

‘Research Integrity and Impact in an Open Scholarship Era

- PG Survey

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Introduction

Funded through The National Forum for the Enhancement of Teaching and Learning and based upon feedback from Trinity schools and students, 'Research Integrity and Impact in an Open Scholarship Era' – an existing module for incoming doctoral students – will be redesigned from a pedagogical perspective and rebuilt from the ground up, making it applicable across multiple disciplines and contexts. In partnership with students and faculty stakeholders, the new mandatory wholly-online 5 ECTS module will be contextually embedded while maximising the value of shared disciplinary good practice. Enhanced with relevant content and inclusive, interactive assessment practices, the module will radically transform the student user experience.

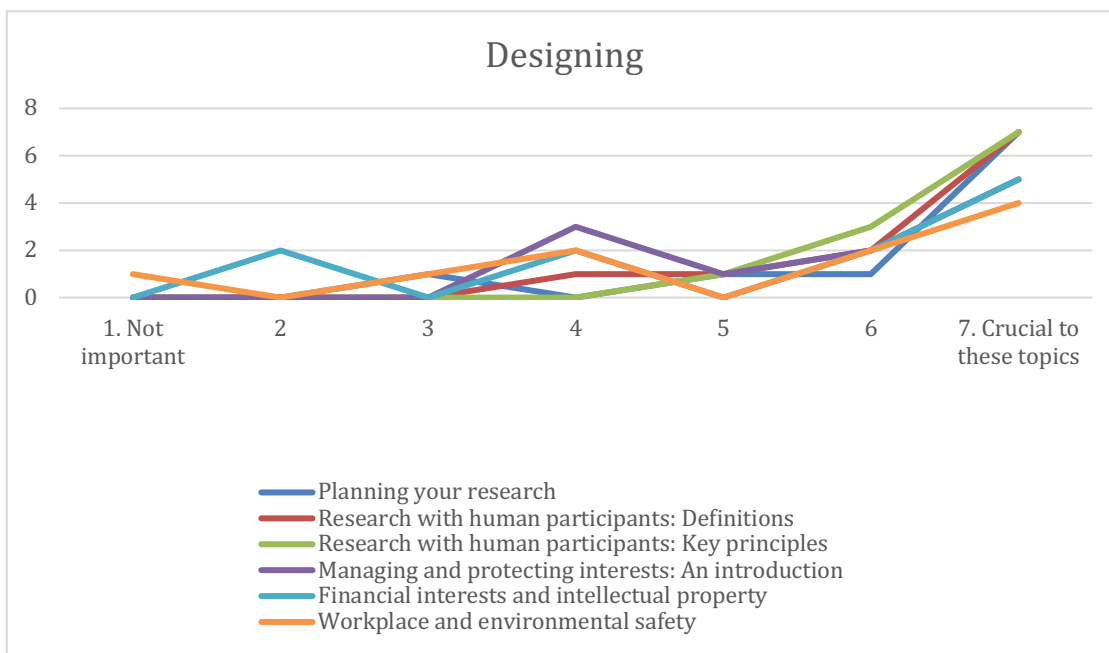
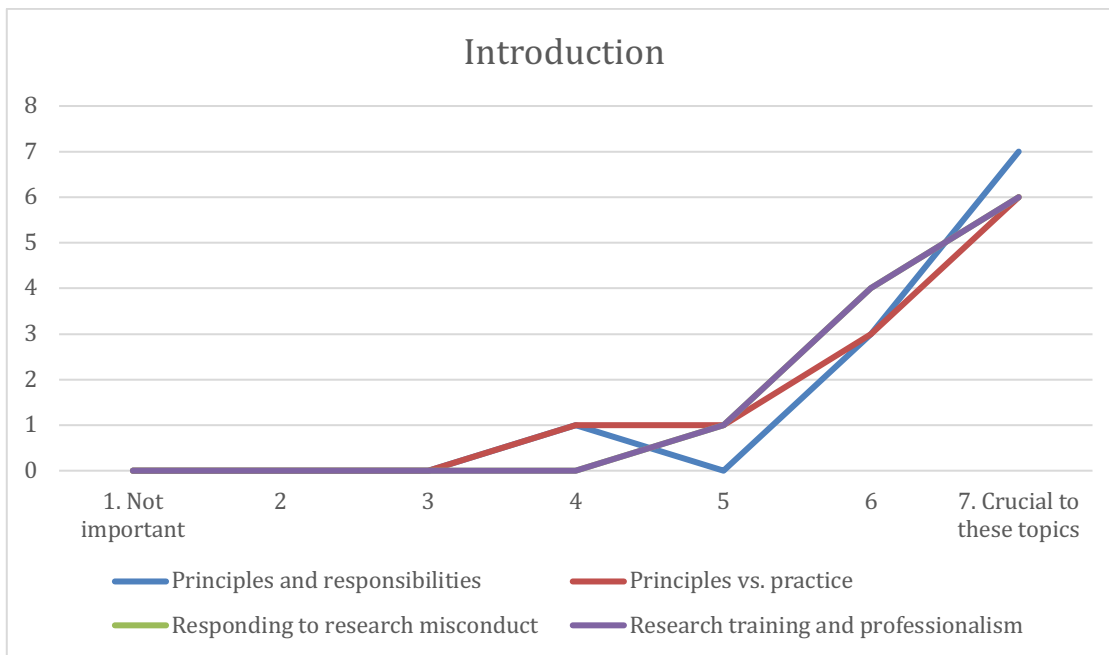
Learnovate are working with Library Services and the wider Trinity College Dublin community on this project. To re-design and co-create the module a structured innovation approach is being deployed to understanding the needs of all stakeholders in the module including PhD students, Post Graduate Directors and Tutors.

