



Coneixement Obert: *Trencant Mites*

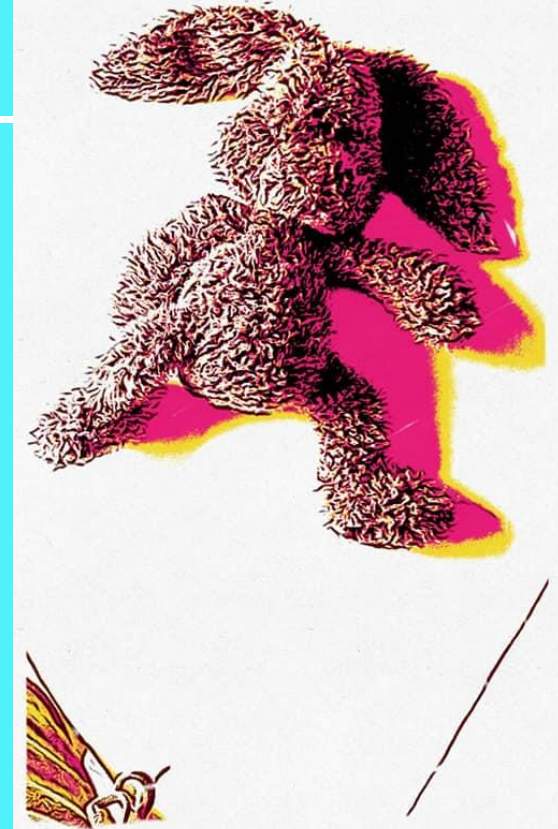
Relatos desde una (mi) *praxis*

Juliana E. Raffaghelli – Investigador
Estudis de Psicologia i Educació– Grup de Recerca Edul@b
Universitat Oberta de Catalunya

Mitos

El mito es siempre una
narración que denota un
significado (Barthes, 2015)

*...imaginario/discurso que
nos condiciona y nos quita
grados de libertad*



Praxis

Práctica, más allá de la especulación o la contemplación.

Ser activo/sujeto en el mundo

Involucrarse desde una perspectiva ética que plasma el quehacer cotidiano en la historia.



Mi historia en un contexto que evoluciona

No hay una filosofía o solución unificada para avanzar en el campo de la ciencia abierta (Fecher & Friesike, 2014)

Luchar contra:

- Barreras de acceso al conocimiento científico
- Fallas en la replicación de estudios y opacidad del procedimiento científico
- Sesgos en la publicación

