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Nordic-Baltic Forum for Scientific Communication

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Will the Swedish Research Bill include support for Open Access?

The Swedish Research Council, The Association of Swedish Higher Education, and the National Library of Sweden have all signed a letter to the Minister for Higher Education and Research, proposing that the Minister include support for Open Access in the forthcoming Research Bill. These three key stakeholders argue that public investments in research would be more cost-efficient if research results were easily accessible for all potential users, both nationally and internationally. Global visibility and Open Access increase the impact of Swedish research. ¨

Three important issues

First of all, the signatories request that the Research Bill declare a general support for developments leading to OA. They also stress the importance of the Ministry taking a stand on certain central policy issues. Governmental funding agencies should be encouraged to require their grantees to publish their results with Open Access, unless restricted by specific circumstances. The Ministry should give clear support to the continued development of the infrastructure for Open Archives (Institutional Repositories). The public subsidies for Swedish scholarly journals should be used to promote a change to Open Access publishing models.

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Open Access to Nobel Prize awarded work – a pilot project

The Nobel Prize is the world's most prestigious scientific award, highlighting truly groundbreaking research and providing a window to the world of research to the general public.

The pilot project involves the creation of a work-flow and a method for the achievement of free and open access to key publications of Nobel Laureates in physics, chemistry and physiology or medicine at Nobelprize.org. The pilot project will investigate publisher and copyright issues, accessibility to materials from different time periods, etc. Three Nobel Laureates from each Nobel Prize category and from each of three identified time periods will be selected to be included in the pilot project.

The pilot project will not only result in free, world-wide access to some of the 20th century's key scientific publications, but will also draw further attention to Open Access as an alternative way of publishing.

After the pilot project a project plan will be developed for a full scale Open Access project, including key publications of all Nobel Laureates in physics, chemistry and physiology or medicine.

The project starts in the fall of 2008 and will end in early fall 2009. It is funded by the *Swedish National Library* [http://www.kb.se/hjalp/english/] and the *Swedish Knowledge Foundation* [http://www.kks.se/templates/StandardPage.aspx?id=84] within the framework of the *OpenAccess.se development program* [http://www.kb.se/english/about/projects/openacess/].

Nobel Web [http://nobelprize.org/] manages Nobelprize.org, the official web site of the Nobel Foundation. Providing a wealth of background to every Nobel Prize since 1901, the site presents the Nobel Lectures,

biographies, interviews, photos, articles, video clips, press releases, educational games and more information about the Nobel Prize, the Nobel Laureates and their works.

Lund University Libraries' head office[http://www.lub.lu.se/en] has experience in working with Open Access publishing, in running an institutional repository and in developing and maintaining library internet services. The library is furthermore in possession of large literature collections whereof much older material will be readily available for digitization, an area where the library already has experience and equipment.

The Royal Swedish Academy of Sciences [http://www.kva.se/KVA_Root/index_eng.asp] and the *Nobel Assembly at Karolinska Institutet* [http://www.mednobel.ki.se/] , respectively, who manage the nomination- and selection processes of the Nobel Laureates in physics, chemistry and physiology or medicine, will secure the quality of the selection of key publications.

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European Conference on Scientific Publishing in Biomedicine and Medicine (ECSP)

The second meeting in the conference series, European Conference on Scientific Publishing in Biomedicine and Medicine (ECSP), 4th to 6th of September 2008, took place at the Rikshospitalet in Oslo Norway. The ECSP series originated at the Faculty of Medicine, Lund University, Sweden and was launched for the first time in Lund in 2006. The mission to be relevant to researchers and important for publishers has been retained and ESCP2 provided a forum for debate on two main issues, Open Access - what it is, why it is necessary and how to achieve it - and the assessment of research (bibliometrics, scientometrics). The workshop programme covered many practical aspects, including the use of biomedical databases, writing a scientific article and publishing Open Access journals. The first main session on Open Access, policy making and research was introduced by Dr Noorda; president of the Dutch Research Universities Association and chairman of the European University Associations' steering group on Open Access. View the ECSP2 abstracts, power point presentations, and blog here: http://www.ub.uio.no/umh/ecspbiomed/program.html

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OPEN HIGHER EDUCATION IN ESTONIA

Aune Valk

Open Higher Education

Openness of higher education has often been connected to distance learning and access to higher education and/or technology enhanced learning for adults and other non-traditional groups. One can of course argue whether internet-based learning is more or less open than text-book based older forms of distance education but it is not the task of the current paper. In Estonia all (public) universities have since 10-12 years established open universities as defined functions of each university as the symbols of flexible university-level lifelong learning opportunities. Open universities, nowadays also central structural units, are responsible for offering continuing professional development (CPD) courses to companies and open courses or lectures to wider audiences. They also promote and support e-learning, take care of regional development activities, etc

In general, open higher education can be divided into three bigger action lines: degree education for adults, continuing education, i.e. non-degree education, and e-learning In addition, accreditation of prior and experiential learning (APEL)[1] as an important element of open higher education is given a short overview.

University Continuing Education (UCE)

The common characteristic of these courses is that their goal is to widen learners' educational profiles within the same educational level; they are so called non-degree courses. People who pass the courses do not acquire a university degree, but the courses can be taken as part of a degree. The lenght of these courses can vary from a few hours to one year. Depending on its aim, UCE can be divided into (1) professional education, which involves both complementary courses (in one's current field of studies) and re-qualification courses (to acquire a new specialisation on the same educational level), and (2) courses in one's field of interest (also referred to as 'liberal adult education')

The scope and content of UCE depends of course on the size and the specific orientation of a university. Since education and medicine have the longest traditions of professional development, these fields are supported by State regulations and budgets. A wide range of UCE opportunities is offered by Tallinn University (mainly oriented towards teachers education) and the University of Tartu (the only classical university and the only institution in Estonia providing medical higher education). The University of Tartu delivers CE courses for both teachers and doctors; Tallinn University focuses on teachers' professional development. At most universities, the number of CE students and courses are clearly smaller compared to the number of students in traditional degree education except in the two above-mentioned institutions. In addition to teachers and doctors, local and national government officials are active participants in CE courses; courses in economics and business are also quite popular; and, to a smaller extent, representatives of other professions also engage in updating their skills and knowledge. Courses of wider interest are alsp provided within Summer Schools and as public lectures

University continuing education courses include requalification programmes, which have become popular due to recent profound political and economic changes in the Estonian society. Due to these changes, several professions (mainly in agriculture, but also in Russian language teaching, for example) became less useful and different skills were required. Requalification programmes are meant for people who already have one university degree and who wish to get an additional qualification for job-related reasons. Current courses are mainly aimed at practising teachers. Programmes last for 1-2 years and lead to a new teaching qualification.

Reichert and Tauch (2003) showed in the Trends III report that in 2003 ca 2/3 of European universities were active in providing UCE for companies and only 49% said that they cooperate on their own initiative. Estonian was then (and most probably is also now) together with the Nordic countries, the UK and France among the the most active in Europe.