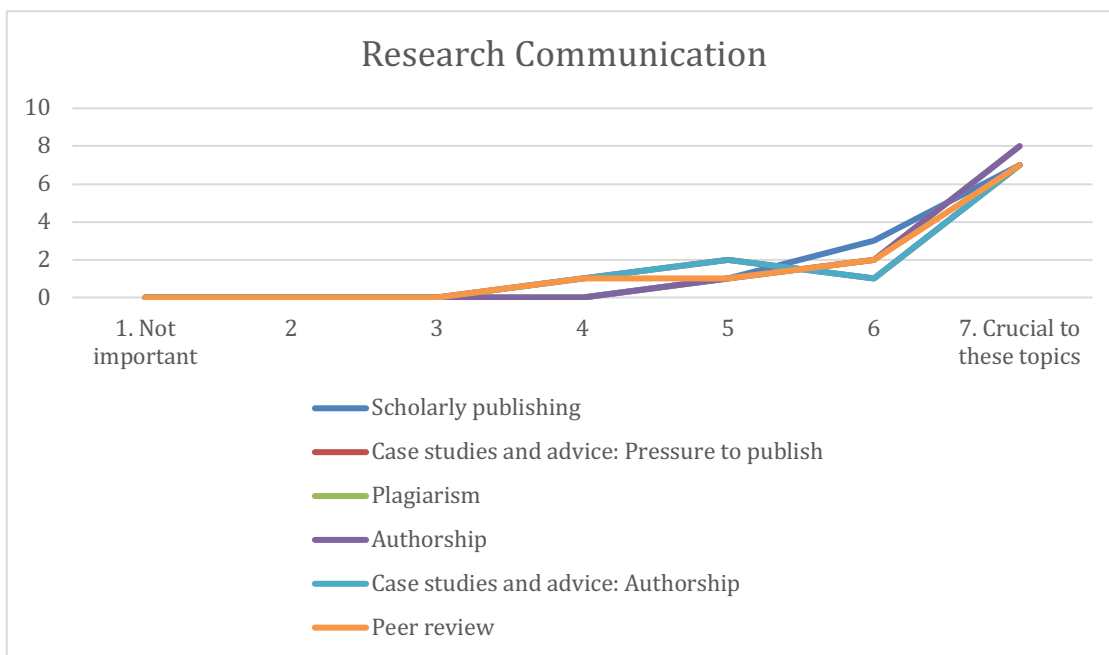
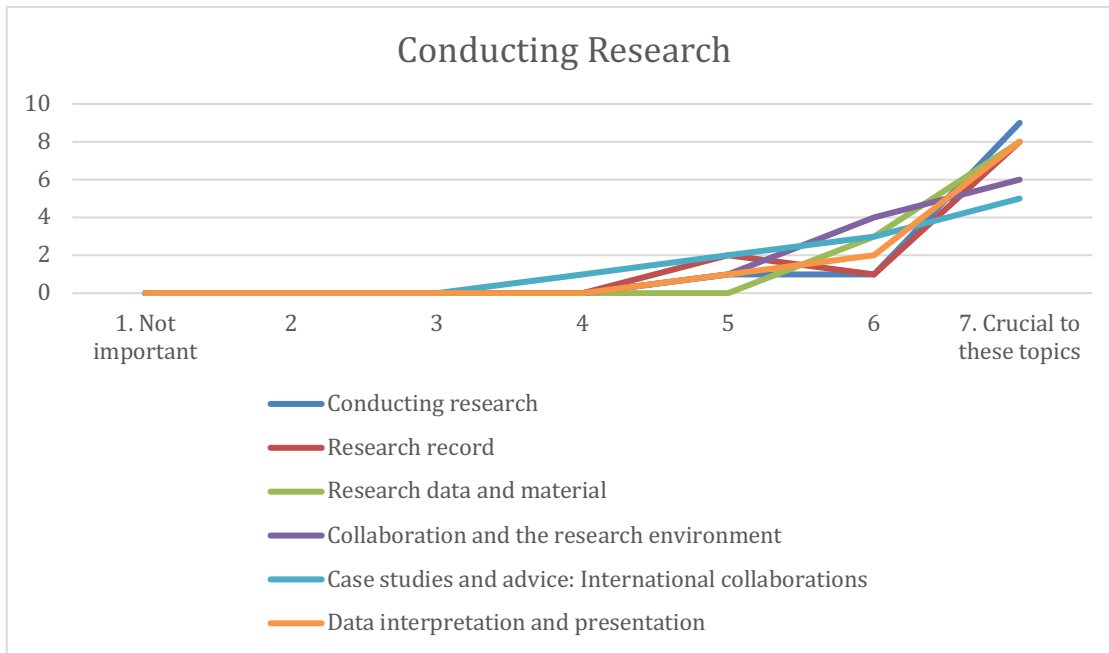
As part of this process we have sent out three surveys, the results of one of the surveys are captured in three documents. The synthesis of findings across the three documents is contained in the separate Survey Analysis Report.

