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opins aðgangs

21.-27. október 2024

Að gefa út í opnum aðgangi

Margrét Gunnarsdóttir

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Alþjóðleg vika opins aðgangs

21.10.24-27.10.24

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- Kröfur HÍ og Rannís varðandi opinn aðgang
- Tegundir opins aðgangs
- Kostir opins aðgangs
- DOAJ og Sherpa Romeo
- Græna leiðin
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Opinn aðgangur – hvað er málið?

- Þarf ég eitthvað að vita um opinn aðgang?
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- Má ég ekki bara halda áfram að leitast við að birta í tímaritum með háan áhrifastuðul án þess að flækja málin?
- Er ekki allt í lagi að tímarit séu lokuð og einhver þurfi að borga til að nálgast greinina mína?
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4. Discussion

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Appendix A. Supplementary material

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







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Women and Birth




Volume 37, Issue 1, February 2024, Pages 51-62



A multidisciplinary evaluation, exploration, and advancement of the concept of a traumatic birth experience

Yvonne Kuipers^{a b 1}  , Gill Thomson^{c 2} , Zuzana Škodová^{d 3} ,
Ina Bozic^{e 4} , Valgerður Lísa Sigurðardóttir^{f 9 5} ,
Josefina Goberna-Tricas^{h 6} , Alba Zureraⁱ , Dulce Morgado Neves^{j 7} ,
Catarina Barata^{k 8} , Claudia Klier^{l 9} 


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A multidisciplinary evaluation, exploration, and advancement of a traumatic birth experience

Author:

Yvonne Kuipers, Gill Thomson, Zuzana Škodová, Ina Bozic, Valgerður Lísa Sigurðardóttir, Alba Zurera, Dulce Morgado Neves, Catarina Barata, Claudia Klier

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3. Results
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5. Conclusion
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Appendix A. Supplementary material

Women and Birth
Volume 37, Issue 1, February 2024, Pages 51-62

A multidisciplinary evaluation, exploration, and advancement of the concept of a traumatic birth experience

Yvonne Kuipers^{a, b, 1}, Gill Thomson^{c, 2}, Zuzana Škodová^{d, 3}, Ina Božić^{e, 4}, Valgerður Lísa Sigurðardóttir^{f, 5}, Josefina Goberna-Tricas^{h, 6}, Alba Zurera¹, Dulce Morgado Neves^{1, 7}, Catarina Barata^{h, 8}, Claudia Klier^{1, 9}

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A multidisciplinary evaluation, exploration, and advancement of the concept of a traumatic birth experience

Yvonne Kuipers^{a,b,c,1}, Gill Thomson^{c,2}, Zuzana Škodová^{d,3}, Ina Bozic^{e,4}, Valgerður Lísa Sigurðardóttir^{f,5}, Josefina Goberna-Tricas^{g,6}, Alba Zurera^h, Dulce Morgado Neves^{i,7}, Catarina Barata^{k,8}, Claudia Klier^{l,9}

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ARTICLE INFO

ABSTRACT

Keywords: Childbirth; Concept Sensation; Lifeworld

Background: Understanding a woman's traumatic birth experience benefits from an approach that considers perspectives from various fields of healthcare and social sciences.

Aim: To evaluate and explore the multidisciplinary perspective surrounding a traumatic birth experience to form a theory and to capture its structure.

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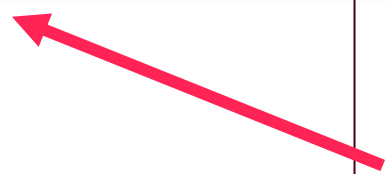
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Post-print/Accepted manuscript

ÞORGERÐUR J. EINARSDÓTTIR ET AL.

Keywords: Gender disparities, gender quotas, managers, structural versus individual hindrances

An overwhelming male dominance persists all over the world within the board and management positions of corporations. Increased political representation, education, and labor market participation among women are only weakly correlated with the number of women in leadership positions in the corporate sector (World Economic Forum 2018). The proportion of female chief executive officers (CEOs) in Fortune 500 companies (the largest companies in the United States) is very low and only increased from 0.2% in 1995 to 6.4% in 2017, although progress has been more rapid in recent years (Zarya 2017).

Iceland is a case in point. Despite high levels of women in politics and paid work and the availability of paid parental leave and public child care, the gender imbalance in business leadership is perplexing. This has raised concerns that women's talents are being underutilized in decision-making at the top level in corporations (Terjesen, Aguilera, and Lorenz 2015). The European Commission (2012) points out that change is necessary in the corporate world to strengthen Europe's competitiveness and to create a sustainable future in which both women's and men's talents are fully utilized. A comparable concern is found in the European Parliament's report on women in business leadership (Pande and Ford 2011), which argues that the shortage of women in managerial positions in business is unacceptable and calls for some form of kick-start, such as gender quotas. This is a bold demand because there has been skepticism surrounding the implementation of gender quotas in the business world (Rafnsdóttir, Einarisdóttir, and Snorrason 2014). Unlike electoral quotas, which are based on the assumption that legislatures are expected to reflect and be accountable to the entire voting population, corporate boards are supposed to be responsible only to shareholders (Chandler 2016).

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Grænna leiðin

Munurinn á post-print og útgefinni grein

Israeli teachers make sense of global citizenship education in a divided society- Religion, marginalisation and economic globalisation

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Heela Goren is an MPhil/PhD student at the Department of Education, Practice, and Society at the UCL Institute of Education. Her research interests include global citizenship education, comparative education research, sociology of education, and the way social context shapes educational trajectories and outcomes.

Claire Maxwell is a sociologist of education, whose work seeks to elucidate how the desires of dominant social groups intersect with policy imperatives and historical configurations of education to shape the ways in which the concept of 'elite education' is articulated, experienced and renegotiated. Her work interrogates the intersections between private/state education provision, national/international curricula and credentials, and the practices of elite groups as well as national and global middle classes.




Miri Yemini is a Comparative Education scholar at Tel Aviv University. Dr. Yemini's research interests include globalisation of and in education; global citizenship education; internationalisation; intermediaries in education and the global middle class.

Post-print

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Israeli teachers make sense of global citizenship education in a divided society- religion, marginalisation and economic globalisation

Heela Goren , Claire Maxwell  and Miri Yemini 

UCL Institute of Education, University College London, London, UK; ¹Department of Sociology, University of Copenhagen, Copenhagen; ²School of Education, Tel Aviv University, Ramat Aviv, Israel


ABSTRACT
Global citizenship education (GCE) has recently been promoted by national education systems and supranational organisations as a means for facilitating social cohesion and peace education. We examined the perceptions of GCE held by teachers from the three main education sectors in Israel: secular-Jewish, religious-Jewish, and Palestinian Arabs, and found stark differences in the way teachers from each sector interpreted the term. For marginalised groups (Palestinian Arabs), GCE is seen as offering a way of securing a sense of belonging to a global society. For already well-resourced social groups (Jewish secular), GCE is viewed as a way of promoting global futures. Meanwhile, for the Jewish religious minority in Israel, GCE is seen as a threat to national identity and religious values. Our findings cast doubt on the unifying potential of GCE, and we conclude by calling upon scholars and policymakers to examine unique obstacles facing GCE in their various contexts.

KEYWORDS
Global citizenship education; marginalised groups; belonging; religious education; Israel

Introduction

Over the last few decades, Global Citizenship Education (GCE) has become a widespread curricula offer in schools (and other educational institutions) around the world, and, concurrently has sparked a vast scholarly interest (Gaudelli 2016; Myers 2016). This phenomenon can be understood as a form of internationalisation within education – both as a specific form of provision, but also as heralding an outward orientation in the purpose of education more broadly. Processes of globalisation, flows of immigration and technological developments demand and facilitate an engagement with the wider world (Goren and Yemini 2017a). In divided and highly diverse societies, in particular, GCE is often presented as a tool which holds potential for peace education, through the creation of a common ground for a shared conception of citizenship.

GCE is defined and justified by different policy actors by drawing on a relatively wide set of rationales – from a utilitarian view that concentrates on providing students with the skills necessary for traversing in a global society, to a more values-based approach that seeks to promote inclusion and empathy towards others (Oxley and Morris 2013).

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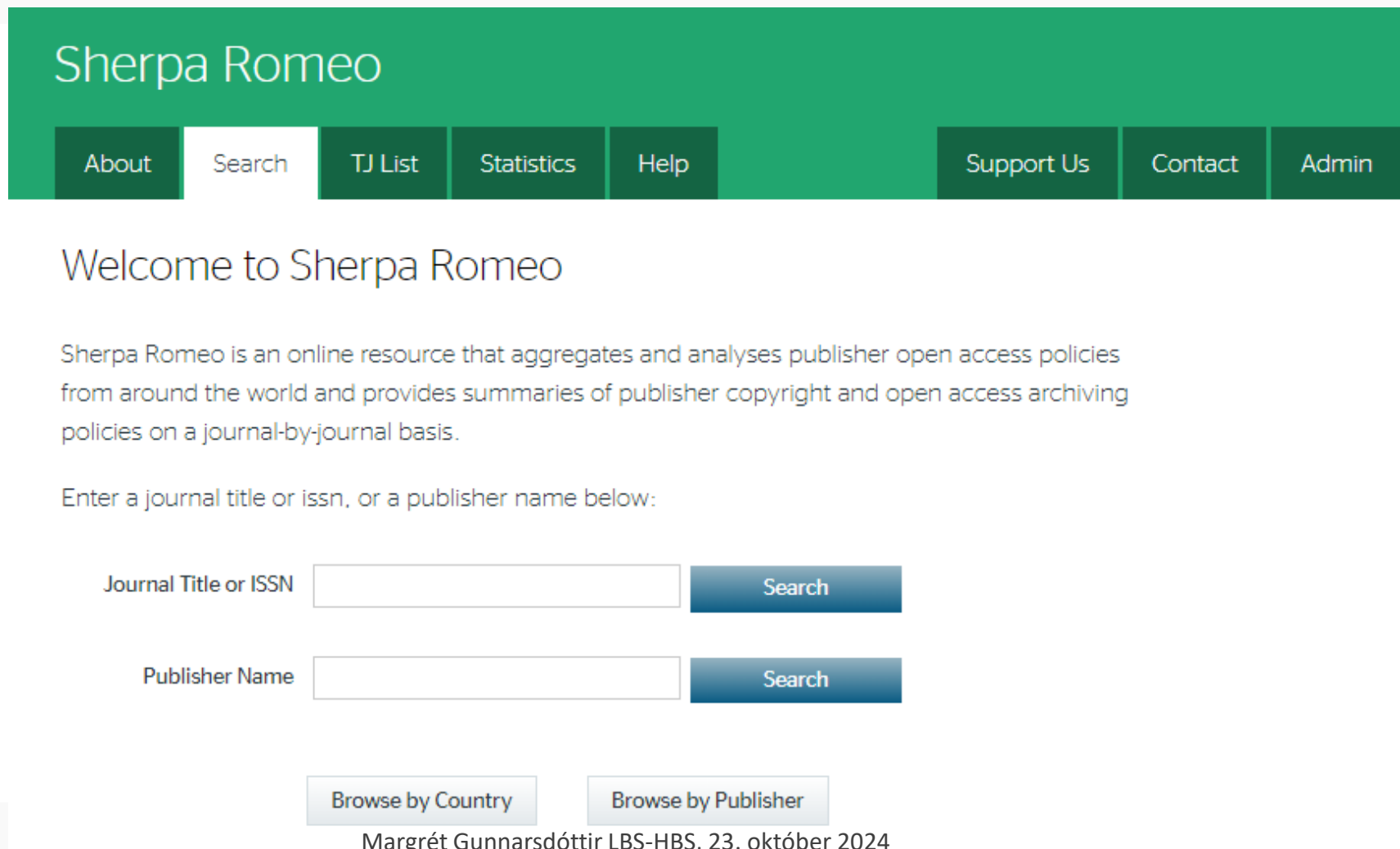
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Háskóli Íslands og birtingar í opnum aðgangi

Verklagsreglur um birtingar vísindagreina í opnum aðgangi

1. Háskóli Íslands hvetur starfsmenn sína til að birta vísindagreinar sínar í tímaritum sem gefin eru út á vettvangi sem veitir opinn aðgang að greinunum. Háskóli Íslands tekur ekki með beinum hætti þátt í mögulegum kostnaði við birtingar í opnum aðgangi. Akademískum starfsmönnum háskólans er þó eftir atvikum heimilt að nýta rannsóknafé sitt til að greiða þennan kostnað.
2. Eigi síðar en við birtingu skal höfundur vísindagreinar senda vísinda- og nýsköpunarsviði rafrænt afrit af lokagerð greinarinnar. Rafrænt afrit getur verið á PDF formi, með krækju eða öðrum viðeigandi hætti.
3. Háskóla Íslands er heimilt að gera greinarnar aðgengilegar á netinu, sjá þó 4. gr.

Rannís og opinn aðgangur

Opinn aðgangur

Í samræmi við lög um breytingu á lögum um opinberan stuðning við vísindarannsóknir (149/2012^Þ), skulu niðurstöður rannsókna sem styrktar eru úr sjóðum í umsýslu Rannís birtar í opnum aðgangi.

Opinn aðgangur (OA) að vísindagreinum felur í sér að birtar greinar eru aðgengilegar á rafrænu

formi á veraldarvefnum, án endurgjalds fyrir notendur og með sem fæstum takmörkunum á nýtingu. Tvær meginleiðir eru að birtingu efnis í opnum aðgangi. Annars vegar birting í tímariti með opinn aðgang, kölluð gullna leiðin, og hins vegar geymsla efnis í opnu varðveislusafni, græna leiðin. Frá janúar 2013 gerir Rannís kröfu um að niðurstöður rannsóknaverkefna sem styrkt eru úr sjóðum í umsýslu Rannís, séu birtar í opnum aðgangi.

Í september 2016 var opnaður aðgangur að varðveislusafninu *Opin vísindi* sem tekur við greinum frá íslensku háskólunum.

Rannís og APC birtingagjöld

- RANNÍS:

Úr Handbók Rannsóknasjóðs fyrir styrkárið 2024

„Hægt er að sækja um styrk vegna kostnaðar við ritrýnda birtingu, allt að 500.000 krónur fyrir verkefnis- og nýdoktorsstyrki og allt að 1.000.000 króna fyrir öndvegisstyrki, yfir styrktímabilið.“

- Ekki vitað um aðra sem taka þátt í kostnaði við birtingu vísindagreina

Sérákvæði margra háskóla erlendis

Taverne Amendment

Included in the Dutch copyright act, we find Article 25fa, also known as the Taverne Amendment, named after former Member of Parliament Joost Taverne. Under this article, researchers can make the published version of their scientific publications open access available after a reasonable period of time following the first publication.

Dutch universities have agreed that a six-month period is reasonable. This also applies if the publisher stipulates a longer embargo period.

Holland –
published
version

King's
College
London –
Post-print

How Rights Retention works

Traditionally, publishers require that authors sign a Copyright Transfer Agreement. The only way to access the article after publication is to pay for it. Rights Retention is based on the simple principle that authors and institutions should retain some rights to their publications.

As part of our new policy, King's College London asserts a non-exclusive, irrevocable, worldwide license to deposit the work under a CC BY licence. This allows authors to post the AAM in King's institutional repository with no embargo, share it among colleagues, and use it in their own teaching.

Réttur endi - loksins



Tegundir opins aðgangs

- Græna leiðin (post-print/samþykkt handrit)
- Gullna leiðin (opið tímarit) \$\$\$
- Hybrid (lokað/opið tímarit) \$\$\$
- Demantaleiðin (opið)



Kostir opins aðgangs

- Óhindraður aðgangur
- Jákvæð samfélagsleg áhrif
- Aukin samvinna
- Aukið gagnsæi
- Meiri áhrif (niðurhal, tilvísanir o.s.frv.)

Mikilvægt: Þið getið oftast valið grænu leiðina



- Til að gera grein opna þó birt sé í lokuðu tímariti, er hægt að setja samþykkt handrit (Accepted Manuscript/Post-print) í varðveislusafn.
- Á Íslandi er hægt að hlaða slíku handriti upp í IRIS, rannsóknagátt fræða-, lista- og vísindafólks en þaðan fer það sjálfkrafa í varðveislusafnið Opin vísindi. Líka hægt að senda beint í Opin vísindi. Einfaldast að senda á rannsokn@landsbokasafn.is og við önnumst málið.
- Þar með finnst greinin í ótal gagnasöfnum á netinu.
- Stundum er „embargo“ – birtingatöf, en sérfræðingar safnsins finna út úr því.

<https://iris.rais.is/>

Leitaðu í IRIS



Ítarleg leit

Opin vísindi

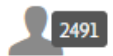
Innskráning
English Íslenska

Opin vísindi



99

Stofnanir



2491

Rannsakendur



54074

Rannsóknarapurðir

Ve

Þessi vefur er rafrænt varðveislusafn fyrir ritrýndar vísindagreinar, doktorsritgerðir og efni sem birtist í [opnum aðgangi](#) á vegum Háskóla Íslands, Háskólans á Akureyri, Háskólans á Bifröst, Háskólans á Hólum, Háskólans í Reykjavík, Landbúnaðarháskóla Íslands, Listaháskóla Íslands og Landsbókasafns Íslands - Háskólabókasafns. Opinn aðgangur að rannsóknaniðurstöðum er í samræmi við [10. gr. laga nr. 3/2003 um opinberan stuðning við vísindarannsóknir](#) sem og kröfur innlendra og erlendra rannsóknasjóða. Markmiðið með opnum aðgangi er að niðurstöður rannsókna sem unnar eru við íslenska háskóla og rannsóknastofnanir séu aðgengilegar sem flestum óhindrað og án endurgjalds á rafrænu formi. Vistun í varðveislusafninu er varanleg og ætlað að tryggja aðgang að útgefnu vísindaefni íslensks rannsóknasamfélags um ókomna tíð. Með því að safna þessu efni saman í eitt safn verður aðgangur að því einfaldur og þægilegur fyrir alla sem vilja kynna sér það og þannig geta sem flestir notið þess ófluga vísindastarfs sem fram fer á landinu.

Varðveislusafnið er [OpenAIRE / OpenAIREplus](#) samhæft og samrýmist kröfum sem gerðar eru um birtingu rannsóknaniðurstaðna úr verkefnum sem styrkt eru úr evrópsku rannsóknáætlunum [FP7](#) og [H2020](#).

Varðveislusafnið notar opna hugbúnaðinn [DSpace](#).

- [Háskóli Íslands](#)
University of Iceland
- [Háskólinn á Akureyri](#)
University of Akureyri
- [Háskólinn á Bifröst](#)
Bifröst University

www.opinvisindi.is

Leita

Áfram

Fletta

Opin vísindi
[Höfundar](#)
[Titill](#)
[Efnisorð](#)
[Deildir](#)
[Svið](#)
[DOI](#)
[Titill tímarits](#)

Um vefinn

[Leiðbeiningar um skil](#)
[Skilmálar](#)
[Um Opinn aðgang](#)

Rányrkjutímarit

- Skoðið upptöku/glærur frá kynningu Helga Sigurbjörnssonar, sérfræðing á LBS-HBS:
Um rányrkjutímarit: Hvað ber að varast, frá 21. október 2024 á www.opinnadgangur.is
- Think – Check – Submit
- Að velja tímarit

Preprints (forprent)

- Notkun aukist gríðarlega undanfarin ár (Covid...)
- Rannsakendur vilja koma niðurstöðum rannsókna fljótt á framfæri
- Ýmsir þjónustuaðilar (vefþjónar) auðvelda aðgang að „preprints“ jafnvel ritrýni
- Þjónustumódel mismunandi – oftast gjaldfrjáls í bili
- Gott vefnámskeið (webinar) „*Shaping the Future of Scholarly Communication: The Role of Preprint Peer Review*“ á vegum OASPA (Open Access Scholarly Publishing Association)
- Flestir útgefendur leyfa preprint áður en þeir birta fullbúnar greinar

Kostir/gallar „preprints“

Kostir

- Ókeypis aðgangur
- Ókeypis birting
- Meiri hraði í samskiptum sem varða rannsóknir

Gallar

- Ótímabær fjölmiðlaumfjöllun
- ? Áreiðanleiki/trúverðugleiki
- Hætta á stuldi
- Skortur á viðurkenningu

CC afnotaleyfi – hver er tilgangurinn?

- CC leyfi veita öllum, allt frá einstaklingum til stórra stofnana, staðlaða leið til að nýta sköpunarverk höfunda samkvæmt höfundaréttarlögum. Frá sjónarhóli þess sem vill endurnýta höfundaréttarvarið verk, þá svarar CC leyfi spurningunni: "Hvað má ég gera við þetta verk?"
- Leyfin eru 6 talsins og veita misvíðtæk afnot.
- Vert er að benda á upptöku af fyrirlestri sem fluttur var á netinu 22. október 2024, *How Creative Commons is advancing open access*, af Önnu Tumadóttur, nýráðnum framkvæmdastjóra Creative Commons.
Sjá www.opinnadgangur.is
- [Sjá einnig nýlegan bækling á íslensku um CC afnotaleyfi frá LBS-HBS.](#)

The six CC licenses



CC BY – allows people to use and adapt the work for any purpose as long as they give credit to the creator



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Most open



Least open

Gagnlegar slóðir

- [Opinnadgangur.is](#)
- [Bæklingur um opinn aðgang](#)
- [Opinvisindi.is](#)
- [Rannsóknagáttin IRIS](#)
- [Bæklingur um CC afnotaleyfi](#)
- [DOAJ – Directory of Open Access Journals](#)
- [Sherpa Romeo](#) – um útgáfustefnur útgefenda ofl.
- [OA orðasafn](#)
- [OA skammstafanir](#)

Vefur og póstlisti um opinn aðgang



Heim Alþjóðleg vika opins aðgangs 2023 Hvað er OA OA á Íslandi Pitt hlutverk Finna OA efni
Fróðleikur Um vefinn In English

PÓSTLISTI UM OPINN AÐGANG

Gerast áskrifandi

* Þarf að fylla út
Netfang *

Nafn/millinafn

Eftirnafn

Staðfesta

www.opinnadgangur.is

Takk fyrir!

Margrét Gunnarsdóttir
Landsbókasafn-Háskólabókasafn

margret.gunnarsdottir@landsbokasafn.is