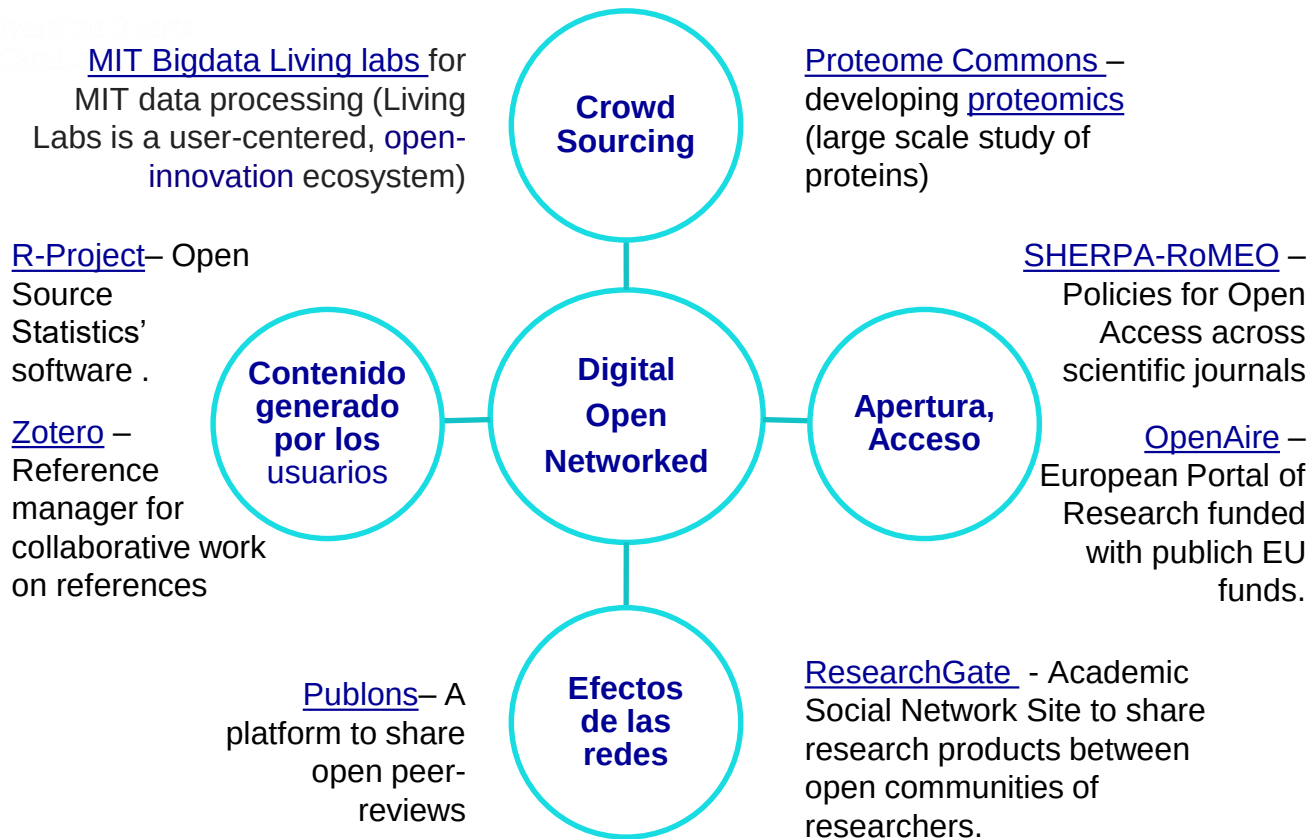
DG Connect, EU Commission, 2013

Digital Single Market, Conceptual insights (2016)

Implementation Roadmap for the European Science Cloud (2018)

Digital Science at Horizon 2020





De las
«affordances»
tecnológicas
al cambio
social

Open, networked, DIGITAL scholarship

Impacto de la cultura digital en la práctica académica
(Raffaghelli, 2014)

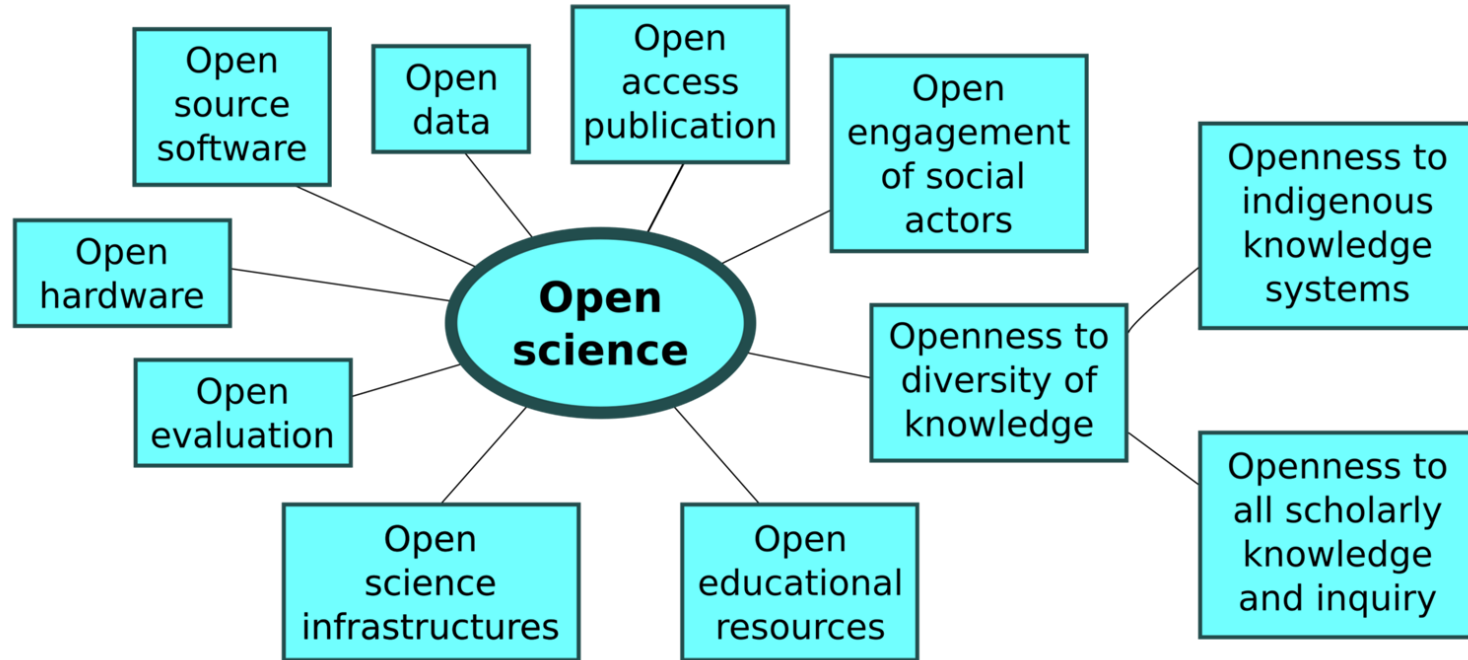
- Web social y participativo
- Movimiento Open Source
- Open Access Movement
- Open Education (Open Learning, OER, MOOC)