One of the problems in most countries is that short courses (up to 15 days) do not give credit points

[1] „The Accreditation of Prior Experiential Learning (APEL) refers to the process whereby the individual's competencies (knowledge, skills, attitudes and abilities) gained in non-formal (work-based) and informal (life experience) learning environments are accredited (assessed and recognised) – or not. APEL involves the comparison of the outcomes of the previous 'experiential' learning against the requirements of existing qualifications for the purposes of credit access and credit exemption." (Adam, 2006: 37)

(BeFlex, 2007) and ca 1/3 of the respondents to the BeFlex questionnaire (mainly officials responsible for UCE) did not consider it important. However, this is one of the signs of quality offered by the university and it also facilitates recognition of this learning later. Estonia is also in this regard rather a forerunner – the majority of the UCE courses carry also credit points.

Degree education for adults

Almost all (97%) European universities find it important to widen access to higher education (Crosier, Purser, Smidt, 2007). A similar result was found in the Eurobarometer (2007) study where 87% of more than 5, 000 respondents - academic personnel from 31 European countries (EU+Croatia, Iceland, Norway, Turkey) . said that universities should be more open and accept more adult learners.

However, the majority of universities found that they had done enough for widening access and only 17% expected more students from underprivileged groups in the universities in the future (Crosier, Purser, Smidt, 2007). Estonia was together with the SE-European countries, the UK and Ireland more optimistic.

There are good reasons for this optimism. Quite a lot has happened already. Ca 1/3 of the total student body (altogether ca 6, 8000 students) can be defined as adult students as they study in either evening or distance education mode (part-time). The share of adult students is highest in the fields of education (working teachers without necessary education), social sciences (professionals who continue their studies in law or business) and humanities (among others also people studying for the self-interest) but also in private universities. For motives for selecting a special adults' oriented programme see Figure 1.

During the 1990-ies the number of students in Estonian Universities has increased very rapidly, almost tripling in the last 15 years. While in 1993 there were ca 25,000 students in HE, in 2008 the number of students in HE reached over 68, 000. This rapid increase has been achieved largely due to the increasing number of adult students. Currently every year universities enrol more students than there are secondary school graduates. The same tendency of rather rapid increase can also be followed in the case of UCE and retraining programmes.
There are several reasons for this that can be classified into two groups. First, a great need for new skills associated with enormous changes in the job market and society - many people do not manage with 'an old education' obtained in 1960-1980 in 'a new society'. This group is also related to the gradual formalisation of the job market, where more and more professions have set up their qualification requirements. There are also needs for language retraining (from Russian to English), for IT skills, entrepreunerial skills etc.
The second group of reasons why more adult students have come to the universities is most probably related to the opportunities - increasing openness of the HE system and curricula. In addition to six public universities, there have been established the same number of private universities, and a number of applied HE institutions. Public universities have adopted the third mission of providing serviced to the society, they have considerably diversified their forms of tuition, opened numerous new (mainly master-level) curricula oriented to adult students, make major efforts for regional development with opening colleges in regions far away from two bigger cities Tallinn and Tartu.

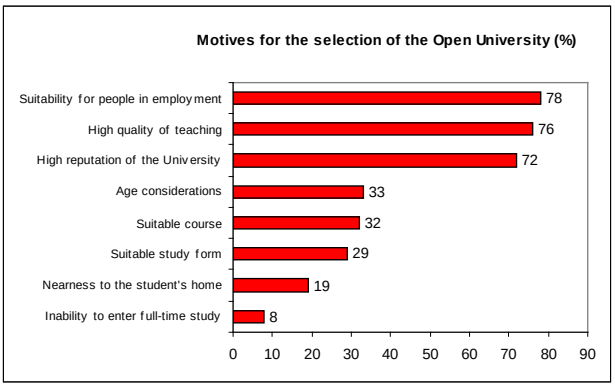

Figure 1. Motives for selecting the Open University

One of the important features that make higher education open for adults is the recognition of prior and experiential learning. Estonian universities started the development of a system for recognition of prior and experiential learning in 2002, together with the introduction of a Bologna reform. Currently APEL can be used at all levels for fulfilling the curriculum (partly). Neither APL[2] nor APEL[1] can be used for discretionary access to university studies as a substitute for qualifications required for admission.

E-learning

E-learning is becoming more and more a normal part of studies. 10 years ago few progressive teachers took any individual initiatives in developing e-courses. The wider application of e-learning started in 2003, when the Estonian eUniversity was established. (http://e-uni.ee/index.php?main=120). Nowadays the

[2] „The Accreditation of Prior Learning (APL) refers to the recognition (or not) of certificated learning (learning formally assessed by another body) for the purposes of access (credit entry) to a programme, or exemption (credit exemption) from part of a programme of study within the national and/or international context." (Adam, 2006: 37)

eUniversity is part of the consortium „eLearning Development Centre" engaging the majority of Estonian tertiary education insitution. The eUniversity does not offer its own courses or programmes, it organises and supports university teacher training in e-learning competences, holds technological platforms and solutions for all its member insitutions, promotes e-learning and initiates research and discussion in the area. One of the initiatives of eUniversity is creating a pool of learning objects and course materials in Estonian. The initiative is still in the starting phase – during the last years several options have been tested (using Estonian Libraries' database, international Ariadne Knowledge Pool http://ariadne.cs.kuleuven.be/silo2006/NewFederatedQuery.do) but the projects have been lacking an interest from the teacher's side. There are very few university teachers who are eager to publish their materials in the database with an open access.

A study (Toots, Plakk, Idnurm, 2008) made in 2007 showed that when less than 10% of teachers have prepared e-courses to be fully accessible on the Internet then ca 40% have used e-learning in combination with traditional teaching. Among students, the numbers are doubled – 25% have participated in e-learning without any face to face contact and 80% in e-learning as part of blended courses.

Problems of adult participation in universities

According to the sociological research (*Elukestva õppe vajaduste analüüs* 2002), the major obstacles to adult participation in training are either attitudinal (they are too old or do not need any training) or situational (they view lack of finance and time as overwhelming problems). Respondents did not mention the distance to training institution as a problem. They were also satisfied with the opportunities to choose between courses.

One of the major problems for adults in obtaining education is lack of money. Currently only half of all the students studying in Estonian universities and other higher education institutions are state financed. Other students pay their own tuition fee or it is paid for them by their employers. As a rule, the State finances only full-time studies and these are not usually taught at times that are suitable for adult students. Until now the only exception has been for teachers who are working in schools but who do not yet have a university qualification or who are qualified in the wrong speciality.

Data from research among Estonian adults (Elukestva õppe vajaduste analüüs, 2002) and another research about Tartu University graduates (made among graduates and their employers) (Tartu Ülikooli lõpetanute uuring, 2003) show, however, that employers generally have a positive attitude towards employee training. 90% support their employees university studies e.g. giving free time for regular participation in study sessions, and consider investments to the education of their employees useful. More than 80% of employers also find that education obtained besides working (part-time university studies) is more practical and better related to company activities than full-time studies. In case of CE people can usually select for themselves the courses they wish to take and they continue to be paid while they study.

One of the problems that adults can face when they enter a university is the orientation of some lecturers towards traditional students and their inability to take account of adult needs. As a rule, university teachers have no training in teaching and learning (and particularly none in teaching adults). Only during the last ten years, the Estonian Institute of Humanities, the University of Tartu and the Tallinn University have started to organise teaching development courses for university teachers.

Another of the obstacles for adult participation referred to above (Elukestva õppe vajaduste analüüs, 2002) is the attitude found in some learners; in addition to thinking that they do not need training or that they are too old for learning, they also lack learning skills (Dsiss 2000). On average, Open University students have not engaged in any systematic study for eight years. This means that they may have difficulties both in starting their studies and in obtaining the skills and habits required for independent learning.

