



**DCU** Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University



**TUS**  
Ollscoil Teicneolaíochta na Seanannas  
Lár Tais, An tArdán Lár  
Technological University of the Shannon  
Midlands Midwest



**UCC**  
Coláiste na hOllscoile Corcaigh  
University College Cork, Ireland

## Responsible Use of Research Metrics Open Educational Resource Beta-Test and Post-Test Survey

Analysis by Colleen Thomas

## Project Team

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## Module Beta-Testers

Partner	Testers
TUS	24
DCU	16
UCC	20
UCD	32
<b>Grand Total</b>	<b>92</b>

## Post-Testing Survey Respondents

Partner	Responses
TUS	11
DCU	15
UCC	15
UCD	16
<b>Grand Total</b>	<b>57</b>

# Post-Test Survey

## 6 Likert-Scale Questions

- Q2 What device are you using to view the module?
- Q4 The content was relevant to my discipline (broadly speaking - STEM, Social Sciences, Humanities)?
- Q6 The module addresses discipline-specific needs in research metrics.
- Q8 The module is easy to navigate, and the structure (sections, topics) makes sense.
- Q10 I was able to quickly find the information I was looking for?
- Q12 The reflection prompts and activities (e.g., reflection prompts, exercises) were engaging and helpful in reinforcing the content

## 9 Free Response Questions

- Q3 If there were any issues related to the device you used, please note them here.
- Q5 Please specify any sections or topics that were particularly relevant or irrelevant
- Q7 Do you have additional comments about the discipline-specific content (feel free to reference specific sections)?
- Q9 Mention any areas where navigation or structure could be improved.
- Q11 Mention any areas where information was hard to find.
- Q13 Mention any activities that were particularly effective or needed enhancement.
- Q14 What improvements would you suggest to enhance the overall experience? (Feel free to reference specific sections for improvement).
- Q15 Is there any content or feature missing that you feel should be included? (Specify any content or features that would add value).
- Q16 Any additional comments or feedback?