- *Nuevas formas de profesionalismo académico* (Borgman, 2007, 2015; Scanlon, 2014)
- *Digital Scholarship* (Weller, 2011)
- *Open Scholarship* (Veletsianos & Kimmons, 2013)
- *Digital, Open Networked: An impossible triangle* (Goodfellow, 2013)



Luigi Mengato, 2007 CC-BY 2.0
<https://www.flickr.com/photos/luigimengato/4732436051/>

Ciencia abierta: Sus Elementos





Key action of the Science with and for Society H2020

Public Engagement
Open Access
Gender
Ethics
Science Education

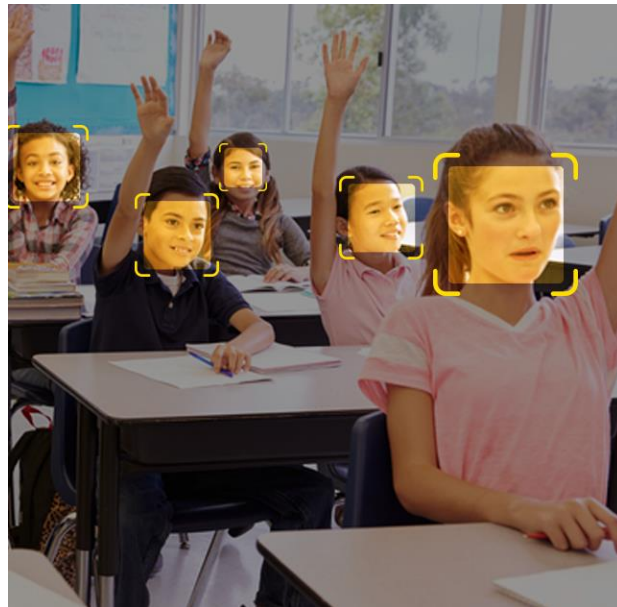
**Responsible
Research
and
Innovation**

Open, networked, digital CRITICAL scholarship

Impacto de la datificación (Williamson et al, 2020; Manca, Persico, Raffaghelli, 2021)

- Uso masivo de plataformas privadas
- Falta de conciencia sobre las plataformas usadas en docencia e investigación
- Necesidad de reforzar los movimientos Open, desde una crítica de la digitalidad asociada a la lógica extractiva
- Necesidad de integrar los participantes de la investigación en esquemas justos de recogida, análisis y representación de datos, hacia nuevas formas de comunicación científica

Culturas de Datos en la Educación Superior (Raffaghelli et al., 2020)



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<https://actionnetwork.org/petitions/say-no-to-facial-recognition-in-schools>

*Las cuestiones que me he planteado en
este recorrido*



Image from: <http://ecoevoevoeco.blogspot.com/2018/07/should-i-be-proud-of-my-h-index.html>

**Deconstruir la idea del
científico brillante**

**Más allá de la lógica
patriarcal y neoliberal
en la investigación**



Impact Story, CC-BY, cited by
<https://blogs.lse.ac.uk/impactofsocialsciences/2014/03/31/four-reasons-to-stop-caring-so-much-about-the-h-index/>

Las cuestiones que me he planteado en este recorrido

Un enfoque feminista como
comunidad de generación de
significado situada (Donna Haraway,
1988)

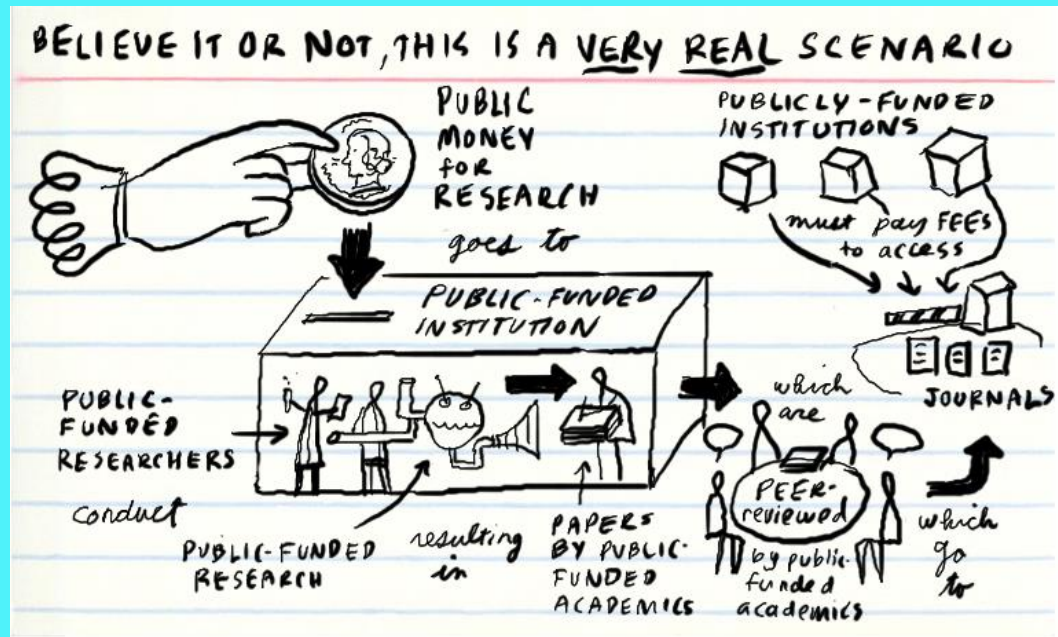
“Simbiocracia Académica”
(inspiración en Lynn Margulis)