One of the specific problems concerning adult participation in university education in Estonia is the language of the study materials. The small number of Estonian speaking people (approximately 1 million of the 1.4 million inhabitants of Estonia) does not warrant the publication of up-to-date university textbooks in Estonian. This forces students to use other languages for learning. Nowadays it is mainly English, and in some specialities German For younger students this does not cause a problem, since they have learnt these languages at school. However, older people speak Russian as their first, and often only, foreign language. Since most of the current subjects on offer are based on textbooks and research articles in English, many adult students encounter problems as a result.

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TELLING A DIFFERENT STORY IN OPEN ACCESS JOURNALS?

Helena Francke

Introduction

A scholarly article tells a story of research. Christine Borgman (2000, p. 418), professor of information studies at UCLA, notes that "Scholarly documents are not simply artefacts of communication: rather they are the embodiment of scholarly communication processes, such as the negotiation within a research team about what story will be told". How this process of negotiation works has been carefully described by the sociologist of science Karin Knorr-Cetina in her 1981 study of how knowledge is "manufactured" in a plant protein research laboratory. She shows how the many choices that were made in the research process and the contextual coincidences that influenced the direction of the study are removed when the story of the research is told in an article. The story is adjusted further by the various people – colleagues, directors, reviewers – whose suggestions go into the final article.

The story told in a research article is influenced by genre and disciplinary conventions that the authors have appropriated along their path to becoming members of the community of researchers. Some attempts have been made to formalise the conventions, both with regard to how the narrative is told and to the visual appearance. Such attempts can be found in the various style guides published by scholarly associations and publishers. Over the years, since the first scholarly journals were published in 1665, these conventions have changed in many ways. For instance, article titles in physics and biology have become more focused on results, as have abstracts, which are a feature that have become more common in the second half of the 20th century (Berkenkotter & Huckin, 1995, p. 33 ff.). One of the most influential students of the rhetoric of the scholarly article, Charles Bazerman (1988), observed a change in the function of illustrations in the *Physical Review* between 1893 and 1980. Over time, the figures became more abstract and focused on results, rather than the methods-centred illustrations of drawings of apparatuses that appear in the early volumes of the journal.

These changes have been confined largely to how the story of research is told in the print journal. With the advent of electronic journals, the question arises of whether or not the research process and its results may be presented differently when new modes of representation, such as audio, video, interactive applications, or access to databases, can be employed. Can the stories be told differently when new tools are available to support other narratives? Several advocates of e-journals have seen potential for the communication of research in a switch of media, not only when it comes to increased accessibility and distribution speed but also in narrating the research (see e.g. Ginsparg, 1996; Hurd, Weller & Crawford, 1996; Willinsky, 2006). They also caution that the use of new modes of representation may take time. In the following, I would like to report on a study of how far along the road this predicted development had come in 2006-2007.

Remediation, the theory of how one medium borrows or retains features from other media, provides a useful terminology for framing the discussion of how the document type of the scholarly journal in electronic form relates to that in print. Jay David Bolter and Richard Grusin (2000) suggest that the relation between two media can be understood in terms of how a new medium combines properties from an existing medium with properties that are unique to the new medium. As part of social, technological, economic, and material practices, a medium has similarities to existing media, but often highlights some properties that make it superior to them (Bolter & Grusin, 2000, p. 273). The web is a good example of this; it mimics the properties of, for instance, printed matter, radio, and television, but provides these services with better accessibility both in time and space, thus "improving" the products and services supported by the medium. If one views it in terms of how a document type or genre is "revamped" in a new medium, the scholarly journal is a good example of how a print product is suddenly available much quicker on the web, something that affects for example scholars' information seeking behaviour.

In the following, I will discuss how the scholarly journal is remediated on the web. The study that the discussion is based on (Francke, 2008) investigated open access journals. As it may be of interest to the readers of *ScieComInfo*, I have included some characteristics of the journals that were studied.

The journal sample[1]

The journals that I chose to look closer at where so-called editor-managed journals (cf. Kaufman-Wills Group, 2005, p. 5), i.e. they were in most cases

[1] Further details concerning the sample and the study design can be found in Francke (2008).

published by editors rather than by professional publishers. This is a type of journal that a couple of studies have indicated were typical of full open access journals for at least the first half of this decade (Hedlund, Gustafsson & Björk, 2004; Kaufman-Wills Group, 2005). This means that journals by some major open access publishing initiatives, such as BioMed Central (BMC) and Public Library of Science (PLoS), were excluded, as were open access journals that were part of large digitisation initiatives such as SciELO and J-STAGE. The journals included in the study were restricted to those that were peer reviewed and in one of the languages Danish, English, French, German, Norwegian, or Swedish. A sampling frame was identified from the *DOAJ* and *Open J-Gate* databases. A total of 689 journals were identified in spring 2006, of which a sample of 265 journals was selected for a quantitative study.

The vast majority of the journals (70.2%) in the sample were published by universities, university departments or university libraries. The gap to the next largest groups was considerable; 9.8% of the journals were published by a university press or an e-journal initiative, and 7.2% each by another type of non-profit organisation, or using the journal name, with little more information offered. It is interesting to note that these figures differ a great deal from those found in the Kaufman-Wills Group report (2005, p. 30) of *DOAJ* journals when the journals of the two major commercial publishers BMC and ISP were excluded. In this report, only 25.6% of the journals came from universities or university departments, and a further 28.8% from non-profit organisations. Commercial publishers were more common in the study by the Kaufman-Wills Group than in the present study, with 10% compared to less than 1%. It is difficult to speculate on the reasons for these differences, which could have to do with the different criteria used to delimit the journals included in the two studies; with a different categorisation of e.g. university presses; with the approximately two years that passed between the two studies; or with a bias in the self-selected sample used in the Kaufman-Wills Group study.

The journals were published mainly in English (85.3%), but 9 journals were in French and 12 in German. Because of the restriction to some European languages, and with the domination of English, it could be expected that there would be a majority of Anglo-American journals. This was also the case, with 52.5% of the journals being published in countries where English is the first language of most speakers (USA, UK, Australia, Canada, New Zealand, and Ireland). However, 43 different countries were represented. Although there were no journals in the sample that were published in any of the Scandinavian languages, the sample did contain six English-language journals that were published in Scandinavia and one from Estonia.

Continents	No of journals (%)	No of countries
Europe	105 (39.6%)	22
USA & Canada	89 (33.6)	2
Latin America	10 (3.8%)	3
Asia	23 (8.7%)	12
Australia & New Zealand	23 (8.7%)	2
Africa	1 (0.4%)	1
Mix of countries or hard to determine	14 (5.3%)	--

Table 1. Continent of origin of the journals in the sample.

The journals represented various disciplines; the sample contained journals from all of the main categories in the *DOAJ* subject tree (cf. Francke, 2008, p. 195). The number of journals listed with a journal impact factor in the *ISI Journal Citation Reports* was low, only 7.5%. The spread of the impact factor of the journals included was from the 8th to the 99th percentile.

In addition to the quantitative study, I conducted a smaller qualitative study of four journals. This study allowed for the full journal to be investigated in more detail, rather than being restricted to a few issues or articles, as in the quantitative study. Four journals were selected because they displayed interesting and innovative features that are not found in print journals: *assemblage: the Sheffield graduate journal of archaeology*, the *Journal of Interactive Media in Education* (JIME), the *Journal of Music and Meaning* (JMM), and *The International Review of Research in Open and Distance Learning* (IRRODL).

