REVIEW OF THE BOOK "OPEN EDUCATION AND OPEN SCIENCE: TRAINING HANDBOOK FOR LECTURERS AND RESEARCHERS"

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Received: 11/6/2024 Accepted: 13/6/2024

DOI: *https://doi.org/10.58902/tcnckhpt.v3i2.154*

Abstract:

This article introduces the first kind of handbook for Vietnamese lecturers and researchers on the practices of openness in education and academic publishing, Nguyen, L.C., Vu, N.Q.D., Phan, T.T.T, and Pham, H. (2023). Open education and open science: Training handbook for lecturers and researchers, Vietnam national university - Hanoi and Quang Van books. The handbook, jointly written by four experienced Vietnamese researchers, not only explores an important trend in academia but also presents detailed guidelines and examples concerning a host of topics, e.g., licensing rights, attribution, citation, open resources, and open access options. The authors are careful in explaining a number of important legal terms, such as the different Creative Commons (CC) licenses, and best practices in academia, including ways to integrate open teaching materials into current classrooms while also teaching students about copyrights and privacy. Illustrated with diagrams, tables, and various step-by-step screenshots, the handbook is a valuable contribution to the research community in Vietnam. As the goal of the open education and science movement is to make the entire teaching, learning, and research life cycle freely accessible to everyone, from academics to laypersons, this book helps us better understand what the new resources are and how we can make the best of them.

Keywords: *Open education; Open science; Creative Commons (CC) licenses; Massive Open Online Courses (MOOCs); Open access.*

1. Introduction

It takes between five to seven years, or even up to ten years, for graduate students to complete their doctorate degrees. In that space of time, much can change in academia, whether it be the education curriculum, the norms of publishing, the competitive culture, or the technical and technological adoptions, which would all require graduate students, post-graduates, researchers, and university professors alike to constantly stay on their toes. This is no easy task given the pressure of doing research, publishing papers, and finishing a degree on time. The handbook titled "Education and Open Science: Training Handbook for Lecturers and Researchers," co-authored by a team of four experienced Vietnamese researchers, sets out to guide university lecturers and researchers in Vietnam on one of the most notable, and at times controversial, trends in academia in the past decade: the practices of open science and open education.

The handbook, the first of its kind in Vietnam, does a stellar job of explaining what the new openness practices are, how and where Vietnamese lecturers and researchers can access

and utilize open resources to improve their work. Structured into two big sections, the handbook first covers the open education movement that began in the late 1990s and later delves into the open science campaign that took off in the early 2000s.

2. Overview

In the first part on open education, the focus is on explicating the legal terms, particularly the correct way to give attribution and claim author's rights and the use of Creative Commons (CC) licenses. Such instructions are valuable considering that even though many know the importance of giving credit and citing someone else's work, not everyone is aware of the best practices for attribution and citation. For those unfamiliar with open education, the handbook introduces in detail a variety of search methods for open educational resources, in addition to suggestions on several open textbook libraries that allow users to freely use and adapt the resources as well as a list of Massive Open Online Courses (MOOCs). There are rubrics for evaluating the appropriate MOOCs and ways to integrate such coursework into the current curriculum while also teaching students the importance of copyrights and privacy.

The second part of the handbook provides an in-depth exploration into the background of open science, its components, the five "schools of thought" underlying the different assumptions, motivations and concerns of scholars within the movement, and the definitions of key terms. Just as open education advocates for unequivocal openness and inclusiveness at educational institutions, open science also calls for giving free and unrestricted access to research publications and data as increased accessibility might heighten research visibility and engagement with the public. Here, while there are various types of open access publishing (i.e., diamond, hybrid, bronze, black), the authors only explain two of them: green open-access (which is also known as self-archiving) and gold open access (which means the final published article is permanently and freely available online). As a guidebook, it instead focuses on the kinds of online repositories where authors can deposit their work for pre-publication, also known as preprints, and related platforms for open access journals and open book publishers. Readers will find this section useful as it (i) discusses both the advantages and disadvantages of publishing a preprint, (ii) lists the known preprint servers by their disciplines and general data repositories, and (iii) lays out step-by-step how to post a preprint/dataset and what to keep in mind when the preprint/dataset gets published afterward. In the last part, the authors briefly touch on the practices of open research software, open source, and open peer review, adding suggestions for how a journal can implement open peer review in six steps.