Haraway, Donna (Autumn 1988). "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective". *Feminist Studies*. **14** (3): 575–599. [doi:10.2307/3178066](https://doi.org/10.2307/3178066).

Margulis, Lynn (1998). *Symbiotic Planet*. New York, NY: Basic Books

Los Mitos y yo

#1 Publicar en abierto es más caro



Mito #1 y yo

Capítulo 1. *Welcome to the jungle:*
APC, Predatory Journals (2021-2014)

Capítulo 2. *The Green-Gold Access*
policies vienen en mi ayuda (2014-
15)

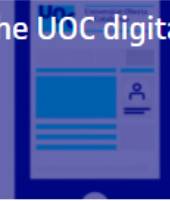
Open knowledge

UOC's O2 Repository: open access publications and learning resources

The UOC's institutional repository **fosters open access to scientific information and educational resources**, giving them wider reach and greater impact.

[View all the UOC open access publications and learning resources](#)

Open access and the UOC digital repository



Ecologías de aprendizaje para usar las TIC inspirándose en docentes referentes

Romeu Fontanillas, Teresa [uoc]; Guitert Catasús, Montse [uoc]; Raffaghelli, Juliana Elisa [uoc]; Sangrà Morer, Albert [uoc]; Universitat Oberta de Catalunya (UOC)

1-Jan-2020

Is there a social life in open data? The case of open data practices in educational technology resea...

Raffaghelli, Juliana Elisa [uoc]; Manca, Stefania

28-Jan-2019

Integrating MOOCs in physics preliminary undergraduate education: beyond large size lectures

Raffaghelli, Juliana Elisa [uoc]; Ghislandi, Patrizia Maria Margherita [uoc]; Sancassani, Susanna; Canal, Luisa; Micciolo, Rocco; Balossi, Barbara; Bozzi, Matteo; Di Sieno, Laura; Genco, Immacolata; Gondoni, Paolo; Pini, Andrea; Zani, Maurizio

28-Nov-2018

Learning ecologies through a lens: Ontological, methodological and applicative issues. A systematic ...

Sangrà Morer, Albert [uoc]; Raffaghelli, Juliana Elisa [uoc]; Guitert Catasús, Montse [uoc]

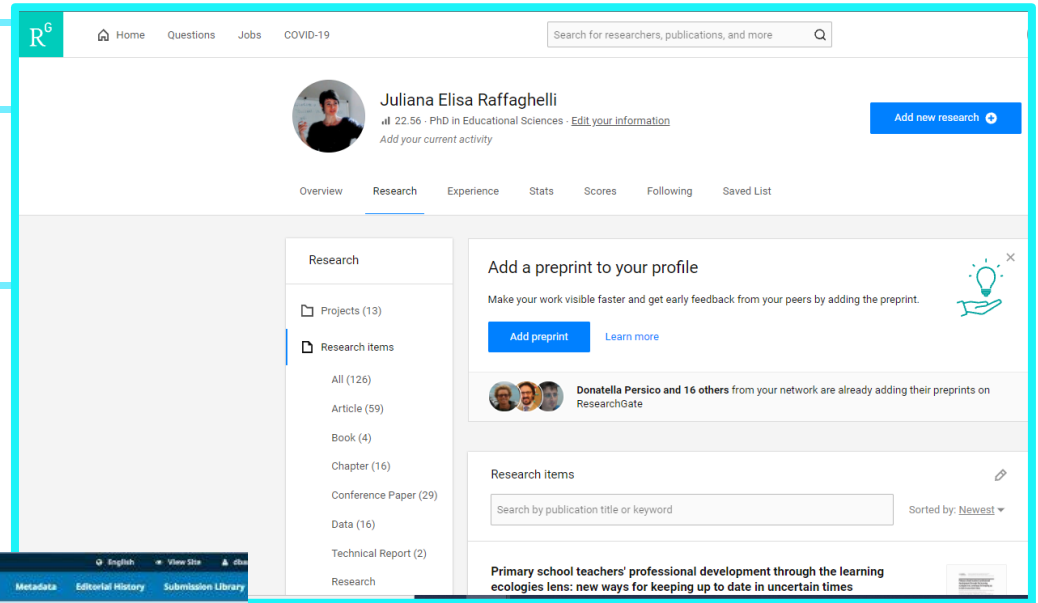
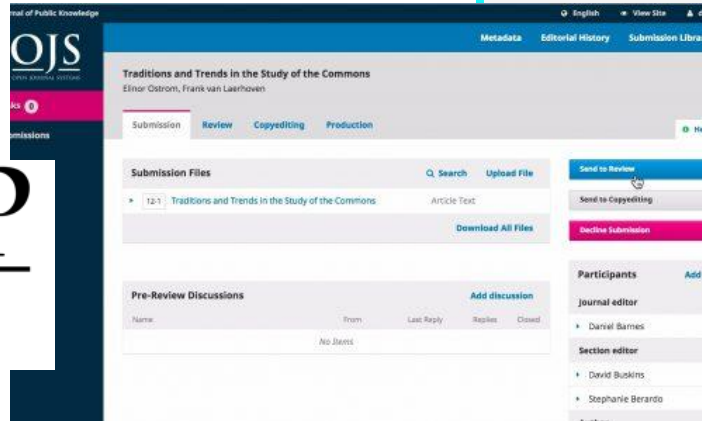
18-Apr-2019