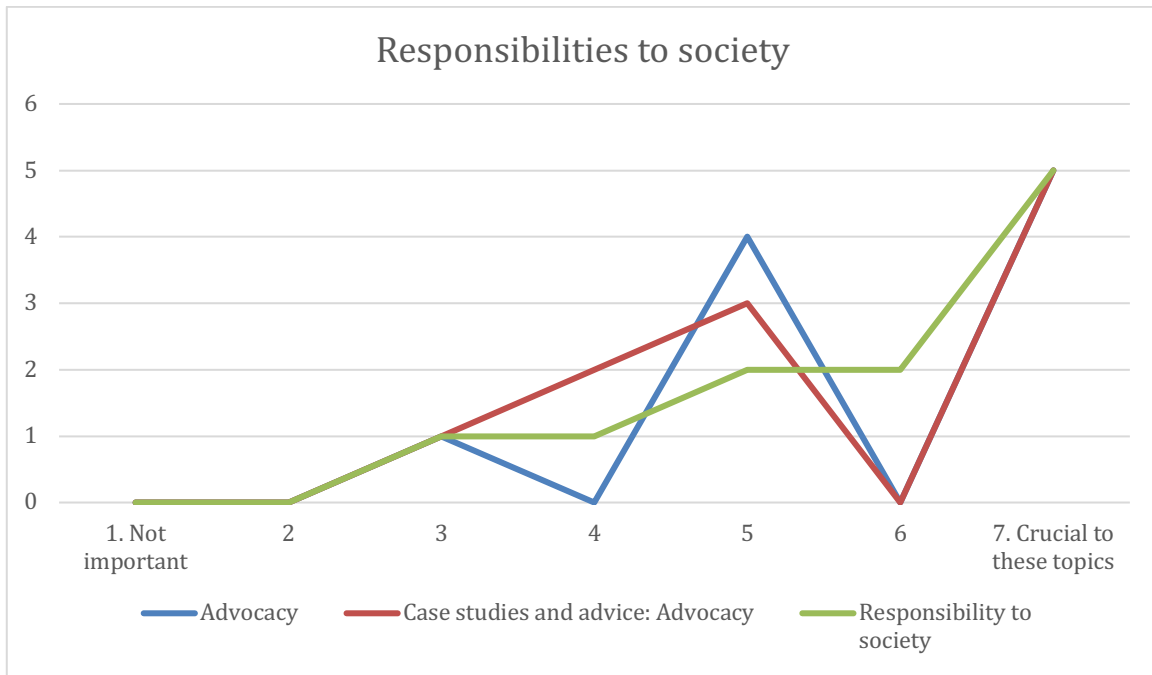
Survey Results

1. Research Integrity.

1.1 The Research Integrity topics in the Epigeum course that is currently incorporated in this Module are listed below. Based on your views on their value to PhD students, please rate each subtopic from '1 Not important' to '7 Crucial for these topics'







1.2 Are there any other areas you feel should also be included in the area of research integrity and ethics?

- Working with children - child safeguarding, consent and participant information that is age and participant appropriate
- Training in key ethical issues (linked to Faculty ethics applications)
- no
- the importance of critical research in artistic practice, ability to credit practitioners appropriately
- Not that I can think of. Perhaps a section on how to handle miscommunication with supervisors?
- We are well catered for by the present spread of topics.