Remediating the print journal

Same but different

The change of medium from print to the electronic, net structured world wide web implies a number of changes. For instance, distribution of the journal is facilitated or obstructed, depending on the tools available to the prospective reader. However, apart from this change – which is emphasised by the journals who strive to provide accessibility through open access – the characteristics of the print journal are often retained. Most keep the structure of the print journal by providing a table of contents page. However, the front page characteristic of web sites is given a prominent position with a link to the various table of contents pages. In 18.9% of the cases, the table of contents, with links to the articles in the most recent issue, is displayed on the front page. The

inheritance from the print journal is most prominently illustrated though the use of file formats at the article level. A clear majority of the journals in the sample, 72.8%, publish the articles in their most recent issues as PDF files. This is a choice of file format which makes the article reminiscent of the print publication. PDF was in fact designed to store and transfer paper-like documents electronically. A print-out of the PDF file will in most cases provide a product that is similar to a photocopy of an article in a print journal.

The seeming dominance of PDF is somewhat modified, however, by the fact that approximately 20% of the journals publish their articles in more than one format, 15% in both PDF and some version of (X)HTML. This is a way to provide a service to readers who may wish to read online and take advantage of the flexibility of (X)HTML or print the article and receive a product that is professionally designed for print. Furthermore, it cannot be assumed that the PDF is to be considered the more polished or archival version. In JMM, for instance, a PDF is offered as an alternative for those who wish to print it, but the HTML file is the primary file format and the one that contains all illustrations. Despite these modifications of the dominance of PDF, it can be noted that a number of the journals in the study switch from (X)HTML to PDF over the course of their publishing life. Although HTML is a more common choice in the first issues of the journals that began in the second half of the 1990's, PDF becomes more common in the most recent issues, as well as in both first and latest issue articles in journals that started after 2000 (see figure 1).

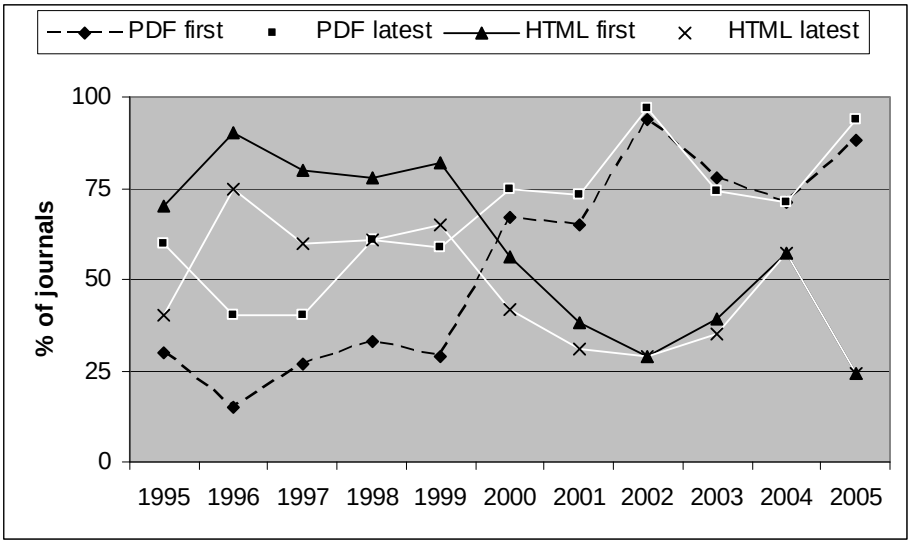

Figure 1. The proportion of journals publishing the articles in their first and latest issues in PDF or (X)HTML by year of their first issue. The use of the two file formats is not mutually exclusive. (Reproduced from Francke, 2008, p. 211).

Based on the preference of PDF as the file format of choice, it is easy to assume that it is mainly increased accessibility and ease of distribution that is in focus for the editor-managed open access journals, whereas the story that is told of research remains much the same as before.

Different but similar

The example given above of journals that provide access to their articles in a variety of formats illustrates one way in which the open access journals use the electronic medium to provide added value in a way that can hardly be accomplished in a print journal. In fact two journals in mathematics offer their readers a choice of downloading articles as PDF, PostScript, DVI, or TeX files. Another advantage offered in e-journals is the possibility of searching for words and phrases in the various articles or in the journal as a whole – a distinct improvement on the back-of-the-book index. The various applications used for rendering PDF, (X)HTML, or Word files offer ways to search the file displayed and, in cases where an article is stored as one file, thus search the full text of the article. As an added service, 45.7% of the journals in the sample provide a local search engine that makes it possible to search only the material in the journal. The open access journal articles can, of course, also be found through global search engines. Both these examples show how the print journal is expanded when it moves to a new medium, while retaining many of the properties of print. It does, however, greatly affect the information practices surrounding print journals.

A feature available in (X)HTML and, for quite some time now, also in PDF, is the hyperlink. In e-journal articles, hyperlinks are sometimes used for automating the act of following a reference in the main text to the foot or end note text. A similar use is employed when the reader is sent from the article references directly to a source available online. This constitutes an improvement on the traditional system of references found in print journals. However, some examples can be found that indicate a use of hyperlinks that goes

one step further. In the *Cuneiform Digital Library Journal*, when a cuneiform tablet is mentioned, hyperlinks refer the reader to a record in the Cuneiform Library Initiative's database of descriptions and photos of cuneiform tablets. A more interactive, reader initiated and controlled example comes from IRRODL's use of the Open Journal System, the same journal management system used to publish *ScieComInfo*. Double clicking a word in the XHTML version of an IRRODL article opens the Definitions window, where the word has been entered into a search box. The reader can choose in which of five different sources, including Google, *Merriam-Webster Online*, and *Wikipedia*, to look up the word. The remediation here is not of the print journal, but of the process of looking words up in a dictionary.

The examples offered here of how the e-journal provides services not available in print show the reader as actively interacting with the journal in ways that have been facilitated and anticipated (through searching, selecting a suitable file format, or accessing other sources). Yet these are improvements on the print journal that affect the information behaviour of researchers rather than the story told. I will turn now to a few examples that indicate an aspiration to tell that tale through other tools than the habitual ones.

Telling a different tale?

An indication that the story told in the scholarly journal is actually a new one – or at least one told through new tools – can be found in journals that integrate other modes of representation into the text- and, to some extent, image-prone journal. In this way, both the text and the audio/video file or application are recontextualised. So far, this is not a very common feature in the open access journals. Only 4.2% of the journals in the sample used audio or video files or included some kind of application as part of the argument put forth in an article. Audio files and animations are used extensively in the music journal JMM to support the analyses made. Several articles contain examples of music that the reader can choose to listen to in order to gain access to the work that the author analyses. One article (by Thoresen in JMM 4, Winter 2007) even includes a short animated section in a QuickTime file that illustrates the author's claim. A similar approach to including research data into the articles is made by JIME, where videos of children playing with the tool that the article describes are included (article 1998:7). The case is similar to the text quote that so frequently occurs in scholarly articles (in fact approximately 70% of the journals contained a block quote in at least one of the articles in their latest issue). However, rather than quoting a work of literature or scholarship at length, or reprinting a painting or photo, these articles include their material as sound or moving images. The consequence is that material can be included in forms – and perhaps in disciplines – where earlier this was not possible. It will be interesting to see how this will come to influence the tale told about science.