Mito #1 y yo

Capítulo 3. Aprendiendo la diferencia entre *Academic Social Networks* y *Repositorios Institucionales* (2015-17)

Capítulo 4. Recorriendo y usando la plataforma *Open Journal System* (2016-18)

PKP
PUBLIC
KNOWLEDGE
PROJECT



Policies

**Italian Journal
of Educational Technology**

PEER REVIEW POLICY

Manuscripts undergo a double-blind peer review process involving two reviewers.

OPEN ACCESS POLICY

The Italian Journal of Educational Technology (IJET) is an open access online, by [Creative Commons Attribution-NonCommercial 4.0 International](#). Reader all IJET numbers.

Mito #1 y yo



Higher Education Quarterly

Higher Education Quarterly

Data practices in quality evaluation and assessment: two universities at a glance

DOI:10.1111/hequ.12361

Capítulo 5. El acuerdo histórico... Pero...¿Por qué seguimos publicando en plataformas privativas como Springer, Elsevier, Wiley?

[Funders & Grant Details](#) ✓

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Los Mitos y yo

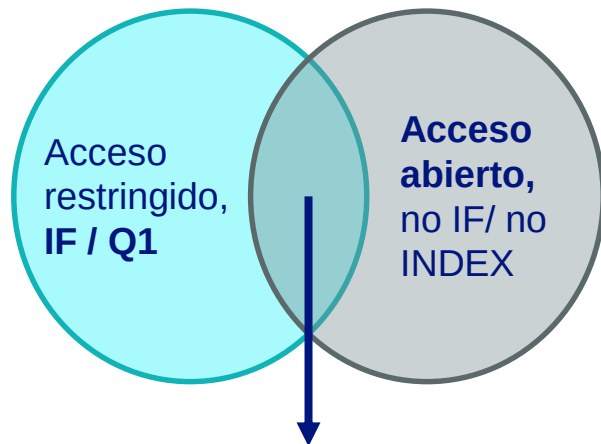
#2 Publicar en abierto no cuenta para mi carrera



Mollyali, 2008, <https://www.flickr.com/photos/mollyali/2924209043>, CC-BY 2.0

Mito #2 y yo

Sistema de Evaluación
bibliométrica (hasta 2020)



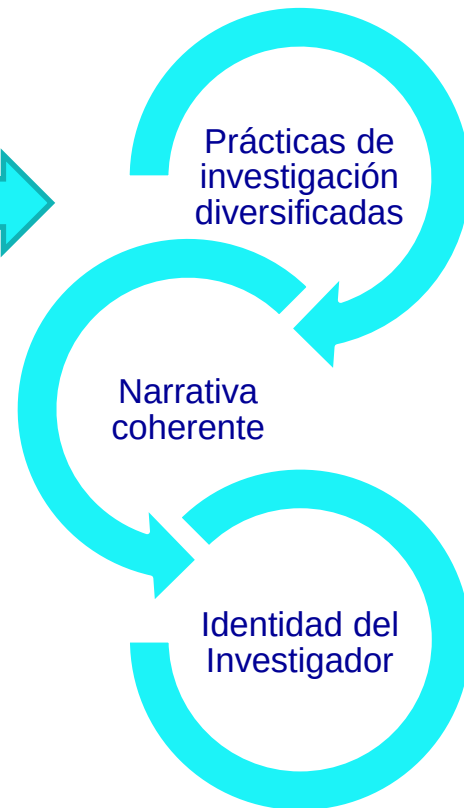
Acceso abierto, IF / Q1-3
"The Double Gamer"
(Costa, 2014)

Let's change
what we value
in research.



