project as the Hungarian NOAD, we have a national responsibility in managing open science trainings and activities throughout the country.

What organisational framework did you use for this initiative?

2 data stewards and 3 Open Science trainers. Many research funders have applied new policies to research data and data management plans. We have to articulate these to our researchers, so we managed to hire two data stewards. They help our researchers to comply with the funders' requests. They are working on building our institutional data repository as well, while keeping the needs of researchers in mind. They are working closely with researchers to create best practices.

Resources used for skilling/training participants: human resources, e-learning resources, methodologies. The whole institution uses the Moodle framework, and Moodle has

a MOOC framework. We are in the process of building an Open Science MOOC for Hungarian researchers.

Who are your target audiences?

Researchers, PhD students.

Which skills are prioritised?

TOP PRIORITY	STRONG PRIORITY	LOW PRIORITY
• Scholarly Publishing Research Integrity • Metrics & Rewards	• FAIR Data • Open Science Skills • Research Infrastructures and the EOSC	• Citizen Science

Why did you prioritise some skills and exclude others?

The top priorities are the main interests of the target audience such as open access publishing platforms, research data management, open peer review, etc. The strong priorities are the ones that they should be aware of like change in the assessment system or research integrity. We have quite a bit of a chance to communicate with our master students, PhD students and researchers hence we are able to find out a lot about their needs. We try to form their knowledge accordingly.

We have the least focus on citizen science because Hungarian people are not really aware of it. They don't really try to be involved in science. Our school system should focus a bit more on science.

Which channels and learning types are used?

Face-to-face. Self-training activities. Group learning.

Which formats are used?

PDF documents. Slides. Interactive platforms.

Is there formal recognition?

Formal training. Certificate of attendance. Part of a curricula.

What impact do you expect from this initiative?

The participants get know-how about open science tools and practices. They get information about how they can comply with their funders' requirements. They address challenges and we try to give solutions to those. They are more familiar with open science related activities.

Have you seen any impact of your initiative so far?

Opening up their works made researchers see that maybe they have more citations, more impact of their work with this initiative. We definitely started something. Now more and more people know what it is, and they are trying to publish openly. They are being averse from open data, but they agree to deposit their research data according to the FAIR principles. They are getting aware of open science. Some of them don't even know that they

are doing their research workflow in the way open science works. They just say “I upload my data to Figshare with the methodology” and so I say: “then you are doing open science”.

How do you keep trainees updated with these skills?

They are to participate in different trainings to be kept up to date in open science related skills and training methods. We launched our blog intantscience.hu so that our audience can easily get information on open science related topics. So we created a site few years ago openscience.hu which introduces all aspects of open science on a basic level.

How do you train the trainers?

They participate in train-the-trainers activities. They go to conferences to get good ideas and best practices from others.

How do you recruit the trainers?

Try to employ enthusiastic people from different disciplines. Give them the opportunity to improve as trainers. Let them use their own ideas and methods for the trainings.

What have you learnt so far?

We have to teach know-hows of the use of open science tools and best practices to researchers that they can implement to their workflows. The more people we can reach the more they talk about open science and more and more will be interested in it too.

What would you tell others looking to do a similar program?

In Hungary top-down directions work more properly, it would be reviving to change this attitude and go bottom-up. The best is to have an easy to follow national policy.

We must present open data carefully to our researchers so we don’t get dismissive feedback. That is why we focus on building a repository to store and share data and ask around whether they are interested in keeping their research data in it. We talk about FAIR principles later on in the conversations, when researchers are already prepared to see the advantages of it.

What’s next on your skilling/training calendar?

Data literacy. Trying to build bridges across disciplines to bring down barriers.

Which challenges have you encountered?

We are always facing challenges, but that drives us forward. Actually now so many people are aware of open science, open data and research data depositing at the university, that they ask us to give classes in their courses where they can acquire the practices professionally and thoroughly.

Which resources helped you to develop this initiative?

- FOSTER
- OpenAIRE

- EESC - Validation of the results of the public consultation on Science 2.0: Science in Transition
- European Commission: Open Science

This case study has been produced by LIBER's Digital Skills for Library Staff & Researchers Working Group. For more case studies, and the original version of this one, please see: https://doi.org/10.5281/zenodo.3251731

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