JIME includes applications – small computer programs – that the reader can interact with in articles where the applications are introduced and discussed, for instance as examples of educational tools. Here, the reader can not only take part of the material, he or she can in fact interact with the material – try out the tools herself. One step further on the road to a reader that is actively interacting with the article are the fora and comments to articles that invite readers to contribute to the article in various ways, as well as the open peer review system available in JIME where readers can influence the accepted article by submitting suggestions of changes. Interesting potentially new ways of telling the story of research may emerge as a result of the inclusion of non-traditional modes of representation in scholarly journals as well as from a more lively discussion around articles. Both forms invite a more active reader who could help shape the narrative.

Conclusion

Will the future see more wiki articles where scholars collaborate around research articles in the same way as some researchers today contribute to *Wikipedia* entries? Will articles become more multimedial and erase the line between scholarly article and conference presentation? Will journals become more of digital libraries, containing data collections that readers may manipulate and analyse, thus bringing their own interpretation to that of the original author's interpretation? These are all ways that will change the way that research is narrated and the way in which we take part of that narration. Or will the stories the journals tell continue to follow very much the same narratological patterns? At the moment, there are only a few indications of radical shifts in the storytelling, although how make our way to the stories has changed dramatically.

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UNIVERSITY OF HELSINKI OPENS ITS RESEARCH VAULTS:
a few words on Open Access and the new research environment in Finland

Marjut Salokannel

Open Access Self-Archiving Mandate at the University of Helsinki

In May 2008 the Rector of the University of Helsinki made the historic decision to make available to the general public across the world all research results funded by the University. This so called open access self-archiving mandate means that the University will institute, for its research and teaching personnel, an obligation to submit their research publications to the University's open publication repository. The mandate does not apply to monographs but does include, in addition to journal articles, also individual chapters written by researchers and published in books.[1] In addition to the material for which the deposit is mandatory also other kinds of publications such as popular articles, other published texts, serial publications of University departments, teaching material and as well as monographs may be stored in the University open repository.[2]

In its decision the Rector emphasizes the effects of making the research results of the University openly accessible to the rest of the world. Open access to the results of publicly funded research enhances the visibility and the impact of the work of the University and individual researchers. The fact that the research is made available by University's own openly accessible research archive also increases the visibility, use and impact of the research performed at the University. This also means that the on-line availability of University's repository and publication records makes it possible to link them with other repositories at the international level. This, for its turn, should also enhance cross-border and transdisciplinary research collaborations.

The University press release relating to the decision states that the purpose of the decision is, in addition to supporting open access to research results and making results of publicly funded research openly accessible online to anyone interested, also to encourage other funding bodies to require that the results of the research they have funded should be made publicly available.[3] Publication in high quality open access journals is something that the Academy of Finland, which is the biggest public funding body of academic research in Finland, already recommends for all research publications which have been written with the Academy funding. It has not yet, however, taken the step further, *to require* open availability of research publications which have been produced by its funding.

With its decision the University, for its part, is transforming the static archiving and publication culture into a new, open and dynamic one. Archives are no long static preservation facilities but dynamic facilitators of research. When publications, underlying research data and archives are all interlinked, the research cycle is accelerated, which saves both time and money.

Open Access at the international level

The trend at the international level also seems to point towards requiring that the results of publicly funded research should be made openly available. Many of the biggest funding bodies already require that the results of the research they have funded must be made publicly available. These funding bodies include, *i.a.*, the National Institutes of Health in the US, the Wellcome Trust and the Research Councils in the United Kingdom.

The European Research Council also requires that all peer-reviewed publications from ERC-funded research projects be deposited on publication into an appropriate research repository where available, such as PubMed Central, ArXiv or an institutional repository, and subsequently made Open Access within 6 months of publication. Moreover, the ERC considers that primary data are deposited to the relevant databases as soon as possible, preferably immediately after publication and in any case not later than 6 months after the date of publication.[4] The OECD[5], the EU

[1] A research article is defined as a single article published in an academic journal, serial publication, conference publication or another kind of compilation.

[2] http://www.helsinki.fi/ejulkaiseminen/rinnakkaistallennus/pdf-tiedostot/126_08.pdf

[3] http://www.helsinki.fi/ejulkaiseminen/rinnakkaistallennus/pdf-tiedostot/pressrelease260508_eng.pdf

[4] ERC Scientific Guidelines for Open Access, 17 December 2007,

Council of Ministers[6] and the EU Commission[7] as well as the European University Association have all recommended that the results of publicly funded research should be made publicly available. In August 2008 the EU Commission started an open access pilot project in seven areas within the framework of the 7th Research Framework Programme.[8]

The formal basis of the open access self-archiving mandate

Unlike at the Harvard faculty of Arts and Sciences this open access mandate institutes the mandate upon the researchers by the University administration. At Harvard it was the faculty itself that decided upon the mandate[9], whereas at the University of Helsinki the research personnel has to abide to it under the condition that their respective departments may not otherwise receive the funding which is made subject to the number of publications produced by each faculty member. The open access self-archiving mandate applies to all faculties at the University. In some, like e.g. physics, it has been the standard way of publishing already for years whereas in others, like humanities or law, it is only slowly emerging.

The mandate will enter into force on 1st January 2010. During the transition period the Rector strongly recommends that researchers would already deposit their articles in the University open repository but this will be obligatory only with regard to articles approved for publication from 1st January 2010 onwards. Before that period the library personnel of the University is committed to educate the researchers with regard to the details of and procedures involved in the deposit mandate. Detailed instructions in relation to depositing publications to the repository are given in the library web-pages.[10]

Publication agreements

The most complicated part with regard to the implementation of the self-archiving mandate will, at least in the beginning, probably be the relations with the publishers. The publishers will have to be informed about the decision of the University and also to adapt it into their publication agreements. The University has taken it upon itself to inform the Finnish publishing community of the new deposit mandate. According to the Rector's decision the research personnel should, in their publication agreements, retain the right to deposit their articles in the open repository of the University. Should there arise problems with the publishers in this respect, the University will offer assistance in negotiations. The decision permits a moratorium imposed by the publisher in relation to the original publishing.

Other connected projects at the University of Helsinki: access to research data

In addition to ensuring that the results of publicly funded research are openly availably it is also essential for the efficient functioning of the open research environment that also the underlying research data is openly accessible. Public availability of primary research data and other research materials is of utmost importance as a guarantee of the integrity of research in making it possible to verify the research results.

New technologies have also brought up new areas of research which rely upon data mining and analyzing and connecting of data from different resources, such as bioinformatics or computational linguistics. The availability of health related data (such as influenza virus strains), oceanographic and seismological data are of vital importance for researchers in order to fight against human and natural disasters. The tsunami early warning system is dependent of seismological and oceanographic data. Hurricane predictions depend on meteorological and oceanographic data. The prevention of a human influenza pandemic is dependent on the availability of the H5N1 virus strains from infected people. The prevention of human catastrophes is intrinsically dependent on the availability of the basic scientific data for the pooled resources for all scientists working together and sharing information at the global level.

Currently large amounts of research data lie under-utilized and research funding can be regarded as wasted in this respect. For example, in genomics the major funding bodies, such as the NIH and the Wellcome Trust, already today demand the deposit of

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http://erc.europa.eu/pdf/ScC_Guidelines_Open_Access_revised_Dec07_FINAL.pdf, accessed September 15, 2008.