Sign
DORA

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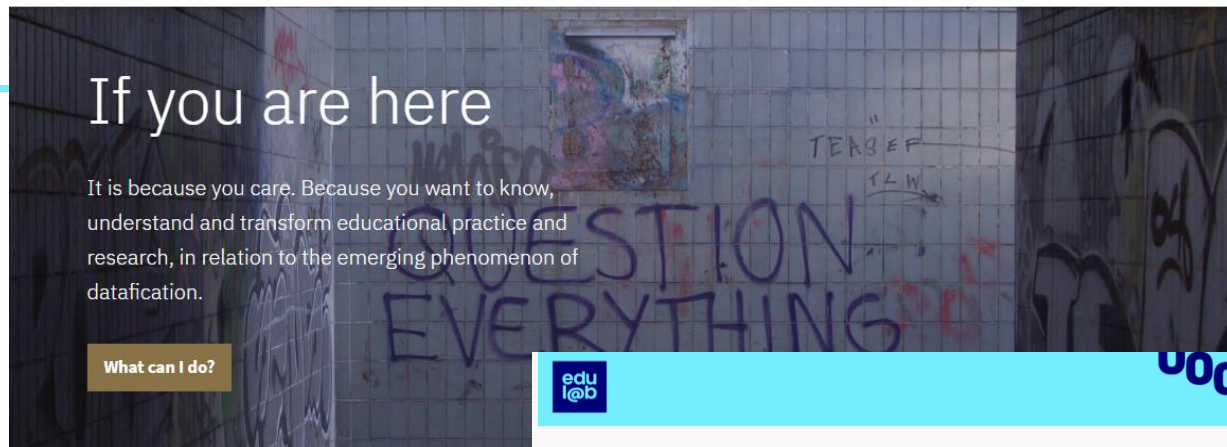
Mito #2 y yo

- **Blog** de investigación
- **Open Data**
- Uso de Open Data como **recursos educativos abiertos**
- **Crowd sourced** research
- Seminarios Web de **transferencia**
- Participación en **procesos públicos** (DigComp 2.2)

<https://bfairdata.net/>
<https://jraffaghelli.com/>
<http://edulab.uoc.edu/>

Fair Data Cultures in Higher Education

Home News Perspectives Mapping Practices The Space



Investigació El grup Projectes Smartpapers Publicacions Formació Transferència Contacte

Has llegit les CdSs? Una activitat de la UOC per a desenvolupar la competència digital crítica

Posted by edu@b on 6 setembre, 2021



Has llegit les CdSs ?

Una activitat de la UOC per a desenvolupar la competència digital crítica

Juliana E. Raffaghelli, Marc Romero, Teresa Romeu

IDIOMES

Català

LAST TWEETS

Tweets by @edulabTIC



You are encouraged to apply for a scholarship to do the PhD, with the Edu@b research group, in the framework of the project "Use of learning analytics in university digital environments: impact on teaching improvement". We will wait for you <https://twitter.com/UOCphd/status/1448309938719125510>

Comunidad Open Data sobre proyectos en curso

Professional Learning Ecologies for Digital Scholarship: supporting professionalism in the data-driven university

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Search Professional Learning Ecologies for Digital Scholarship: supporting professionalism in the data-driven uni



December 28, 2020 (v1) Technical note Open Access

[View](#)

Culturas de datos (justas) en las Instituciones de Educación Superior: En busca del equilibrio. Notas de campo sobre un seminario-taller

Juliana Elisa Raffaghelli;

Este registro de ZENODO presenta las notas de campo y los recursos de dos talleres que trataron el tema de Culturas de Datos en la Educación Superior, en el marco de un congreso internacional en América Latina. El registro incluye los recursos de los talleres (diapositivas) y un informe

Uploaded on January 28, 2021

June 12, 2020 (v1) Technical note Open Access

[View](#)

Análíticas de Aprendizaje: ¿Un continente Oscuro? - Notas de Trabajo en Campo

Juliana Elisa Raffaghelli;

Este registro de ZENODO presenta las notas de campo y los recursos de una serie de talleres que tratan el tema de la analítica del aprendizaje "¿Un continente oscuro?". El registro incluye los recursos de los talleres (diapositivas) y un informe que incluye algunos de los com

Uploaded on January 25, 2021

December 18, 2019 (v1) Presentation Open Access

[View](#)

Workshop Results: Datafication in Education. How do we Deal with Digital Systems?