1.3 Are there any specific skills related to research ethics and integrity that you would like to see included on the course?

- A section on data manipulation which is relatively common in science
- Plain English guidelines for consent and participant information
- Project management, collaborating between disciplines
- ability to cite practice as well as written research materials, ie performance and workshops
- No
- Already present in the curriculum.

1.4 Electives - The Research Integrity course serves students across all schools in College and is presented via 5 broad disciplinary options:

Research Integrity - Arts and Humanities (300 mins)

Research Integrity - Biomedical Sciences (300 mins)

Research Integrity - Engineering and Technology (300 mins)

Research Integrity - Natural and Physical Sciences (300 mins)

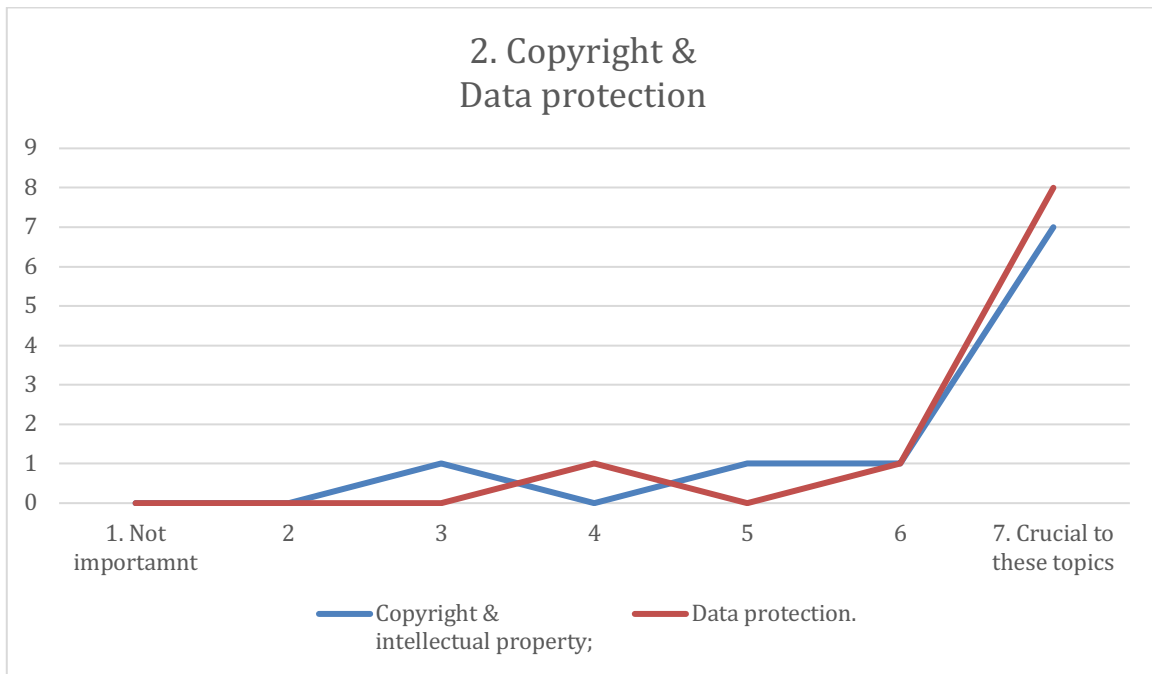
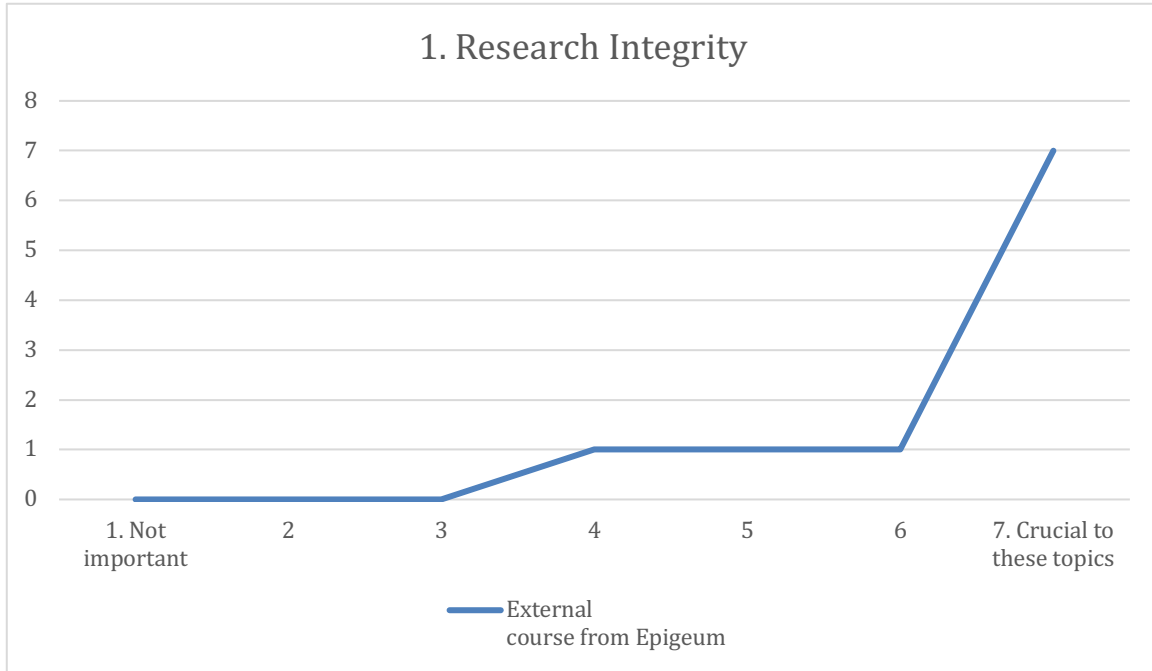
Research Integrity - Social and Behavioral Sciences (300 mins)