[5] OECD Principles and Guidelines for Access to Research Data from Public Funding

[6] Council Conclusions on scientific information in the digital age: access, dissemination and preservation, November 2007.

[7] Commission Communication (COM(56)2007) on 'scientific information in the digital age: access, dissemination and preservation'.

[8] Under the pilot project grant recipients in seven areas are required to deposit peer review research articles or finals manuscripts into an online repository and make their best efforts to ensure open access to these articles within either six (health, energy, environment, parts of information and communication technologies, research infrastructures) or twelve months (social sciences and humanities, science in society) after publication.

[9] See the agenda of the Harvard faculty meeting at http://www.fas.harvard.edu/~secfas/February_2008_Agenda.pdf

[10] www.helsinki.fi/ejulkaiseminen/rinnakkaistallennus.

research data in a public data bank (e.g. GenBank) as a condition for funding. The fact that Finnish researchers have not been able to participate in international research projects funded by such funding bodies, is a major concern and being recognized by the University of Helsinki. Concurrently with instituting the open access publication mandate the Rector also appointed a working group whose task is to analyze how and to what extent could the research data collected in all the faculties of the University be made accessible to researchers and the general public. [11]

The clouds hanging over the open research environment

While information technologies and in particular the internet has made production and distribution of and access to information immensely easier than before and thus undoubtedly contributed to the advancement of science and emergence of new fields of scientific research, this scenario is not without its shadows. There still exists some potential obstacles to the realization of fully open research environment. The most pressing one is constituted by lurking copyright issues, in particular clearing of database rights and solving dilemmas created by instituting strict para-copyright type of protection for technical protection systems and rights management information.

For example, in Finland there exists no statutory exemption in the copyright law which would allow the use of copyrighted works for research and educational purposes. Moreover, the law prohibits even private digital copying if the original source of copying, that is the work copied is, e.g., uploaded onto the internet against the permission of the right holder or if the technical protection measures or digital rights management information has been removed without the permission of the right holder. It comes without saying that for an individual researcher – or a citizen – it is impossible to know under what circumstances a given work has been uploaded onto the internet. Consequently, in the absence of a *creative commons license* or equivalent permission to copy the work, a researcher may be potentially infringing the rights of the right holder and subject to paying damages under the Copyright Act.

It is clear that such state of affairs is not conducive to a rich and productive research environment. Institutional actors such as the University and research funding bodies can do what they can in order to make such research that is undertaken through their funding publicly accessible. But in order to be able to reap the full benefits of the possibilities of open science, the society should take responsibility for creating clear statutory framework for accessing data and research results, at least when created with public funding. What is needed is to have clear statutory basis for accessing research data and publications, at the very minimum for research purposes or private study, so that researchers could sleep their nights peacefully even when using materials available on the internet without an explicit license.

The new research environment and the relevance of the open access self-archiving mandate

The increasing adoption of open data and publication policies by the academic communities can be seen as part of the transformation of the society into one lead by open innovation infrastructure and policies. So far this transformation is not prevalent in the Finnish government policies but can be seen as emerging in the private sector, in particular in the IT-industries. With its adoption of open publication policy and with its work towards open data policy the University of Helsinki has risen up to the vanguard of the Finnish society in promoting open information policies. With its vast research materials the University donates an immeasurably valuable input into the Finnish society. This will increase the national information reserves and thus raise the international competitiveness of the Finnish economy.

Open publication policy of the University will increase the scientific and social impact of its research at the global level. It will also enable and facilitate interdisciplinary research and inter-country research activities, and thus produce new research which otherwise would not have been born. The fact that the research is available at the global level has added importance for researchers in developing countries which otherwise may not have had any access to this material. By adopting the open publication policy the University of Helsinki is showing the way to the rest of the academic community, both nationally and across borders.

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She is currently working as IPR expert in the EU funded CLARIN infrastructure project. She is also appointed by the Rector of the University of Helsinki as the chairperson of the working group analyzing how access to research data could be organized at the University of Helsinki.

[11] Decision of the Rector 6 June 2008, no. 37/2008.

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OPEN EDUCATIONAL RESOURCES IN SWEDISH HIGHER EDUCATION

Per Westman, Jonas Paulsson

Introduction

OER has not yet made a major impact in HE in Sweden. A couple of national surveys, think tank seminars, workshops, networks and projects have been financed during the last few years. The main actors have been the National Library of Sweden together with The Swedish Agency for Network and Cooperation in HE (NSHU), The Swedish Agency for flexible Learning (CFL), and the Knowledge Foundation. The discussion has focused much on copyright problems, the incitement for teachers to share material and metadata. The cost of financing more grass-root projects and knowledge sharing on a national level cannot be justified by the poor outcomes of the repository projects carried out so far in higher education. We believe that the initiative must now be adopted by vice chancellors or the board of a single University or consortium to put out freely available resources/courses. Such pilot project could then partly be financed by a national organisation.

The OER situation in Sweden

The Swedish Net University Agency (in 2005 transformed to NSHU) started in 2002. At the same time the Swedish government allotted about 470 million SEK extra to the Universities, based on their volume of distance education.[1] The task of the Agency was to support the development of IT-based distance education. A dialogue with teachers and other staff involved in distance education was initiated. The copyright issue was central in almost all discussions. During 2002–2003 a web-based handbook on legal issues was therefore produced[2], but has for various reasons not been updated.
The national initiatives have since followed the recommendations given in the first national study on educational resources (not only OER), which was carried out 2004–2005[3]. The main recommendations to the national actors were:

1) To do an in–depth study of the needs and incitement of single teachers or teacher groups of
2) To do a survey of local and regional initiatives of publishing and showcases of OER
3) Enhance knowledge sharing by national seminars and workshops
4) Stimulate local ongoing initiatives and pilot projects

During 2004 and 2005, several national seminars were arranged by NSHU and the National Library. Special focus was on copyright issues, especially creative commons and the possible use of it in a Swedish context. NSHU and the National Library also financed a project for OER in mathematics. One of the main purposes of this project was to set up a group of teachers and to study the incentives for them to use material created by others. Unfortunately, almost no material was reused within the group[4].
Another project financed by NSHU was an English educational database for higher education, SEED[5]. This ongoing project has gained national acceptance across the English departments in Swedish HE. The main problem was to motivate the teachers to submit their material and to find a suitable technical platform that interested persons easily can access.