Bonnie Stewart; Juliana Elisa Raffaghelli;

<https://zenodo.org/communities/plec-ds/>

Professional Learning Ecologies for Digital Scholarship: supporting professionalism in the data-driven university

Data-driven science and data-driven education cross the daily scenarios of academic practice, and are a key dimension of the modernisation of Higher Education. This project aims at exploring the emerging issues of data literacy within the context of digital scholarship, towards the development of a conceptual and interventionist apparatus supporting scholars' critical awareness of data practices within the context of Open Science and Open Education frameworks. To this regard, the project will embrace the construct of "learning ecologies" as lens to explore how scholars make sense of the current data-practices, the perceived learning needs, the institutional opportunities, etc. in terms of professional learning. Moreover, the construct will also set the basis to generate spaces to deal with the evolving phenomenon of the data-driven university from a critical, non-technodeterminist and participatory perspective. The chosen methodological approach encompasses mixed methods including three phases of research development: a first phase of desk research (including methods of data-extraction from the web and a survey); a second phase consisting of an

Estrategia Open Data en desarrollo dentro del grupo de investigación

[Research Areas](#)[The group](#)[Projects](#)[Smartpapers](#)[Publications](#)[Training](#)[Transfer](#)[Contact](#)

Open Data



Tweet

EduLab Open Data Approach & Policy

Why Open Data at EduLab?

Open Science is the movement that advocates for a more public and accessible science (DG CONNECT EUROPEAN COMMISSION, 2013; Fecher & Friesike, 2014) and has progressively encompassed new researchers' practices and identities that go beyond the idea of digital science towards open and social activities (Nielsen, 2012; Veletsianos & Kimmons, 2016; Weller, 2011). In the Educational Technology sector, Open Science is also regarded as a shorthand for the transformative intersection of digital content, networked distribution and open practices [5]. Authors have conceptualized theoretical frameworks and epistemological approaches to analyze the relationship between scholarly

LANGUAGES

English ▾

LAST TWEETS

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 UOC PsicoEdu
@UOCpsicoedu

La UOC formarà a docents europeos per millorar la ensenyança 'online'

La #expertaUOC @montseguiter será la encargada de pilotar el proyecto.

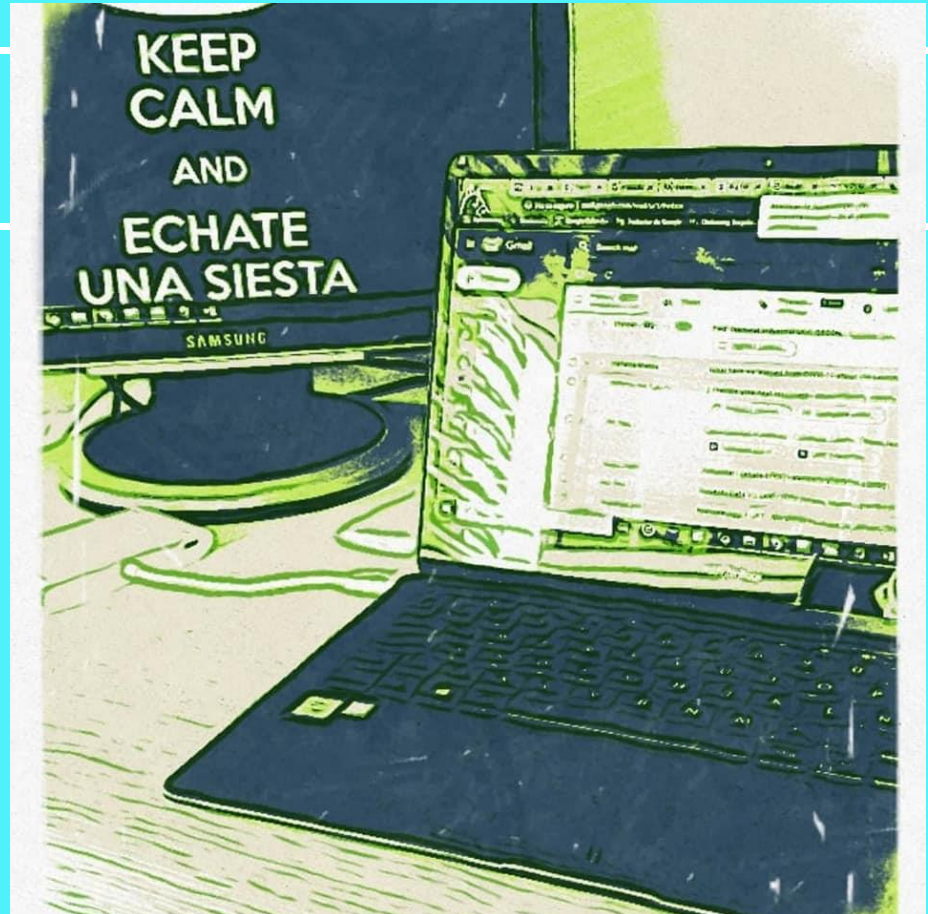
[@edulabTIC](https://bit.ly/3vngxSj)
#elearningUOC#researchUOC #elearning

<http://edulab.uoc.edu/en/publications/open-data/>

Los Mitos y yo

#3

Me pueden robar los datos



All versions

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- ☐ Txt (4)
- ☐ Csv (3)
- ☐ Docx (3)