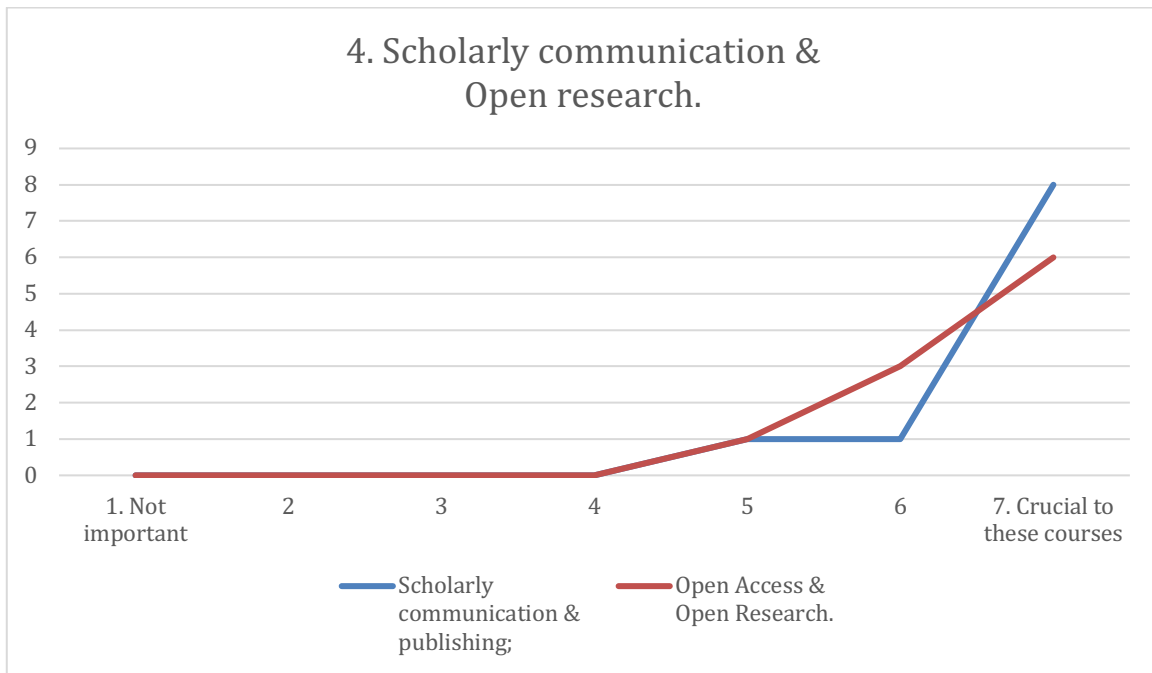
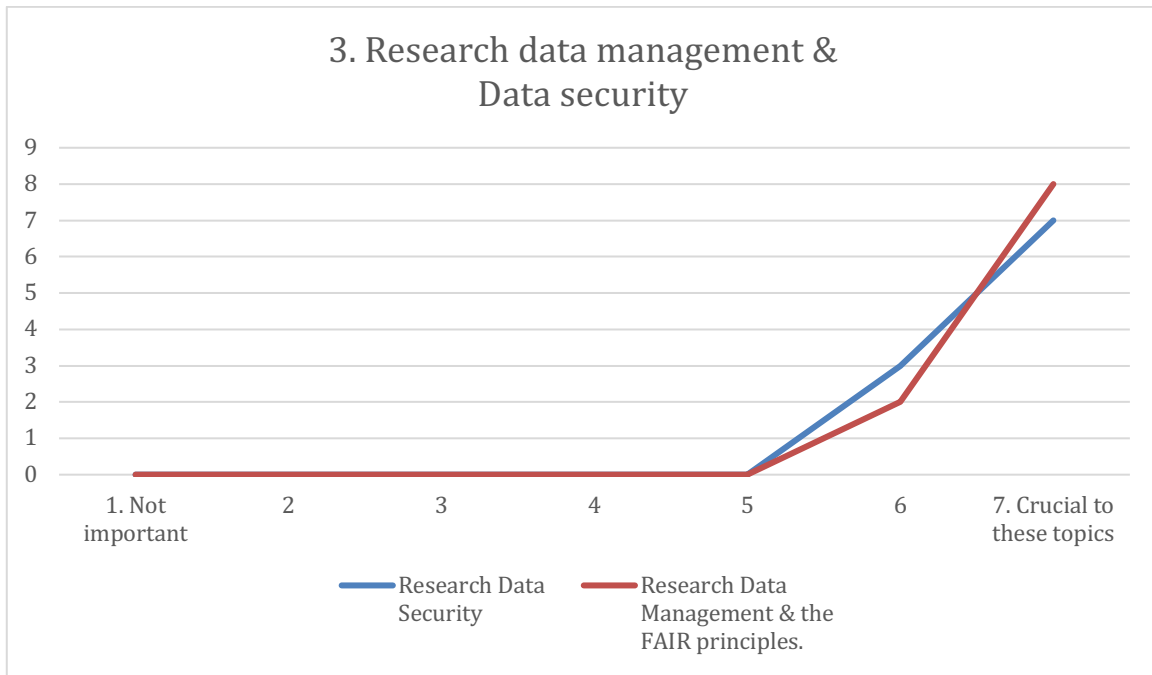
If the Research Integrity course was to offer electives to complement these disciplinary perspectives, are there any topics that would be useful for incoming doctoral students in your school?