In 2007, an OECD survey focusing on the pros and cons and other OER issues was published: "Giving knowledge for free[6]". Eight Swedish respondents answered the survey questionnaire. One of the conclusions was "that we do not know much about the users and the producers of OER". This is once again an expression of the uncertainty of who the users and senders/remitters are. In 2008, the Knowledge foundation and the National Library financed an in-

[1] The money was distributed directly by the government over a three year period 2002-2004
[2] Legala handboken,
[3] http://www.nshu.se/download/2760/forstudie_digitalalarresurser_2005.pdf, *Tillgång till digitala lärresurser inom högskolan – en förstudie, Katarina Jandér, NSHU rapport 2:2005*

[4] http://kmr.nada.kth.se/wiki/Matriks/Matriks and NSHU Rapport 04:2007, Matriks, Lärresurser och erfarenhetstorg för matematik, projektutvärdering
[5] http://www.nshu.se/english/page/4808/swedensenglisheducationaldatabasefortertiaryeducation.htm
[6] http://www.oecd.org/document/41/0,3343,en_2649_35845581_38659497_1_1_1_1,00.html, Giving Knowledge for free – the emergence of open educational resources, OECD, ISBN: 9789264032125

depth study of the use of OER at five universities in Sweden. The project will also develop models for making digital learning resources produced by institutions teachers openly available within existing Open Access repositories. The project is planned to report in the beginning of 2009[7]

But there are examples of Swedish repositories that are used (from adult education and schools): www.lektion.se (means lesson) is a community were compulsory school teachers and different companies makes OERs available for others – for free. It has today more than 160 000 users. Another example is the course hub, a repository for open learning objects, complete courses and course management tool[8]. It has mainly been used in adult education. Similar initiatives for HE exists[9] but the use aren't wide spread. Another actor currently looking at the possibilities of delivering digital learning objects (not totally open) to HE is The Swedish Educational Broadcasting Company. They are trying to reach a distribution agreement with HE institutions to extend the broadcast of their programmes and resources.

Discussion – the future of OER in Sweden

The studies and projects in Sweden have shown that it is difficult to stimulate the production and re-use of OER by financing workshops and building up national databases. Grass-root projects aiming to engage teachers in producing, sharing, re-using and collaborating around OER do not work.

The technical difficulties that SEED has faced show that there is a lack of institutional support for OER work. But even when the infrastructure exists, very few use it. Is there a built-in resistance in HE that makes sharing difficult, although it obviously works in compulsory education. Maybe the importance of research in HE is the barrier? If we compare with articles and article databases, is there a need to make OER more research heavy in order to gain acceptance? Is there more prestige and reputation at stake among teachers in HE than at the compulsory level?

We think the time has come for university managements to make strategic plans to make all courses visible and open for all to see on the Internet. We argue that this is the best way to ensure the quality of the OERs and to create better courses that attract more students. The open courseware project of MIT is still one of the few initiatives that seem to have made a success. In the UK and the Netherlands there are new interesting projects taking the open courseware one step further by giving courses for free[10]. The MIT project has shown that an OER initiative can be used not only to attract students. It can also have a positive effect on the quality of the learning material. Not many want to put out mediocre material in public, but you can get away with it in the classroom situation. It can also lead to enhanced cooperation both within and outside the University by making research material within the OER publicly available.

While we wait for a University to adopt a strategy for open courses or more actively support OER use, we think the debate should focus on pedagogical questions e.g. documenting how OER can support learning better than traditionally used teacher-made material. In the current debate some researchers also include social web tools as examples of OER. We believe that the use of these tools to enhance teaching and learning is another major challenge for teaching and learning in HE in Sweden. There are already some examples of the use of 3D worlds (mainly Second Life[11]) and communities such as Lunarstorm[12] as main tools in the learning process.

We would like to thank Jan Hagerlid at the National Library for valuable comments and suggestions.

[7] http://oeriir.blogspot.com/
[8] http://kursnavet.cfl.se/broker/portal/cfl/english2.htm
[9] See for example: http://www.digiref.se/ and http://www.larobjekt.se/
[10] See http://www.open.ac.uk/ and http://www.surf.nl/en/ for more information.
[11] http://secondhouseofsweden.com/2007/05/03/kalmar-university-college-to-enter-second-life/
[12] http://www.cfl.se/natochbildning/html/nr_1_05/lunarstorm.htm

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THE MEETING ON OPEN ACCESS IN THE EUROPEAN UNION AND LITHUANIA, 7TH MAY 2008

Meile Kretaviciene

The Meeting on Open Access in the European Union and Lithuania, 7th May 2008

Under the initiative of the Ministry of Education and Science, with the help of the Lithuanian Research Libraries Consortium a meeting on Open Access in the European Union and Lithuania was held at the Palace of the Government of the Republic of Lithuania on the 7th of May, 2008 (http://www.lmba.lt/reng/angl/eindex.htm).
The purpose of the meeting was to promote the Open Access movement in the Lithuanian academic community and among the officers of the Ministry of Education and Science. So, the organizers invited university vice-rectors, researchers, academic publishers, and librarians. Unfortunately, only one vice-rector out of 15 universities and a few researchers did come. However, researchers were very active. Approximately 2/3 of the attendees were librarians as usual.

Dr. David Prosser, SPARC Europe Director had been invited as a key-note speaker to make a presentation on Open Access matters in Europe and other parts of the world.

Dr. Giedrius Viliunas, the secretary of the Ministry of Education and Science
opened the meeting. He told about the situation in Lithuania on the access to knowledge. Despite the fact that every year the Government allocates more and more funds for subscription to databases, the access to knowledge is still problematic because of the increasing costs of the scientific journals.

The presenter invited to discuss on new trends in scholar communication, the expansion of the access to knowledge, the public policy on the problem. He also stressed, that Lithuania needs support of international experts and good practice examples on Open Access movement.

After the opening speech, Dr. David Prosser made his wonderful presentation *Open Access and the Future of Scholarly Communication* (http://www.lmba.lt/ppt/SPARC%20Europe%20Vilnius.ppt).

After the presentation, Dr. Prosser delivered a very fresh issue, the shortened version of the Irish Open Access Mandate, adopted on the 1st of May, 2008.
Mr. Vilius Kuciukas, a project leader of the Lithuanian Academic Library Network (LABT) presented a paper on *Open Access in Lithuania* (http://www.lmba.lt/ppt/LABT-OA-2008-05-07-Kuciukas.ppt)
Lively discussions started already after Dr Prosser's presentation and continued after the delivery of the Kuciukas paper. It was absolutely clear, that Lithuanian researchers were not enough aware of the width, advantages and benefits of the Open Access movement. Their attitude towards the OA journals and the research information presented in them was rather negative. According to a professor of Vilnius University, the articles published in the OA journals are not of sufficiently high quality. Other researchers also shared his opinion on the fairly low value of the research information as most OA journals have no impact factor, and many of the discussing researchers do not intend to publish their articles in the OA journals. The Vilnius University Vice-Rector for Research Professor Juras Banys asked why a researcher has to negotiate the copyright with publishers and asked Dr. Prosser how the matter was organized at Oxford University. Dr. Prosser explained, that according to the Oxford University Open Access mandate, the researchers are obliged to archive their articles in the university e-repository or publish them in Open Access journal. He also mentioned that because of the ranking system, the OA movement at Oxford University was slow and late. Many other researchers suppose that the dissemination of scientific information is not the researchers' business and self-archiving articles in a university e-repository takes extra time and gives no benefit to the author.

Professor Arturas Žukauskas took notice of the high publishing price in the Open Access journals - researchers from the new European Union countries cannot afford publishing in them. Other meeting attendees considered that well equipped laboratories have access to the best commercial databases and journals, and for them there are no problems with access to information.

Our professors could not believe that many commercial publishers already allow self-archiving of their articles in the university open e-repositories. Representatives from libraries presented evidence that many commercial publishers do allow self-archiving

in open repositories and pointed to the SHERPA/RoMEO website. After hearing this evidence, many of them found another argument against OA – no final journal PDF version is allowed in most cases.