3. Assessment

In terms of presentation, the handbook is a user-friendly one with many tables, diagrams, and step-by-step screenshots of how to utilize different online materials. For instance, in the first part regarding the use of MOOCs, the authors are careful to remind users that open resources might be readily available, but there should always be a clear purpose and method for integrating such materials and open coursework in the context of Vietnam. Lecturers need to be mindful when evaluating the suitability and accessibility of MOOCs, some of which could require students to pay for long-term access. The adoption of open pedagogy in this respect emphasizes sharing, reusing and re-designing learning materials as well as engaging students more in the process of designing open coursework, developing evaluation tools, compiling test banks, and sharing guiding materials with other students on social media using the appropriate CC licenses.

As we learn from the handbook, it is important to not only understand the different CC licenses and publishing rights as an author but also to make informed choices about publication venues, whether they be preprint, open access, or not. Besides the guidelines, readers would benefit further from the lessons and the limitations of adopting open education and open science principles in other countries. There should be

snippets of case studies to show the progress and impact of this movement. In January 2024, UNESCO, which has been a strong advocate for making science more collaborative, transparent, and accessible, published a report that spotlights the lack of progress and uneven adoption of open science across the world, pointing to unequal access to funding, skills, and tools (UNESCO, 2023 and Nature Editorial, 2024). Given that open science means authors have to pay an article processing charge (APC), which ranges from USD100 to USD10,000, authors from developing countries such as Vietnam may not always find open access publishing to be affordable. The book, however, is a timely publication as empirical evidence has pointed toward a gradual embrace of open access publishing within the Vietnamese academic community (Vuong et al, 2020).

4. Conclusion

The aim of the open education and science movement is to provide unrestricted access to the entire process of teaching, learning, and research for everyone, regardless of their background. This user-friendly handbook contributes to that by summarizing different aspects of open education and open science as well as presenting a variety of available resources with explanations. Yet, readers should be reminded that there is no "one size fits all" approach to the adoption of new academic practices. On the basis of the book, lecturers and researchers should bear in mind that the way forward is to be open to new measures, to stay informed and educated, and most importantly, to find ways to share our knowledge and communicate research ideas and findings in a transparent and efficient manner to the public.

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BÌNH LUẬN VỀ SÁCH "KHOA HỌC - GIÁO DỤC MỞ: CẨM NANG CHO GIẢNG VIÊN VÀ NHÀ NGHIÊN CỨU"

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Ngày nhận bài: 11/6/2024 Ngày duyệt đăng: 13/6/2024

DOI: *https://doi.org/10.58902/tcnckhpt.v3i2.154*

Tóm tắt

Bài báo này giới thiệu về cuốn sách dạng cẩm nang đầu tiên dành cho giảng viên và nhà nghiên cứu Việt Nam về thực hành mở trong giáo dục và xuất bản học thuật, sách "Khoa học - Giáo dục mở: Cẩm nang cho giảng viên và nhà nghiên cứu" của các tác giả Nguyễn Linh Chi, Vũ Nguyễn Quang Duy, Phan Thị Thanh Thảo, Phạm Hiệp, Nxb Đại học Quốc gia Hà Nội Và Quảng Văn Books, 2023. Cuốn cẩm nang do bốn nhà nghiên cứu giàu kinh nghiệm của Việt Nam biên soạn này không chỉ khám phá một xu hướng quan trọng trong thế giới học thuật, mà còn trình bày các hướng dẫn và ví dụ chi tiết liên quan đến một loạt chủ đề, gồm có quyền cấp phép, ghi công, trích dẫn, tài nguyên mở và các tùy chọn truy cập mở. Các tác giả cẩn thận trong việc giải thích một số vấn đề pháp lý quan trọng, chẳng hạn như về các giấy phép Creative Commons (CC) khác nhau và các thực hành tốt nhất trong giới hàn lâm, bao gồm các cách để tích hợp các tư liệu giảng dạy mở vào các lớp học hiện tại trong khi dạy sinh viên về bản quyền và quyền bảo mật. Được minh họa bằng sơ đồ, bảng biểu và nhiều ảnh chụp màn hình theo từng bước, cuốn cẩm nang này là một đóng góp quý giá cho cộng đồng nghiên cứu tại Việt Nam. Vì mục tiêu của phong trào khoa học và giáo dục mở là làm cho toàn bộ các hoạt động giảng dạy, học tập và nghiên cứu có thể truy cập được miễn phí, đối với cả các học giả lẫn công chúng, cuốn sách này giúp chúng ta hiểu rõ hơn về các tài nguyên mở và cách thức tận dụng chúng.

Từ khóa: *Giáo dục mở; Giấy phép Creative Commons; Khoa học mở; Khóa học trực tuyến đại chúng mở (MOOC); Truy cập mở.*