

COURSE SYLLABUS FOR DOCTORAL STUDIES

Name of the course	Field of study and its code	Faculty	
Scholarly and Scientific Communication: Open Access	Communication and information S 008	Communication	
Study method	Study method	Study method	Study method
Lectures		Consultations	2 ECTS
Individual work	5 ECTS	Seminars	

Course abstract

Course aim is to analyse the system of scientific communication, its development, understand intellectual property in scholarly communication, open access, and understand its meaning, analyse and evaluate the trends and practices of scholarly openness; understand and apply critical, analytical methods of scholarly communication audiences, scholarly communication goals, interested parties, assessment of scholarly communication report, presentation of scientific research results to different audiences by using different communication channels and principles of scholarly communication.

Course themes

Science Communication: Public Understanding of Science (PUS), Public Awareness of Science (PAS), Scientific Literacy (SL) and Scholarly Communication, Connections between the Public Understanding of Science and Science Communication. Development of scientific knowledge creation models. Linear scientific communication. Scientific communication in the network. Scientific communication report. Academic publication. Scientific databases.

Intellectual property in scholarly communication. Open access in scientific communication. Open access scientific journals, open access scientific archives, repositories, and libraries. Open scientific data. The problem of reproducibility of scientific research (Crisis of Reproducibility): (Data-driven Replications). Plagiarism. Artificial intelligence in scientific publications. Open science. Citizen science.

The ecosystem of scholarly communication: aim, communicators, audiences. Models of science communication: deficit, dialogue, and participation. Interested parties of scholarly communication. Scholarly communication report. Scholarly communication and risk communication. Scholarly communication and social media platforms.

Study methods:

1. Individual consultations with course lecturers.
2. Individual studies of scientific literature and preparation of a scientific paper dedicated to the analysis of open access resources (on the topic of the doctoral thesis) or individual studies of scientific literature and preparation of a scientific communication report (on the topic of the doctoral thesis).

Evaluation methods:

1. A scientific paper intended for the analysis of open access resources (the topic of the scientific paper) (5,000–10,000 characters) or preparation and presentation of a scholarly communication report (elective: a written report on public understanding of science – 5,000–10,000 characters; video, audio report on public understanding of science – up to 3 min. (a

<p>multimedia report on public understanding of science can also be presented, the scope is determined according to the dominant medium); preparation and presentation of a scholarly report – a conference presentation (up to 10 min.).</p> <p>2. An oral discussion by presenting and interpreting problems raised in the scientific communication paper.</p>
Course literature
<p>Bosman, J., & Kramer, B. (2016). <i>Views on innovation: The scholarly communication landscape and changing research workflows</i>. ChemRxiv. https://chemrxiv.org/articles/presentation/Views_on_innovation_The_scholarly_communication_landscape_and_changing_research_workflows_/3185293</p>
<p>Davey, T. (2017). Converting university knowledge into value: How conceptual frameworks contribute to the understanding of the third mission role of European universities. <i>International Journal of Technology Transfer and Commercialisation</i>, 15(1), 65–96. https://doi.org/10.1504/IJTTC.2017.084637</p>
<p>Fecher, B., Friesike, S., Hebing, M., & Linek, S. (2017). A reputation economy: How individual reward considerations trump systemic arguments for open access to data. <i>Palgrave Communications</i>, 3(1), 1–10. https://doi.org/10.1057/palcomms.2017.51</p>
<p>Green, T. (2019). Is open access affordable? Why current models do not work and why we need internet-era transformation of scholarly communications. <i>Learned Publishing</i>, 32(1), 13–25. https://doi.org/10.1002/leap.1219</p>
<p>Hook, D., Hahnel, M., & Calvert, I. (2019). <i>The ascent of open access</i>. Digital Science. https://doi.org/10.6084/m9.figshare.7618751</p>
<p>Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. <i>Journal of the Association for Information Science and Technology</i>, 74(5), 570–581. https://doi.org/10.1002/asi.24750</p>
<p>May, C. (2020). Academic publishing and open access: Costs, benefits and options for publishing research. <i>Politics</i>, 40(1), 120–135. https://doi.org/10.1177/0263395719858571</p>
<p>Nielsen, M. (2012). <i>Reinventing discovery: The new era of networked science</i>. Princeton University Press.</p>
<p>Pinfield, S., Wakeling, S., Bawden, D., & Robinson, L. (2020). <i>Open access in theory and practice: The theory-practice relationship and openness</i>. Taylor & Francis. https://library.oapen.org/handle/20.500.12657/39922</p>
<p>Reincke, C. M., Bredenoord, A. L., & van Mil, M. H. (2020). From deficit to dialogue in science communication: The dialogue communication model requires additional roles from scientists. <i>EMBO Reports</i>, 21(9), Article e51278. https://doi.org/10.15252/embr.202051278</p>
<p>Stonkienė, M., Atkočiūnienė, Z. O., & Matkevičienė, R. (2009). <i>Autorių teisės mokslo komunikacijoje: Monografija</i>. Vilniaus universiteto leidykla.</p>
<p>Stonkienė, M., Pečiulis, Ž., Matkevičienė, R., ir kt. (2024). <i>Mokslo komunikacija: E. išteklius</i>. Vilniaus universitetas.</p>
<p>Vohland, K., Land-Zandstra, A., Ceccaroni, L., Lemmens, R., Perelló, J., Ponti, M., ... & Wagenknecht, K. (2021). <i>The science of citizen science</i>. Springer Nature. https://doi.org/10.1007/978-3-030-58278-4</p>