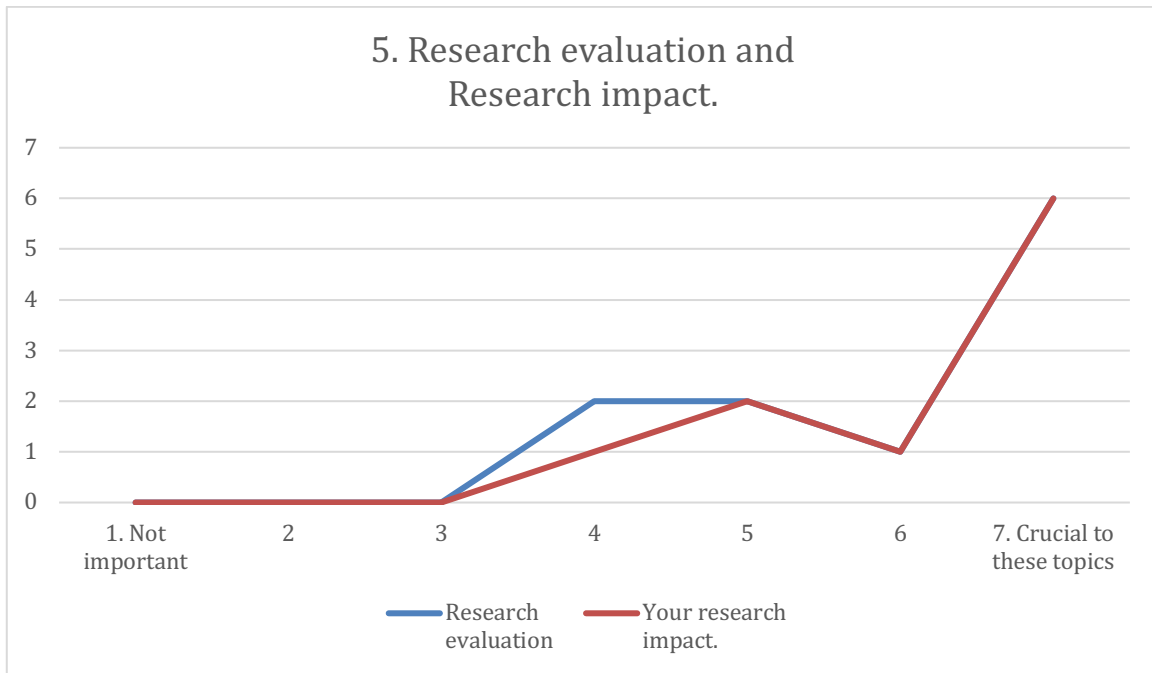
- Not specifically
- we would welcome a module that covers the scholarship of Interdisciplinarity as many of our students have interest in the other disciplines above.
- How to ethically form a theoretical framework when dealing with slightly controversial topics.
- Arts and Humanities: none in addition to those already provided.