April 4, 2021 (v1) Dataset Open Access

Dataset for the exploration of data practices in Higher Education

Juliana Elisa Raffaghelli;

The present dataset contains the results of a survey distributed to all the professoriate of two universities, b 2020. The several variables present in the dataset relate to the professional areas of knowledge and activity in relation to

Uploaded on August 2, 2021

July 23, 2020

Dataset Open Access

Datasets from the study Peer learning as a key component of an Integrated Teaching Method in large size classes

Matteo Bozzi; Juliana Raffaghelli; Maurizio Zani

The theory and research on learning in higher education are pointing out that active methods are able to improve learners' performance more than passive ones and to trigger situated and deep learning. However, some factors prevent their spread and trust amongst university instructors, like their complex logistics in large size lectures. Indeed, in academic crowded classes these interactive-engagement methodologies are sporadically employed and seem to be rarely successful. In this context, in the academic years 2017-2018 and 2018-2019 we carried out a quasi-experiment at Politecnico di Milano aimed at investigating the

Communities

Active Methods in Large Size Lectures

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See more details

Systematic Review on the Research Topic "Learning Ecologies" - Dataset and Analysis

Juliana Elisa Raffaghelli; Alicia Puig Fernández

The concept of learning ecologies (Barron, 2004, 2006; Williams, 2011) emerged in a context of educational change. In such context, there was emphasis on searching models and applications facing the new forms of learning as continuum from structured, formal spaces to fluid, informal spaces, with the support of digital technologies (Sangra, Gonzalez-Sanmamed, & Guitert, 2013; Tabuenca, Ternier, & Specht, 2013).

While the construct "learning ecologies" has offered a broad semantic space to characterize innovative ways of learning, it is also true that its potential to promote innovative educational interventions could have been hindered by its same broadness. According to this assumption, the authors have carried out a systematic review of the literature with the aim of analyzing a) the several definitions given to the concept, encompassing the underlying ontological perspective on the phenomena studied; b) the methodological approaches adopted to study the phenomenon; c) the applications of the research on this topic. Throughout this analysis, the authors attempt to represent the criticalities of the existing research, as well as the potential areas of development with fruitful alignment of the theoretical/ontological issues, the

New version

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Lifelong Learning Ecologies: TIC's contributions to teachers' professional development

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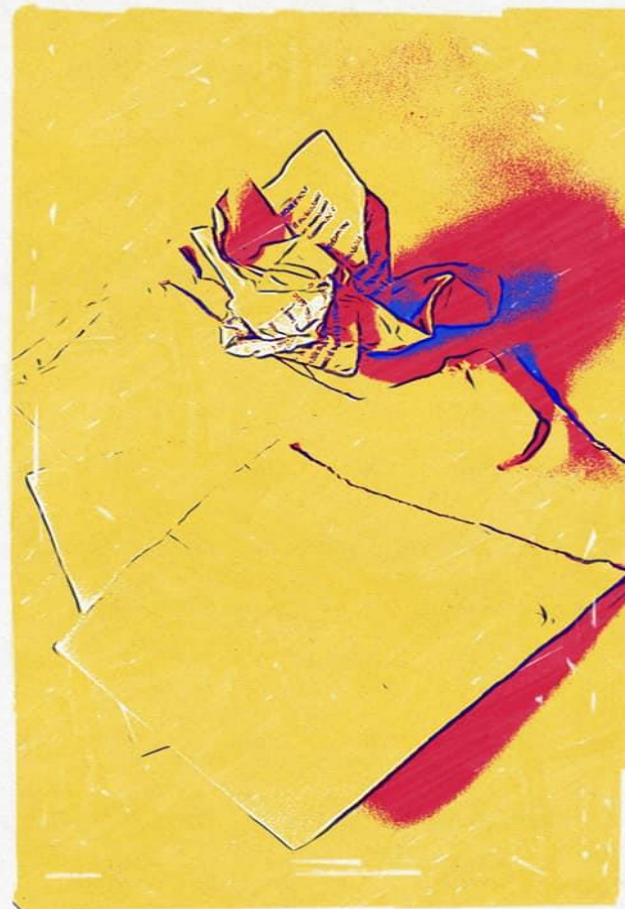
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Los Mitos y yo

#4

No podemos asegurar el buen uso de los datos



Juliana Raffaghelli, CC-BY 4.0

Estoy pensando en ello...

1. No ejemplos **míos** (datos abiertos de investigación)
2. No ejemplos **otros**
3. **Baja calidad de los datos**, imposibilidad de re-uso en educación
4. Si los **criterios éticos, jurídico legales y/o comerciales** cambian, tendría que **revisar** datos publicados.
5. Peligro (?) de **monetización de los datos** (Debate en educación)

**Comenzar desde
un buen *Data
Management
Plan!***

**Proceso recursivo, continuo,
inacabado**

¡Muchas gracias!