Weingart, P., Joubert, M., & Connaway, K. (2021). Public engagement with science—Origins, motives and impact in academic literature and science policy. *PLOS ONE*, *16*(7), Article e0254201. <https://doi.org/10.1371/journal.pone.0254201>

Wenaas, L. (2019). Open access: A remedy to the crisis in scientific inquiry? In J. Valsiner (Ed.), *Social philosophy of science for the social sciences* (pp. 219–241). Springer Nature. https://doi.org/10.1007/978-3-030-33099-6_13

Zhu, J., & Liu, W. (2020). A tale of two databases: The use of Web of Science and Scopus in academic papers. *Scientometrics*, *123*(1), 321–335. <https://doi.org/10.1007/s11192-020-03387-z>

Zuiderwijk, A., Shinde, R., & Jeng, W. (2020). What drives and inhibits researchers to share and use open research data? A systematic literature review to analyze factors influencing open research data adoption. *PLOS ONE*, *15*(9), Article e0239283. <https://doi.org/10.1371/journal.pone.0239283>

Name of consulting lecturer	Academic rank	Major works published in the last 5 years
Marija Stonkienė	Doc. Dr	Janiūnienė, E., Stonkienė, M., & Šupa, M. (2024). Asmeninės mokymosi aplinkos kūrimas dėstytojo teikiamo grįžtamojo ryšio inspiruojama informacine elgsena. <i>Information & Media</i> , <i>100</i> , 70–91. https://doi.org/10.15388/Im.2024.100.5
		Janiūnienė, E., Stonkienė, M., & Šupa, M. (2024). Information behaviour of students inspired by lecturers' feedback. <i>Educational Research and Evaluation</i> , <i>29</i> (5–6), 231–248. https://doi.org/10.1080/13803611.2024.2341287
		Stonkienė, M. (2023). Socialinio verslo įmonės tapatybės kūrimas Lietuvoje [Creating the identity of a Lithuanian social business enterprise]. <i>Information & Media</i> , <i>95</i> , 8–31. https://doi.org/10.15388/Im.2023.95.62
		Stonkienė, M., Mažylė, J., & Janiūnienė, E. (2022). Legal and ethical aspects of social media user provision of information to the public regulation: The view of media regulatory and self-regulatory bodies in Lithuania. <i>Media Studies and Applied Ethics</i> , <i>3</i> (1), 115–126. https://doi.org/10.46630/msae.1.2022.08
		Mažylė, J., & Stonkienė, M. (2021). The ethical dimension of journalistic professionalism: Views of Lithuanian journalists. <i>Media Studies and Applied Ethics</i> , <i>2</i> (2), 7–18. https://doi.org/10.46630/msae.2.2021.01
Renata Matkevičienė	Prof. Dr	Esbit, S., Kaim, A., Kimhi, S., Bankauskaitė, D., Baran, M., Baran, T., Cosciug, A., Eshel, Y., Dumbadze, S., Gabashvili, M., Jigla, G., Kaniasty, K., Koubova, A., Maricano, H., Matkevičienė, R.,