2. 'Research Integrity and Impact in an Open Scholarship Era' .

2.1 A list of the topics covered by the module are listed below. Please rate each topic and subtopic from '1 Not important' to '7 Crucial to these topics'







2.2 Are there any other topics you feel should also be included in this module?

- Again Consent and informing participants including sample documents for consent (not just for medical contexts). This is related to data protection but the practical application of data protection principles and how this should be communicated during the consent process is essential.
- A lot of the courses are very relevant but feel very abstract when in your first year of PhD. I think fleshing out some of the modules with case studies / examples / stories might help students place these lessons when they become more relevant later on.
- We welcome scrutiny of data protection that is covered by recorded interviews and rehearsals undertaken by the research students with practice.
- Not that I can think of.
- No further additions suggested.

2.3 Are there any particular skills that you would like to see supported by the module?

- It would be useful to teach students how to spot questionable practices in publishing
- Interdisciplinary collaboration.
- The ability to create a forward thinking researcher that can plan how to store and safe guard their research for future publication
- How to better understand your role as a researcher in the university.

2.4 Are there any other features or enhancements that you would like to see included in the module?

- I think a proof of completion would be useful and motivating for students.
- Case-studies / scenarios of what went right / wrong when applying these lessons.
- instructor presence - facilitation of interaction and communication - not just material on a vle
- No further enhancements suggested.

3. Module Timing

This 5 ECTS-credited module currently enrolls in September/October each year. Candidates are self-directed to complete the course over the following 18 months. This may be changed to be more aligned with standardised College and school practice. To help with this, we'd like to know more about other taught modules offered by your School.

3.1/3.2 Does your school run other taught modules at this early stage of the Structured PhD? If yes, how many?

Yes = 8, No = 2.

Of the 8 who responded yes, the response was one other module, although this one may be chosen from a range available.

3.3 How are they delivered?

Face to face = 7, Self-directed = 1.

3.4 Are they formally assessed?

Yes = 7, No = 1.

3.5 Typically how long are these modules?

- Up to 3 months = 1,
- 3-6months = 2,
- over 6 months = 5.

4. Module Engagement

Online courses can pose challenges for students in many ways, including engagement, assessment methods and motivation to complete on time. Could you provide any insights as to what you have found works well in each of these areas? A brief comment on each is all we require at this stage.

4.1 Student Engagement in online learning.

- Set small tasks to show engagement
- Having tasks to do that relate to their own research.
- Students tend to complete the compulsory module on their own, in their own time. There is less of a communal or shared element.
- students are naturally engaged with online learning as so much of practice can now be accessed online.
- clarity re expected engagement and scaffolding re how course should be completed. good communication with students re module and expectations
- N/A
- Our students appreciate clear guidance on steps they must complete independently.