The reason for such a negative attitude to rhe Open Access movement in Lithuania might be the evaluation system of scientific results, as the results are evaluated according to 3 levels of journal lists. The highest scores are given for articles listed in the ISI Web of Knowledge database, regardless of the journal impact factor and the number of citations; level 2 is the list of commercial databases selected by the Scientific Council of Lithuania, and the lowest scores go to all other peer-reviewed journals, including OA journals.

Coming to the meeting conclusion, I could resume, that everybody, including librarians, researchers and ministry officers, remained of the same opinion as in the beginning of the discussions. The secretary of the Ministry Dr. Giedrius Viliunas made a suggestion that the Ministry should organize more discussions on Open Access and research output evaluation issues together with the university vice-rectors, a wide range of researchers and follow the EU recommendations, good examples and best practicea.

In order to show that the situation is not too difficult and slow concerning the Open Access movement in Lithuania, I would like to inform the journal readers about the achievements of the university librarians as shown in article No. 53 on Open Access included in the draft of a new Law on Science and Studies. It sounds as follows:

Article 53. Publicity of the research output

1. In order to guarantee the quality of the scientific research, the transparency of the utilization of the state budget funds, and to promote and stimulate public scientific advancement all the results carried out in the public science and study institutions must be published and otherwise made available for the scholar community, if this access is an agreement with laws regulating intellectual property and protection of the commercial secret.

2. Scientific research carried out using state budget funds (except special programme funds) are stored in an electronic form in the Lithuanian Science and Studies Electronic Documents Information System. The exact conditions of storage and access are defined by the Ministry of Education and Science.

This law is not adopted by the Parliament yet, but has already been approved by the Government and has been sent to the Parliament. How the debates will go there we will see in the near future.

Meile Kretaviciene Director of Library and Health Sciences Information Centre, Kaunas University of Medicine, Lithuania (See editorial board for further information)

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NEWS ABOUT OPEN ACCESS IN NORWAY

Jen Erik Frantsvåg

Repositories

In the last issue, we foresaw that NORA would start harvesting about 30 new repositories by mid-April. As always, technical problems arose that slowed up progress. The repositories were launched, but OAI-PMH harvesting of metadata was not possible. This has now been corrected, and during August 14th and 15th, the number of repositories harvested by NORA increased from 16 to 30. Another 16 institutions are participants in the Bibsys BRAGE project, but have not yet started filling their archives with documents. With NORA harvesting mechanisms now in place, they will be harvested as soon as NORA discovers any documents.

If you are interested in any particular topic, be aware that an advanced search in NORA (http://www.ub.uio.no/nora/noaister/topic.html?) can be subscribed to as an RSS-feed. Search results may be limited to documents in a chosen language. Norwegian is the most important language with 9498 documents, but NORA currently has 7160 documents in English and a smaller number of documents in other languages – the one document in Khmer might be the most exotic.

Growth in content

NORA statistics show a 20 % increase in the number of documents since March this year, from 15 061 on March 28th to 18 377 on August 15th. Roughly half of this comes through growth of content in existing repositories, the other half has come with the 14 newly harvested repositories.

The most common kind of content is Master's theses (7537), followed by reports (2677), student papers (2132) and working papers (1596). After these follows journal articles (1507) and doctoral theses (1429). All numbers refer to data on August 15th.

Self-archiving

The number of articles archived in NORA repositories has increased by 30 % since March, but there are still a vast number of articles that could have been archived, that are not archived. A report prepared by Sigbjørn Hernes of Lillehammer University College for The Norwegian Association of Higher Education Institutions (UHR), shows that about 47 % of all scientific articles published by researchers at Norwegian universities and colleges in 2005 and 2006 could have been archived in a final draft post-refereeing version. In addition, 18 % of articles could have been archived in their pre-print version. Between 2 % and 4 % are actually archived in any version, meaning at least 2000 articles are "lost" every year. The full report is available (Norwegian version only) from UHR at

http://www.uhr.no/documents/Publisering_og_forlagspolicy_Open_Access.pdf

Norwegian Creative Commons licenses launched
On June 6th, Norwegian Creative Commons licenses were launched. Work has been under way for some time; there are a number of legal problems that have to be worked out in order to port licenses from one jurisdiction to another.

The new licenses are found at
http://creativecommons.org/international/no/

Reindeer research goes OA

On June 12th, *Rangifer* was launched as an OA journal. *Rangifer - Research, Management and Husbandry of Reindeer and other Northern Ungulates* is a Nordic journal issued in English by the Nordic Council for Reindeer Husbandry Research (NOR). NOR is under the auspices of the Nordic Council of Ministers and depends on funds from the member governments (Finland, Norway, Sweden) *Rangifer* has a wide circumpolar readership and authorship, and it is accredited as a level 1 journal in FRIDA, the Norwegian register of scientific journals and publishers. *Rangifer* was first published in 1981 and migrated to OA with the 28th volume.

Rangifer also decided to go for CC-BY licences, thus qualifying for the SPARC Europe Seal for Open Access Journals. Rangifer content is also indexed at the article level in DOAJ

In paper format, *Rangifer* was published twice a year. As a service to both authors and readers, *Rangifer* now publishes articles continuously, as they are ready for publishing, in one issue per year.

The Tromsø University Library hosts *Rangifer* in its

Open Journals System installation.

For more information on *Rangifer*, see http://www.ub.uit.no/baser/rangifer/index.php

No Article Processing Charges in Norwegian OA journals

Library student at Oslo University College, Else Dagfrid Bratland, has studied the financing of the Norwegian OA journals for her bachelor's thesis.

She concludes that no journal uses Article Processing Charges, though one journal receive some voluntary author payments and one charges for articles exceeding a certain number of pages.

She found that the journals can be divided in two major groups, institutional and society based, with one private journal being the odd man out. The private journal is dependent upon voluntary work and sponsorship.

Institutional journals are dependent on support, direct and indirect, from their hosting institution for financing. Much support comes in the form of labour, and access to and support from institutional infrastructure.

Society based journals rely on direct funding from the society, and on income from advertising.

While society based journals generally are rather content with their financing, institutional journals see financing as a major problem that needs looking into.

The ministry wants advice on OA

The Norwegian Ministry of Education and Research (Kunnskapsdepartementet, KD) has asked the Norwegian Research Council and The Norwegian Association of Higher Education Institutions (UHR) for advice on how to promote OA.

UHR has formed a small working group, primarily of research pro-rectors and pro-deans, to investigate the matter and form a recommendation. The Research Council has invited a number of stakeholders to an informal meeting to voice their opinions, as an input to the Research Council's work on a recommendation.

Recommendations from the Research Council and UHR are expected early in 2009.

OA conferences and meetings

The 2nd European Conference on Scientific Publishing in Biomedicine and Medicine takes place in Oslo, September 4th–6th. The main focus of the conference is Open Access in these disciplines. For the full program, see http://www.ub.uio.no/umh/ecspbiomed/

The University of Tromsø holds its Munin seminar, an annual seminar on Open Access-related topics, on November 28th. This year's seminar has the title *Money talks – New institutional policies in scholarly publishing*, among speakers one could mention Prof. Dr. Urs Gasser from the University of St. Gallen and Harward Law School, and Prof. Dr. Jane Grimson from Trinity College, Dublin. There is no conference fee for the Munin seminars. For more information, contact Leif Longva, e-mail Leif.Longva@ub.uit.no

Jan Erik Frantsvåg, Head of NORA, IT-operations and development, University Library, Tromsø (See editorial board for further information)