		<p>Matichescu, M., Nazarov, M., Teperik, D., Kochiashvili, N., & Adini, B. (2025). Hope and distress: A cross-country study amid the Russian-Ukrainian war. <i>Stress and Health</i>, 41(2), straipsnis e70033. https://doi.org/10.1002/smi.70033</p>
		<p>Kaim, A., Geva, K., Siman-Tov, M., Scholder, N., Kimhi, S., Bankauskaitė, D., Baran, M., Baran, T., Cosciug, A., Eshel, Y., Dumbadze, S., Gabashvili, M., Jigla, G., Kaniasty, K., Koubova, A., Marciano, H., Matkevičienė, R., Matichescu, M., Teperik, D., & Adini, B. (2024). Mapping societal resilience across eight European nations in the context of multifaceted associations with global indices: An ecological study. <i>International Journal of Disaster Risk Reduction</i>, 108, straipsnis 104562. https://doi.org/10.1016/j.ijdr.2024.104562</p>
		<p>Kaim, A., Kimhi, S., Siman-Tov, M., Bankauskaitė, D., Baran, M., Baran, T., Cosciug, A., Eshel, Y., Dumbadze, S., Gabashvili, M., Jigla, G., Kaniasty, K., Koubova, A., Marciano, H., Matkevičienė, R., Matichescu, M., Naomi, S., Teperik, D., Sukhashvili, J., & Adini, B. (2024). From compassion to controversy: Unraveling the impact of societal resilience on the tapestry of attitudes towards Ukrainian refugees. <i>International Journal of Disaster Risk Reduction</i>, 105, straipsnis 104326. https://doi.org/10.1016/j.ijdr.2024.104326</p>
		<p>Matkevičienė, R. (2024). NGOs as catalysts for societal resilience: Examining their role and impact during risk situations. Iš A. Thrassou, D. Vrontis, L. Efthymiou, Y. Weber, S. M. Riad Shams, & E. Tsoukatos (Red.), <i>Non-profit organisations: Vol. 4. Structures, models and technology</i> (p. 123–148). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-62538-1_6</p>
		<p>Kimhi, S., Kaim, A., Bankauskaitė, D., Baran, M., Baran, T., Eshel, Y., Dumbadze, S., Gabashvili, M., Kaniasty, K., Koubova, A., Marciano, H., Matkevičienė, R., Teperik, D., & Adini, B. (2024). A full-scale Russian invasion of Ukraine in 2022: Resilience and coping within and beyond Ukraine. <i>Applied Psychology: Health and Well-Being</i>, 16(3), 1005–1023. https://doi.org/10.1111/aphw.12466</p>
		<p>Matkevičienė, R., & Jakučionienė, L. (2023). Communication professionals as social change agents in times of crisis: How pandemic situation has changed initiatives in CSR and sustainability. Iš I. G. Arraiano, B. Díaz, M. Del Baldo, R. Schmidpeter, &</p>

		<p>S. O. Idowu (Red.). <i>Corporate social responsibility in a dynamic global environment: Sustainable management in challenging times</i> (p. 365–380). Springer. https://doi.org/10.1007/978-3-031-24647-0_19</p> <p>Dāvidsone, A., Matkevičienė, R., Telyčėnaitė, A., Silkane, Vineta., & Jurāne-Brēmāne, A. (2021). Social simulation transfer to online: Pedagogical reflections on teaching presence. Iš L. Daniela & A. Visvizi (Red.). <i>Remote learning in times of pandemic: Issues, implications and best practice</i> (p. 74–89). Routledge.</p> <p>Dāvidsone, A., Seppel, K., Telyčėnaitė, A., Matkevičienė, R., Uibu, M., Silkāne, V., Jurāne-Brēmāne, A., & Allaje, Ū. (2021). Exploring students' perceptions on acquisition of transversal skills during an online social simulation. Iš L. Daniela (Red.), <i>Human, technologies and quality of education, 2021</i> (p. 727–738). University of Latvia. https://doi.org/10.22364/htqe.2021.57</p>
Erika Janiūnienė	Assoc. Prof. Dr	<p>Janiūnienė, E., Stonkienė, M., & Šupa, M. (2024). Information behaviour of students inspired by lecturers' feedback. <i>Educational Research and Evaluation</i>, 29(5–6), 231–248. https://doi.org/10.1080/13803611.2024.2341287</p> <p>Janiūnienė, E., Stonkienė, M., & Šupa, M. (2024). Asmeninės mokymosi aplinkos kūrimas dėstytojo teikiamo grįžtamojo ryšio inspiruojama informacine elgsena. <i>Information & Media</i>, 100, 70–91. https://doi.org/10.15388/Im.2024.100.5</p> <p>Stonkienė, M., Mažylė, J., & Janiūnienė, E. (2022). Legal and ethical aspects of social media user provision of information to the public regulation: The view of media regulatory and self-regulatory bodies in Lithuania. <i>Media Studies and Applied Ethics</i>, 3(1), 115–126. https://doi.org/10.46630/msae.1.2022.08</p>

Approved by the Doctoral Committee of the field of Communication and Information of the Social Sciences area on 15 December 2025, minutes of the meeting No. (7.17 E)15600-KT-667

Chair of the Committee Prof. Dr Aušra Navickienė