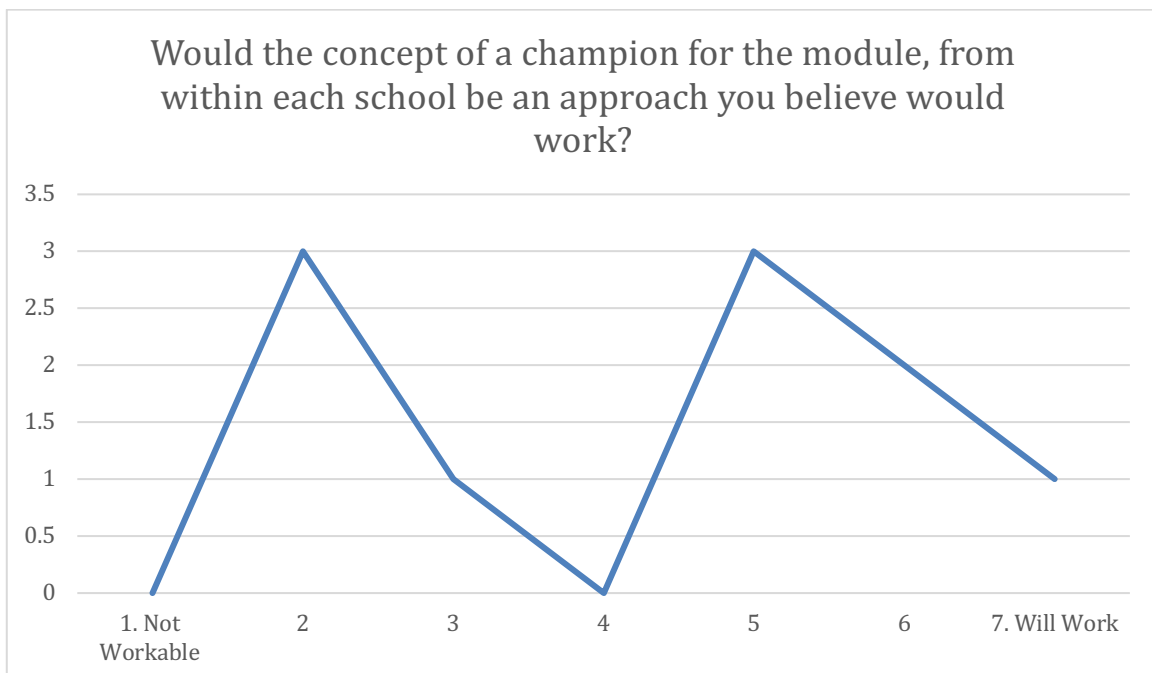
4.2 Assessment in online teaching and learning

- I don't think MCQs really test knowledge but I don't have a better solution either.
- Having regular bite size formative assessments with instructor feedback.
- Again, because it is only the one online module, it tends to be somewhat tick box
- There is still a need for a face to face aspect of learning within the Creative Arts, a mix of both is optimal
- clarity re assessment provided at start
- Maybe don't expect perfect scores on 10 question multiple choice quizzes. It would help if the student were able to engage with the test more.
- Clear guidance on assessment details, prompts during the year to attend to relevant deadlines.

4.3 Motivation for online self-directed learning.

- short video content
- add a 1 hour slot to calendar as if it was a formal scheduled class.
- Serves academic career and thesis best practice.
- same as above
- motivation comes from the questions in the research area, the more practical the initial research is the easier it is to progress to an online understanding of the research.
- clear chunking of material and relevance, incorporating different modes of presentation. opportunities for interaction with an instructor etc also very important.
- Get a better platform in place than Blackboard, or, at the very least, have reminders more appropriately set up to go to student email.
- Reminders and clear notifications to students that support and further guidance is available on request.

4.4 As a college-wide course, awareness of, and engagement with, the module at school level can be difficult to maintain.



If you wish, please provide some detail for your answer.

- I think there is some confusion on the requirements for this module. I understand some people think doing the Epigeum course is sufficient to complete the module. A widespread awareness of the purpose, requirements and usefulness of this module would be good.
- I don't think any staff know what is in the module so it would be good to take staff through the content of the module so there isn't duplication and we know the module is valuable. I had been wanting to know about the content so that I could check in with my students on particular topics. It could be useful to have some key tasks in there that link to the supervisor - eg have a conversation about authorship. I would be VERY happy if this module tackled issues related to ethics and consent so that I could draw on that in discussions with students.
- I think all PIs should be aware, and the PG coordinator for the school should really be that person, not a different "champion".
- It may work well. It depends on what that entails given other responsibilities already assigned.
- I am unsure. Having someone to champion could work well to provide visibility for the module. But it would be another task where everyone has overstretched workloads, with perhaps limited impact.
- That question is unclear. What is a champion for the module?

5. Opportunities and Challenges

5.1 The areas covered by this module are part of a continually developing field related to best practice and legislation. In your opinion can you think of any emerging or future elements to be considered in the re-design of this module?

EXTERNAL - National, European or International

- Perhaps preprints of papers should be covered.
- In the covid context, data protection and safe guarding in online space would be useful for people who collect data by interviews
- Research integrity and gender equality - as we see with COVID (men are publishing and reviewing more during "lockdown" than women due to different responsibilities), the system is stacked against female researchers. How can everyone be more conscious of these kind of inequalities and adjust research practice accordingly.
- Not aware of.
- Conducting research virtually or in accordance with social distancing guidelines.

INTERNAL - School and College

- Research from home - managing online software platforms and keeping a "clean" online workstation that prevents bleeding of research into other life balance.
- Finding ways to create community among PhD students in context of Covid restrictions

6. Co-Creation

We are committed to developing a world class course to support all of our students on the Structured PhD programme. The redesign work on this module will continue till late 2020. We would be very interested in developing the course with input from staff members like you. Would you be interested in contributing to the design by:

