

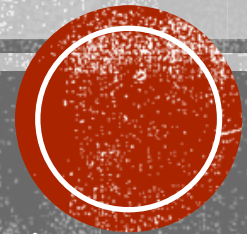
ANALYZING OPEN ACCESS IMPACT TO LEARNING SPACES

Michael A Crumpton

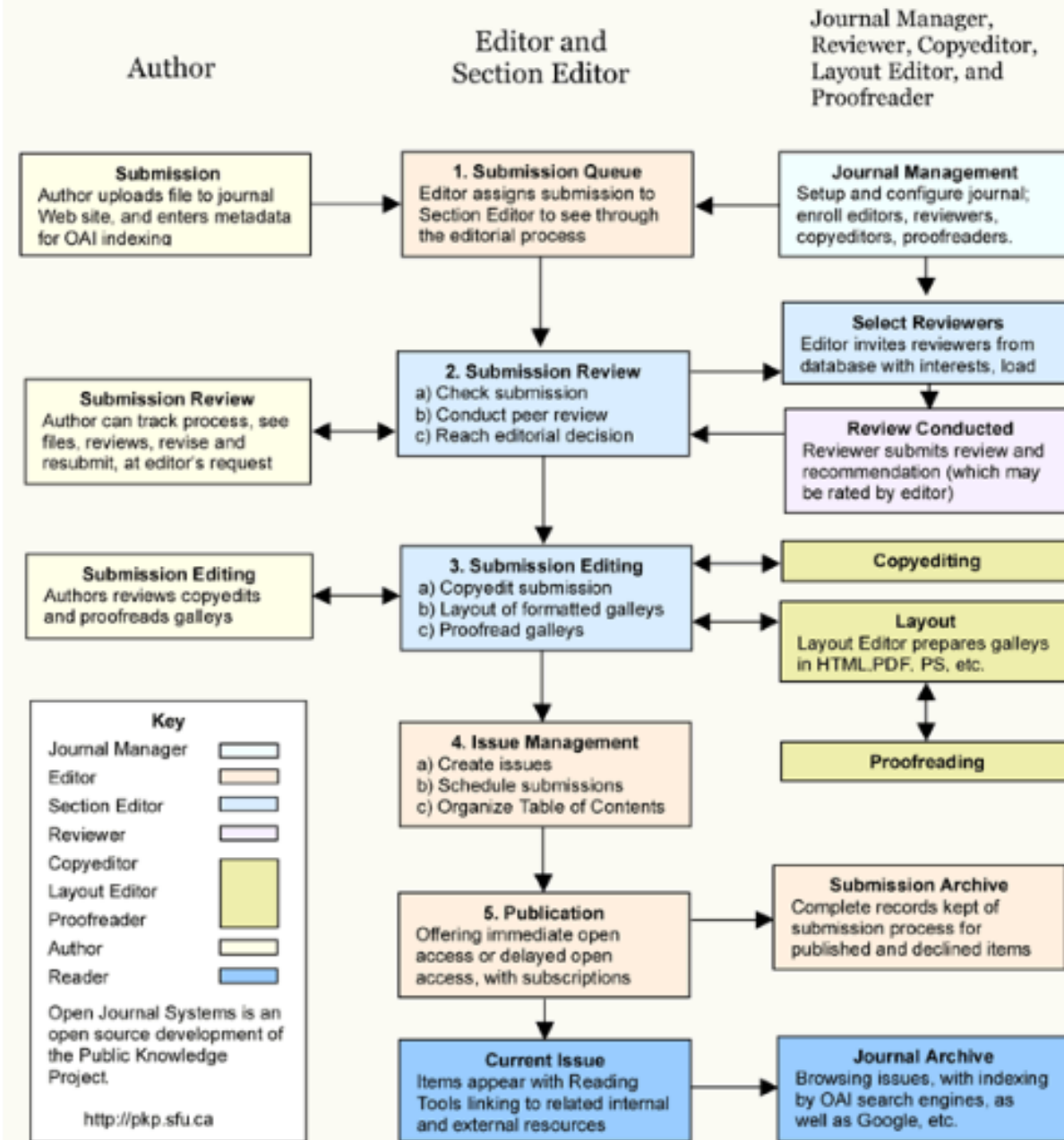
Interim Dean, University Libraries

University of North Carolina at Greensboro

May 2020



OJS Editorial and Publishing Process



PUBLIC KNOWLEDGE PROJECT

PKP is a multi-university initiative developing (free) open source software and conducting research to improve the quality and reach of scholarly publishing



OPEN ACCESS PUBLISHING

JOURNAL OF
LEARNING
SPACES



9 YEARS 16 ISSUES 103 ARTICLES

<http://libjournal.uncg.edu/jls/issue/archive>



FOCUS AND SCOPE

- A peer-reviewed, open-access journal published biannually, The Journal of Learning Spaces provides a scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment in higher education.
- We define learning as the process of acquiring knowledge, skill, or understanding as a result of study, experience, or teaching.
- Learning spaces are designed to support, facilitate, stimulate, or enhance learning and teaching. Learning spaces encompass formal, informal, and virtual environments:
 - formal: lecture halls, laboratories, traditional classrooms
 - informal: learning commons, multimedia sandbox, residential study areas, huddle rooms
 - virtual: learning management systems, social media websites, online virtual environments
- We invite submissions of practical and theoretical works from practitioners and academics across a wide range of subject disciplines and organizational backgrounds, including Architecture, Interior and Product Design, Education, Information and Library Science, Instructional Technology, Sociology, and Student and Residential Life. Submissions should focus primarily on learning spaces and their impact on or relationship to teaching and learning.
- Journal of Learning Spaces is an Open Access journal which means that all content is freely available without charge to the user or his/her institution. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author. This is in accordance with the BOAI definition of Open Access.



OPEN ACCESS POLICY

- This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.
- Information For Authors
 - Interested in submitting to this journal? We recommend that you review the About the Journal page for the journal's section policies, as well as the Author Guidelines. Authors need to register with the journal prior to submitting, or if already registered can simply log in and begin the 5-step process.



MOTIVATION FOR STUDY



TIME TO UPDATE POLICIES,
PROCEDURES, SCOPE AND
ADVISORY BOARD



UNDERSTAND USE OF
JOURNAL THROUGH CITATION
ANALYSIS



CONSIDER CHANGING NAME
TO INCLUDE RECOGNITION
OF INTERNATIONAL
CONTRIBUTORS



PROVIDE DATA USEFUL IN
MARKETING JOURNAL
BROADLY AND BY
CONTRIBUTOR



What is the *Journal of Learning Spaces*?

“A scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment in higher education.”

The logo for the Journal of Learning Spaces is contained within a black rectangular border. It features the text "JOURNAL OF LEARNING SPACES" in a blue, serif font. "JOURNAL OF" is in a smaller size at the top, "LEARNING" is in a larger size in the middle, and "SPACES" is in a smaller size at the bottom.

JOURNAL OF
LEARNING
SPACES

[HTTP://LIBJOURNAL.UNCCG.EDU/JLS/INDEX](http://libjournal.unccg.edu/jls/index)

What are “learning spaces”?

Learning is the process of acquiring knowledge, skill, or understanding as a result of study, experience, or teaching.

Learning spaces are designed to support, facilitate, stimulate, or enhance learning and teaching.

Learning spaces encompass formal, informal, physical, and virtual environments.

The logo for the Journal of Learning Spaces is contained within a black rectangular border. It features the text "JOURNAL OF LEARNING SPACES" in a blue, serif font. "JOURNAL OF" is in a smaller size and positioned above "LEARNING SPACES", which is in a larger size and split across two lines.

JOURNAL OF
LEARNING
SPACES

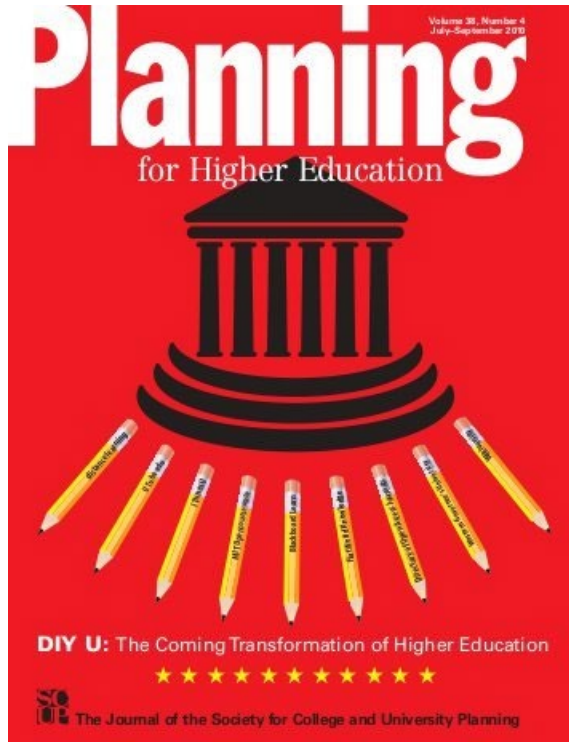
[HTTP://LIBJOURNAL.UNCCG.EDU/JLS/INDEX](http://libjournal.unccg.edu/jls/index)

JOURNAL OF LEARNING SPACES

- First issue published in 2011; sixteen issues published to date
- Peer-reviewed
- Articles published as open access PDFs; content freely available to anyone with an internet connection
- Created to fill a gap in the professional literature, and to help direct campus involvement in space design
- Editorial and advisory board members from universities and research institutions across the country

<http://libjournal.uncg.edu/jls/index>





NON-OA JOURNALS RELATED TO LEARNING SPACES

- Subscription based or membership
- Advertisement heavy
- Opinion vs research



Promoting Active Learning in Technology-Infused Classrooms at the University

Sam Van Horne Cecilia Murniati Jo
The University of Iowa The University of Iowa The U

In this case study, the authors describe the success of technology-infused TILE classrooms at the University of Iowa. The TILE Initiative has provided instructors with a new set of tools. The authors detail the implementation of the TILE Initiative and how it helps instructors to design effective instruction for these classrooms. This helps improve the process of ensuring faculty activities in a technology-infused learning environment.



Reforming the Environment: The Influence of the Roundtable Classroom Design on Interactive Learning

Caroline S. Parsons
The University of Alabama

This study investigated the influence of physical and virtual learning spaces on interactive learning in a college and university setting. Qualitative analysis of an undergraduate liberal arts program that employs the use of roundtable classrooms was conducted. Interview and focus group data from students and faculty, along with classroom observations, resulted in

Collaborative knowledge creation in the higher education academic library

Young S. Lee
Michigan State University

Matthew A. Schottenfeld
Fordham University

Collaboration has become a core competency of the 21st century workforce. Thus, the academic library in higher education to produce and support collaboration in the academic library, and the technology to infrastructure and system furniture are



Learning Theory Expertise in the Design of Learning Spaces: Who Needs a Seat at the Table?

How to Overcome First and Second-Order Technology Integration

Deborah Holly
Higher Education

Carla A. Costello
The College of William and Mary

[HTTP://LIBJOURNAL.UNCG.EDU/JLS/INDEX](http://libjournal.uncg.edu/jls/index)

Word usage analysis of article titles revealed that the four most commonly used words are **learn**, **space**, **design**, and **student**. Followed by this are **classroom**, **library**, **university**, **academic**, and **teach**.



Learn	30	Library	8	Common	3	Instructor	3	Use	3
Space	29	University	8	Review	3	Faculty	3	Book	3
Design	10	Academic	5	Active	3	Communit	3	Considerati	2
Student	10	Teach	4	Impact	3	New	3	Analysis	2
Classroom	9	Collaborati	3	Collaborati	3	Living-	3	Intentional	2
		ve		on		Learn			

Dictionary

open access



o·pen ac·cess

noun

availability to all.

"open access to academic research"

- a system where users of a library have direct access to bookshelves.



Translations, word origin, and more definitions

Feedback

Open Access - SPARC

<https://sparcopen.org/open-access/> ▼

Open Access is the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment.

Open access - Wikipedia

https://en.wikipedia.org/wiki/Open_access ▼

Self-archiving, also known as green open access, refers to the practice of depositing articles in an open access repository, where it can be accessed for free. ... Some publishers require delays, or an



Open access

Content license

Open access refers to research outputs that are free of cost or other barriers, and published under a Creative Commons license to promote reuse.





OPEN ACCESS (OA)

“Research outputs which are distributed online and free of cost or other barriers.”

- Wikipedia





WHY IS OPEN ACCESS IMPORTANT?

1. **Accelerated discovery**
2. **Public enrichment**
3. **Improved education**

- *Public Library of Science (PLOS)*



OPEN ACCESS PUBLICATION MODELS

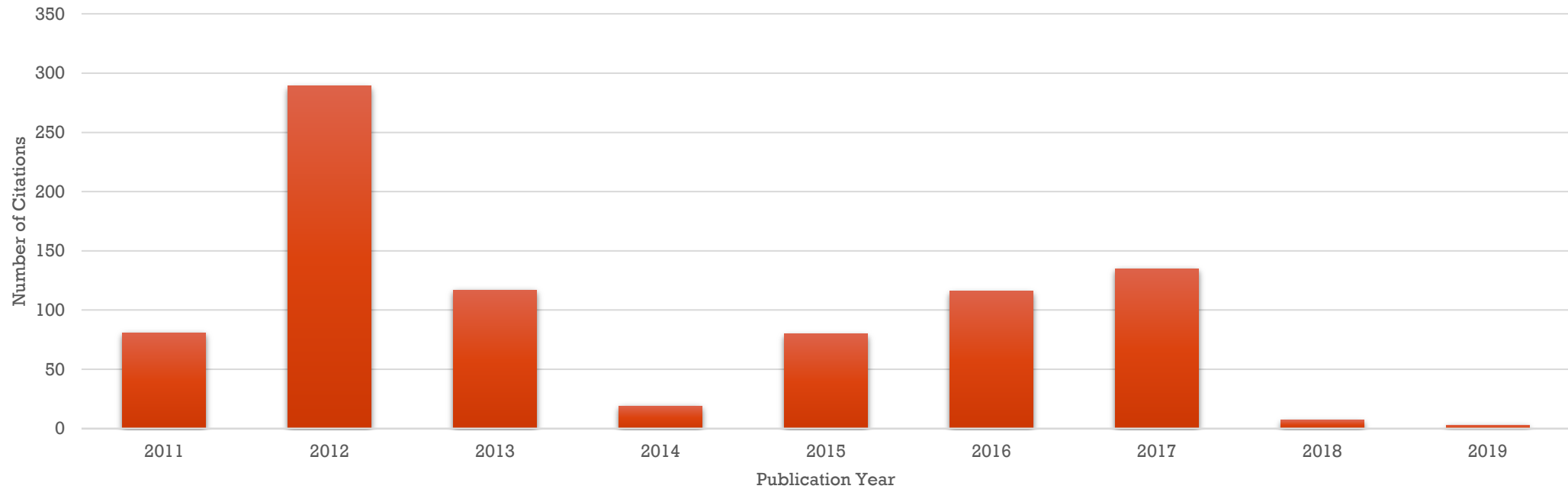


- 1. Traditional OA**
 - a. Fully OA journal. Journal production costs may be funded by subsidies, APCs, advertising, membership fees**
- 2. Hybrid OA**
 - a. Journal with only some OA content (likely funded via APCs)**
- 3. Delayed OA**
 - a. Content is OA after an initial embargo period**
- 4. Self-archiving**
 - a. Author posts copies of his/her own work (published elsewhere) in an institutional, subject-specific, or other online repository**



JOLS CITATIONS BY PUBLICATION YEAR

JOLS Total Citations by Publication Year



JOURNAL DEFINING STATS

The screenshot shows the DOAJ entry for the Journal of Learning Spaces. The header includes the DOAJ logo and navigation links. The journal title is 'Journal of Learning Spaces' with a Creative Commons license icon. Below the title, there are two columns of metadata. The left column includes the homepage link, publisher (University of North Carolina at Greensboro), country (United States), platform (OJS), date added (16 Oct 2012), and last updated (23 Jan 2017). The right column includes LCC subject categories, keywords, language (English), and full-text formats (PDF). Below these are sections for publication charges, editorial information, open access & licensing, and best practice policies.

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Journal of Learning Spaces

2158-6195 (Online)

[Homepage](#)

Publisher: University of North Carolina at Greensboro
Country of publisher: United States
Platform/Host/Aggregator: OJS
Date added to DOAJ: 16 Oct 2012
Record Last Updated: 23 Jan 2017

LCC Subject Category: Fine Arts: Architecture: Architectural drawing and design | Education: Special aspects of education
Publisher's keywords: design, pedagogy, informal space, interior design, classrooms, learning spaces
Language of fulltext: English
Full-text formats available: PDF

PUBLICATION CHARGES
[Article Processing Charges \(APCs\):](#) No
[Submission Charges:](#) No

EDITORIAL INFORMATION
[Peer review](#)
[Editorial Board](#)
[Aims and scope](#)
[Instructions for authors](#)
[Time From Submission to Publication:](#) 46 weeks

[Less](#)

OPEN ACCESS & LICENSING
[Type of License:](#) CC BY
[License terms](#)
[Open Access Statement](#)
[Year Open Access Content Began:](#) 2011
[Does the author retain unrestricted copyright?:](#) Yes
[Does the author retain publishing rights?:](#) Yes

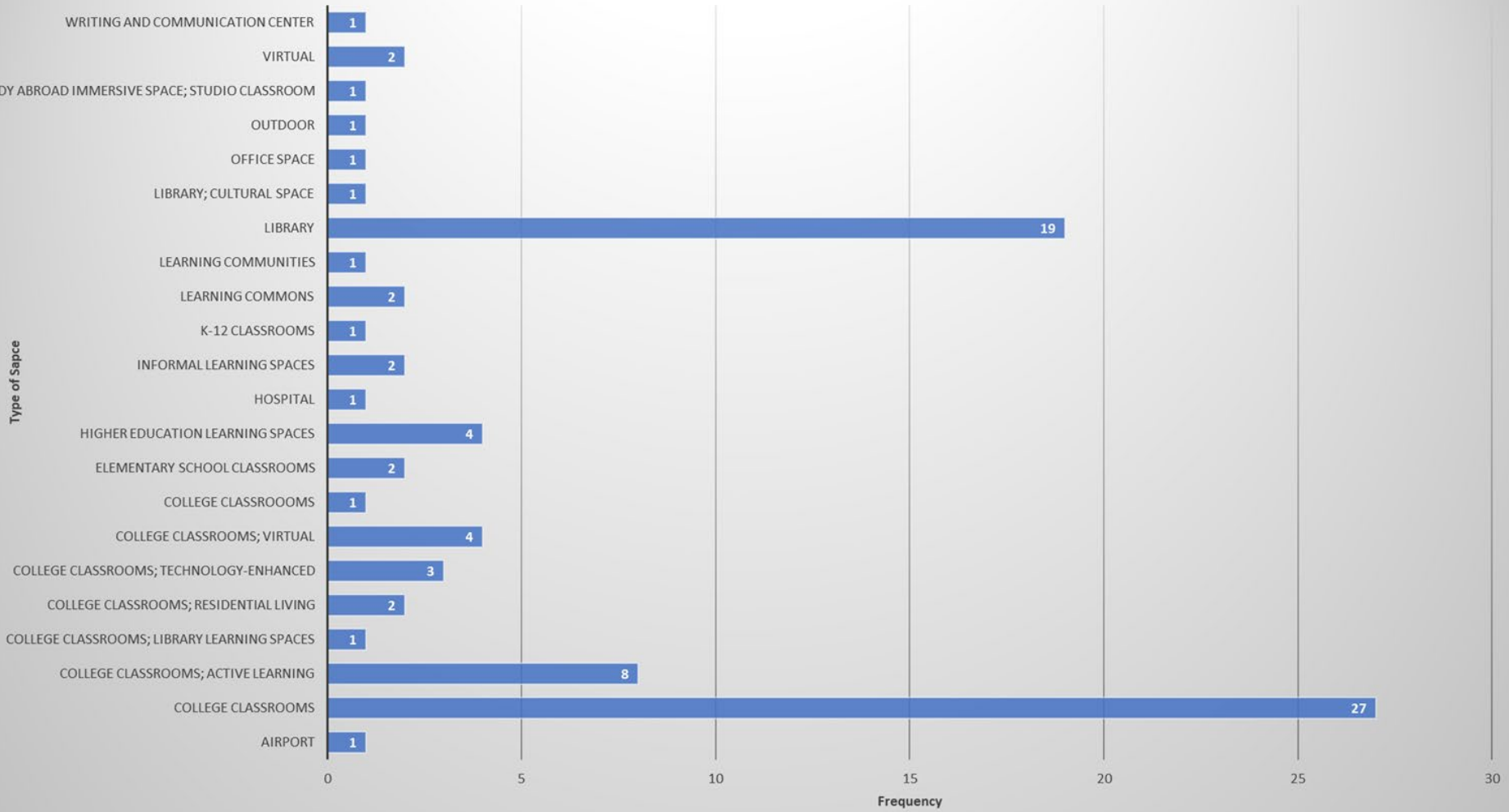
BEST PRACTICE POLICIES
[Electronically embedded licenses?:](#) Yes

- Impact Factor on average for 9 years = 8.7

- Rejection Rate on average for 9 years = 38.5%



Type of Space Frequency





Keyword	Count
classroom design	24
college students	24
school space	24
active learning	22
college faculty	22
student attitudes	21
foreign countries	17
space utilization	16
undergraduate students	16
teacher attitudes	15
learner engagement	13
case studies	12
classroom environment	12
educational technology	12
educational environment	11
student surveys	9
furniture	8
higher education	8

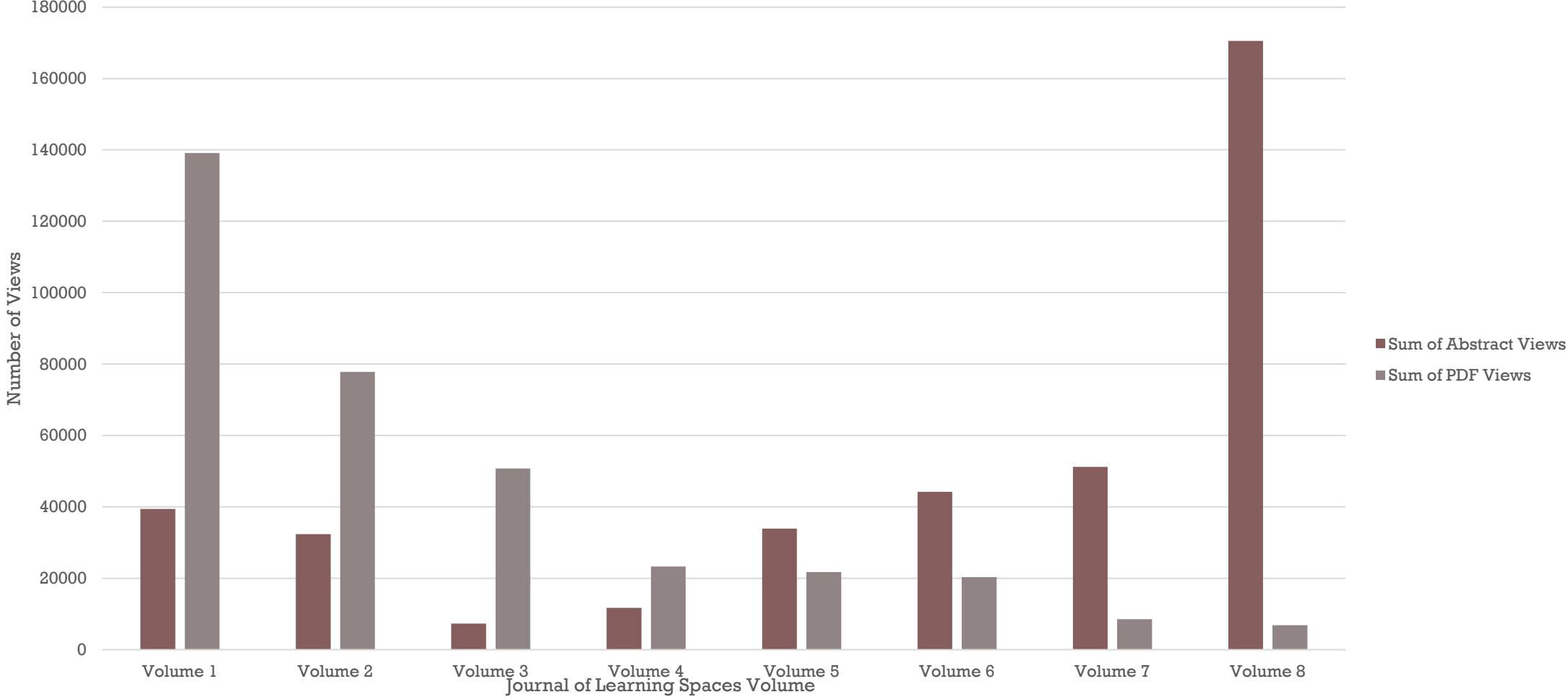
Keyword	Count
academic libraries	7
classrooms	7
design	7
informal education	7
qualitative research	7
cooperative learning	6
focus groups	6
library facilities	6
observation	6
outcomes of education	6
physical environment	6
teaching methods	6
telecommunications	6
educational facilities design	5
statistical analysis	5
student centered learning	5
student experience	5
teacher student relationship	5

TOP KEYWORDS INCLUDED IN THE WORD CLOUD (36 WORDS)

- Promote related research
- Market to key audiences



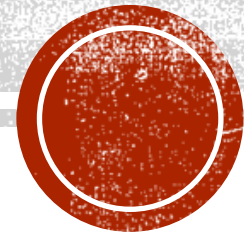
JOLS Abstract and PDF Views



Descriptive Statistics

Published Year	Minimum	Maximum	Mean	Standard Deviation
2011				
Abstract Views	1690	5768	2626	1077
PDF Views	2492	21961	9276	7249
2012				
Abstract Views	1717	10566	2940	2602
PDF Views	760	31735	7075	9515
2013				
Abstract Views	1657	2073	1830	192
PDF Views	2349	23023	13117	11338
2014				
Abstract Views	2015	2628	2340	232
PDF Views	4270	32741	12750	11542
2015				
Abstract Views	1947	3574	2422	554
PDF Views	972	3832	1554	878
2016				
Abstract Views	827	69253	5531	16999
PDF Views	1970	3640	2763	578
2017				
Abstract Views	1491	10536	5119	4533
PDF Views	748	1145	851	117
2018				
Abstract Views	8478	20135	14212	5819
PDF Views	300	1332	568	264

DESCRIPTIVE STATISTICS

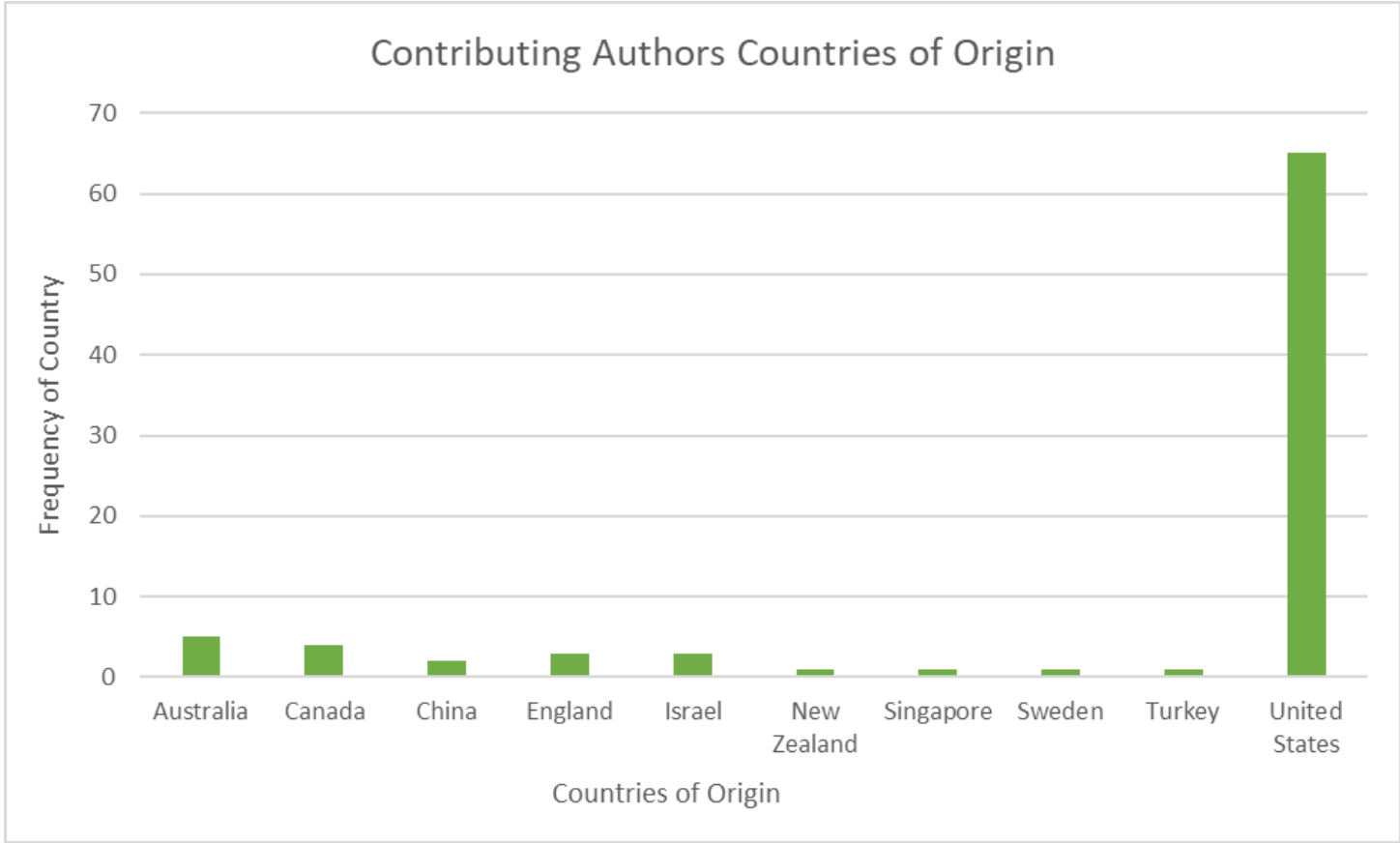


Article ID	Article Title	Issue	Abstract Views	PDF Views
277	Use of swivel desks and aisle space to promote interaction in mid-sized college classrooms	Volume 1, Issue 1 (2011)	3770	14574
392	Learning spaces attributes: Reflections on academic library design and its use	Volume 1, Issue 2 (2012)	2899	21961
578	Classroom seating considerations for 21st century students and faculty	Volume 2, Issue 1 (2013)	10566	16977
506	Indoor environmental quality of classrooms and student outcomes: A path analysis approach	Volume 2, Issue 2 (2013)	2418	31735
714	Collaborative knowledge creation in the higher education academic library	Volume 3, Issue 1 (2014)	2073	23023
1046	Learning theory expertise in the design of learning spaces: Who needs a seat at the table?	Volume 4, Issue 1 (2015)	2284	32741
1213	Research-informed principles for (re)designing teaching and learning spaces	Volume 5, Issue 1 (2016)	3574	3832
1247	What drives student engagement: Is it learning space, instructor behavior or teaching philosophy?	Volume 5, Issue 2 (2016)	3172	2034
1339	Student perceptions of a 21st century learning space	Volume 6, Issue 1 (2017)	3489	2356
1398	Connecting physical university spaces with research-based education strategy	Volume 6, Issue 2 (2017)	2365	69253
1525	Measuring social relations in new classroom space: Development and validation of the social context and learning	Volume 6, Issue 3 (2017)	3114	1570
1601	Classroom interaction redefined: Multidisciplinary perspectives on moving beyond traditional classroom spaces to promote student engagement	Volume 7, Issue 1 (2018)	1733	931
1667	Belonging in space: Informal learning spaces and the student experience	Volume 7, Issue 2 (2018)	10536	1145
1786	Alphabet-board display as part of the classroom learning space	Volume 8, Issue 1 (2019)	8508	1332
1791	Evaluation of engagement in learning within active learning classrooms: Does novelty make a difference?	Volume 8, Issue 2 (2019)	20135	589

TOP ARTICLES PER ISSUE



COUNTRIES OF ORIGIN



- Growing number of international contributions
- Broader array of peer reviewers and editors
- Connections for other disciplines related to education





higher education
teacher attitudes
foreign countries
college faculty
school space
classroom environment
classroom design
college students
active learning
student attitudes
undergraduate students
space utilization
learner engagement
educational technology
educational environment

informal education
furniture
classrooms
physical environment
teaching methods
cooperative learning
academic libraries
student surveys
focus groups
observation
telecommunications

library facilities
educational facilities design
student experience
design
statistical analysis
outcomes of education
qualitative research



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