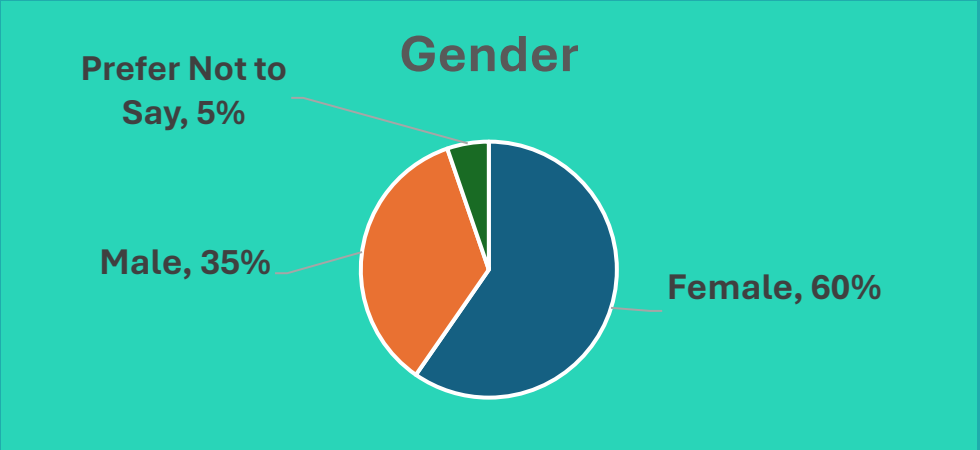
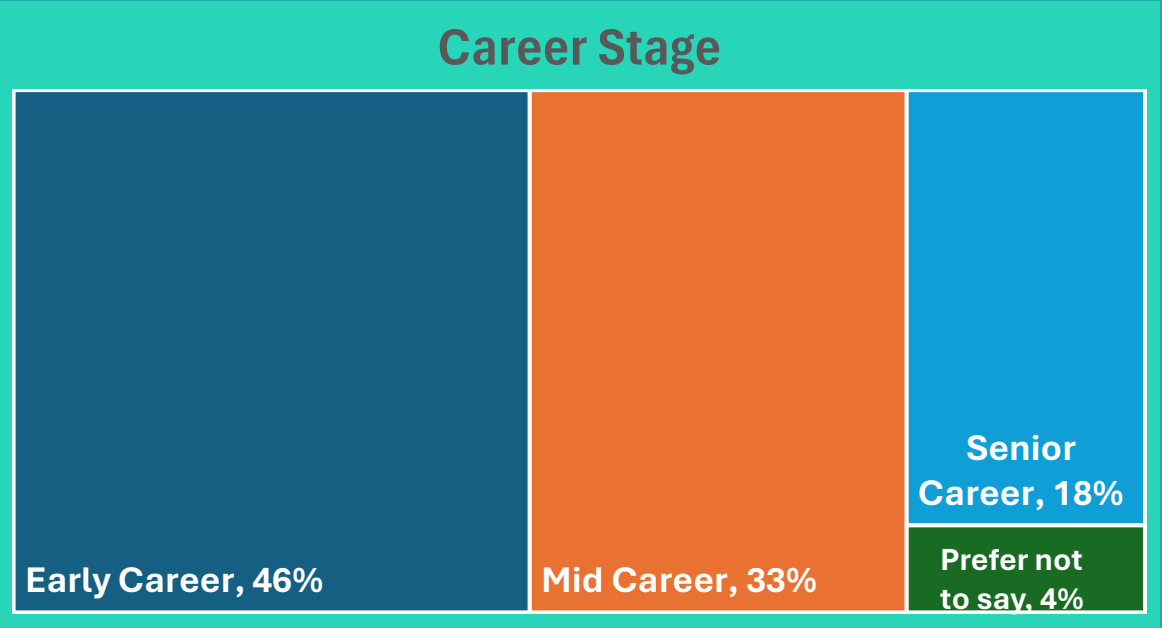
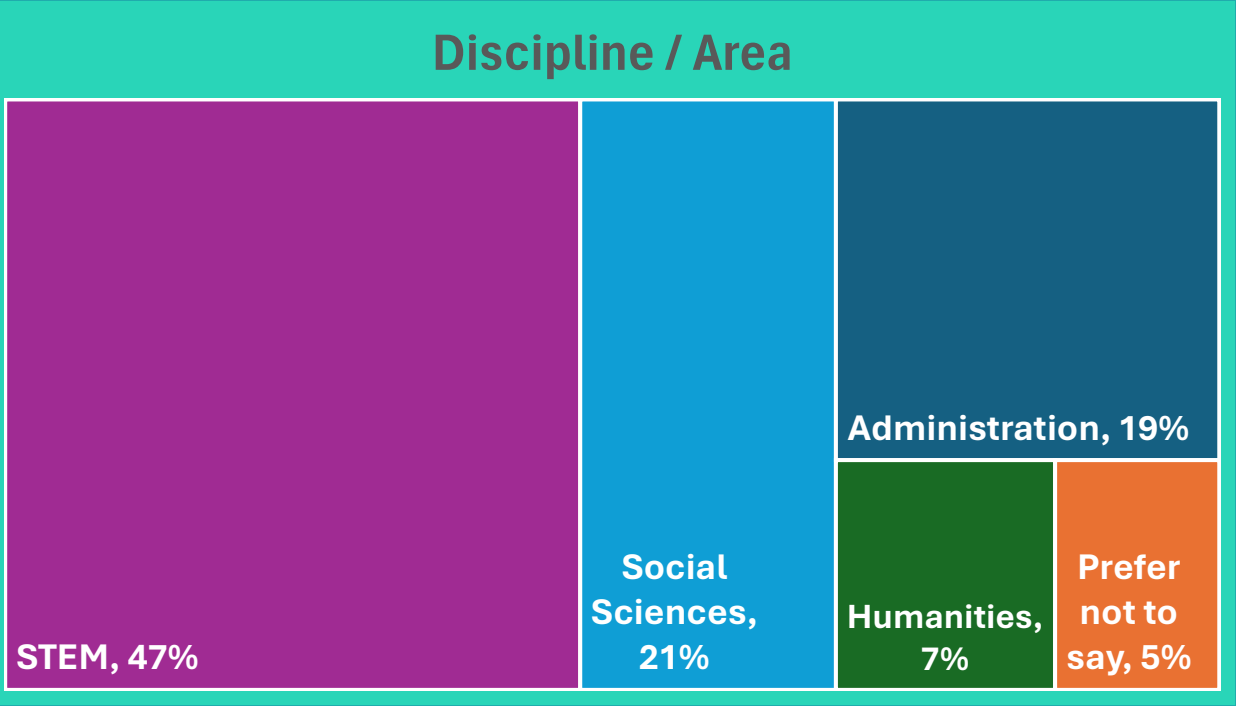
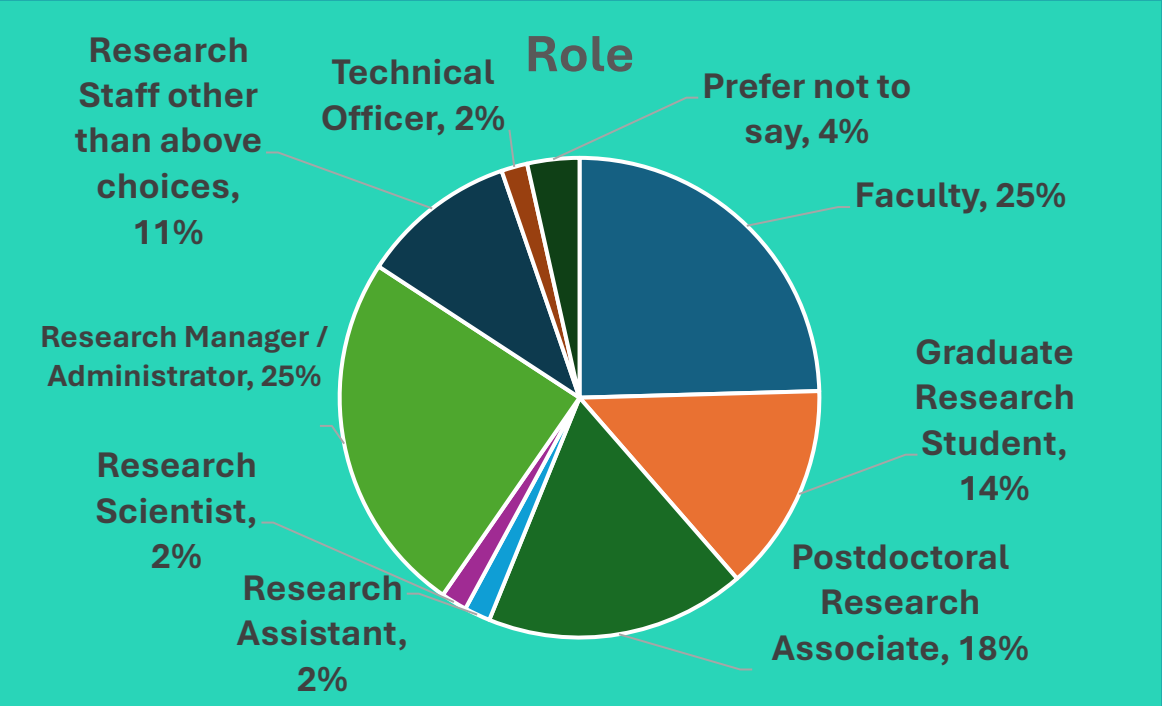
# Summary

Module beta-testers were representative of all roles within research but the greatest numbers of participants were Research Managers / Administrators (25%) and Faculty (25%). The majority of participants identified themselves as female (60%). Researchers who categorised themselves as Early Career (46%) and as working in STEM (47%) accounted for nearly half of the Survey responses. Many (44%) of the beta-testers who responded to the survey reported little or no familiarity with RURM. This was more than twice as many who indicated they were very or extremely familiar (21%).

The majority of the beta-testers ( 88%) found the module was relevant to their disciplines. The small percentage of beta-testers ( 2%) who disagreed that the module content was relevant to their disciplines, reported that they were already extremely familiar with RURM. Most (88%) agreed that the module addresses discipline-specific needs. The small number who disagreed that the module addresses discipline-specific needs identified themselves as faculty, female, and from Humanities and Social Sciences disciplines. Poor use of research metrics can disadvantage groups, including female researchers and humanities researchers.

Most beta-testers agreed that the module is easy to navigate and well structured (83%) , allowing them to quickly find the information they were looking for (79%). Nearly two-thirds agreed (63%) that the reflection prompts and activities in the module are engaging and support learning.





# Survey Respondents

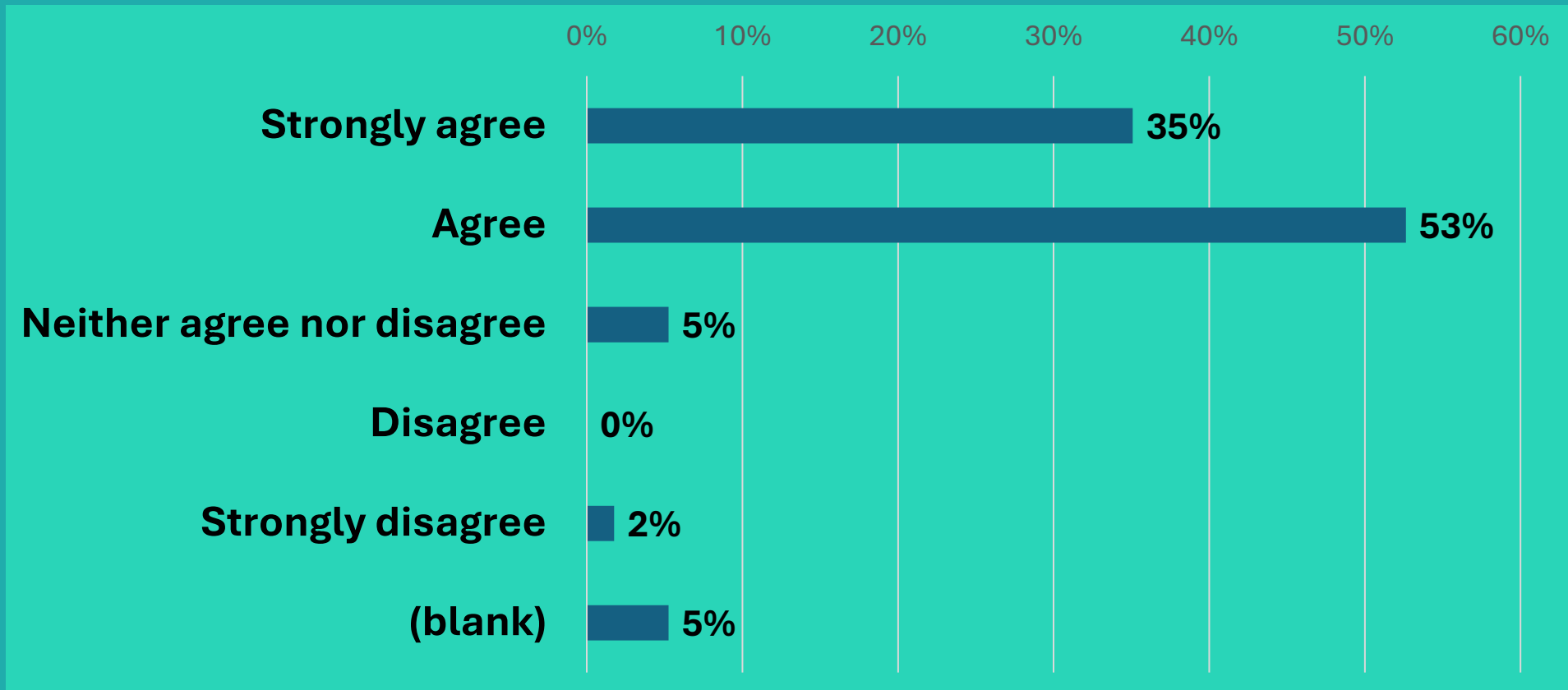
# How familiar are you with RURM



**44% of the beta-testers who responded to the survey reported little or no familiarity with RURM. This was more than twice as many who indicated they were very or extremely familiar (21%).**



## Q4: The content was relevant to my discipline (broadly speaking - STEM, Social Sciences, Humanities)?

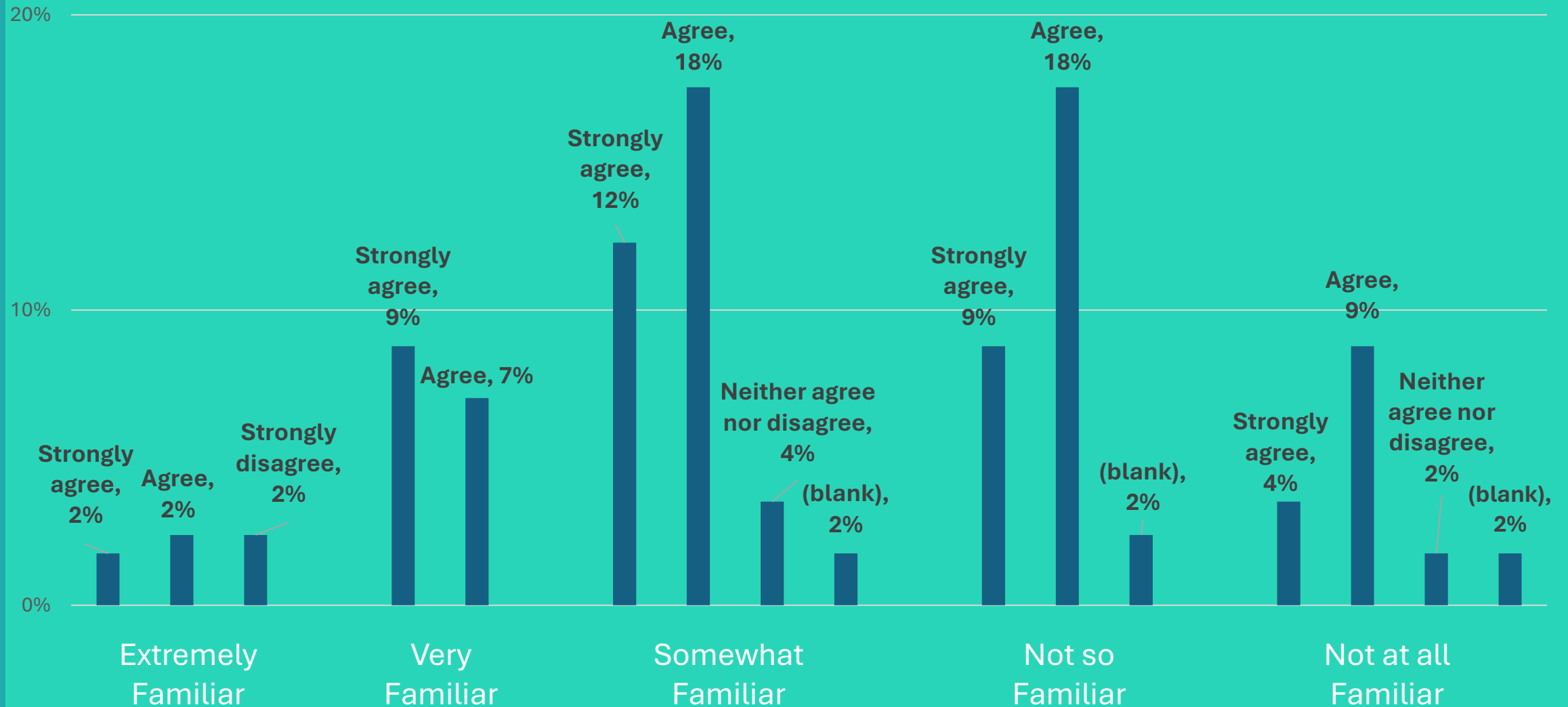


The majority of the beta-testers ( 88%) found the module was relevant to their disciplines.





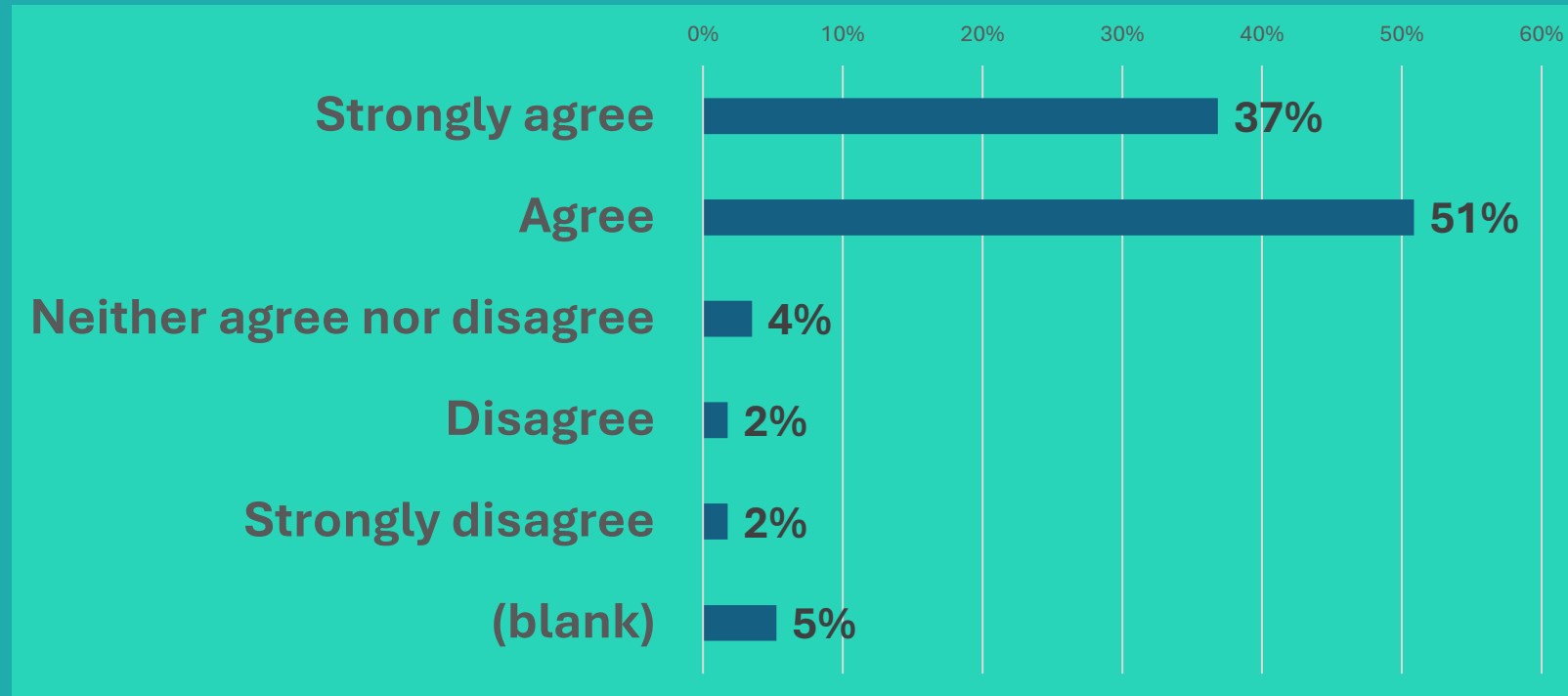
## The content was relevant to my discipline by familiarity with RURM



**The small percentage of beta-testers ( 2%) who disagreed that the module content was relevant to their disciplines, reported that they were already extremely familiar with RURM.**

\*Content was relevant to my discipline responses reported as percentage of all survey responses.

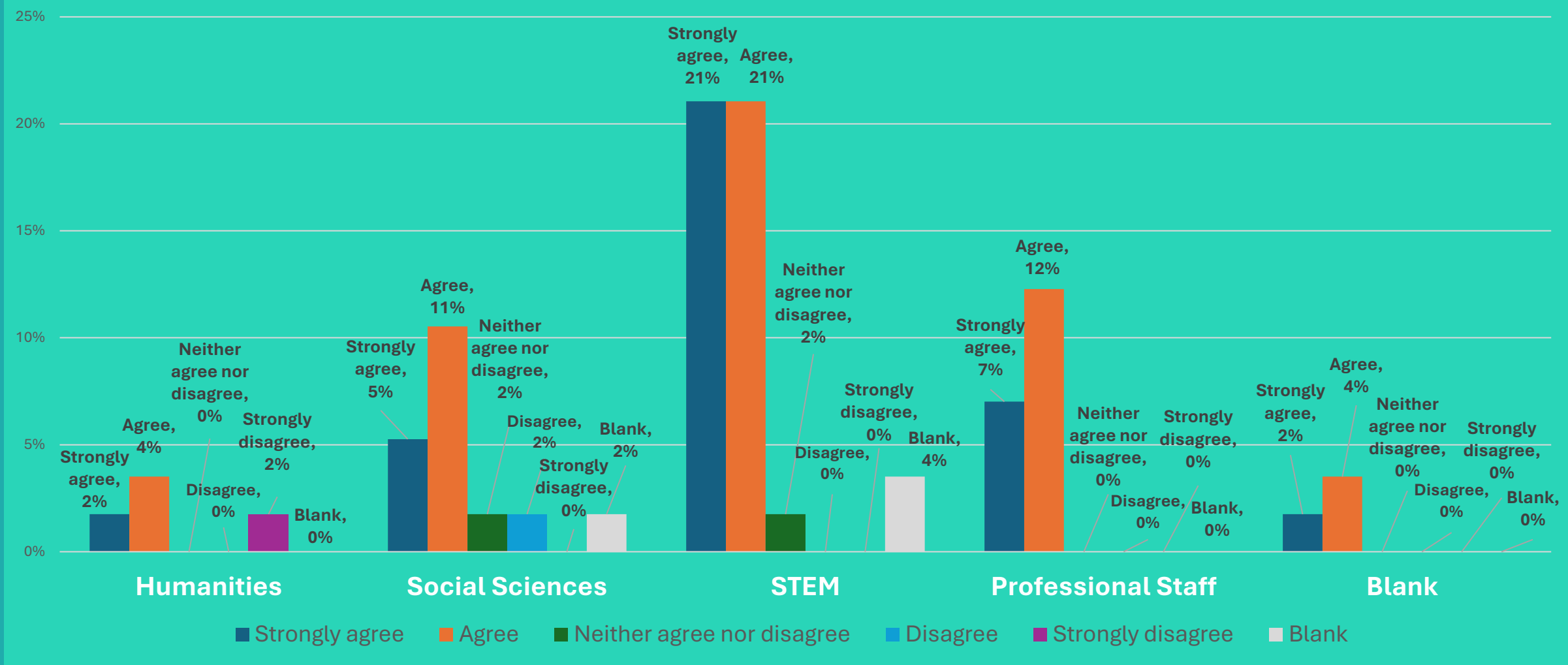
## Q6: The module addresses discipline-specific needs in research metrics.



Most of the beta-testers who responded to the survey (88%) agreed that the module addresses discipline-specific needs.



# Module Addresses Discipline Specific Needs by Discipline / Area



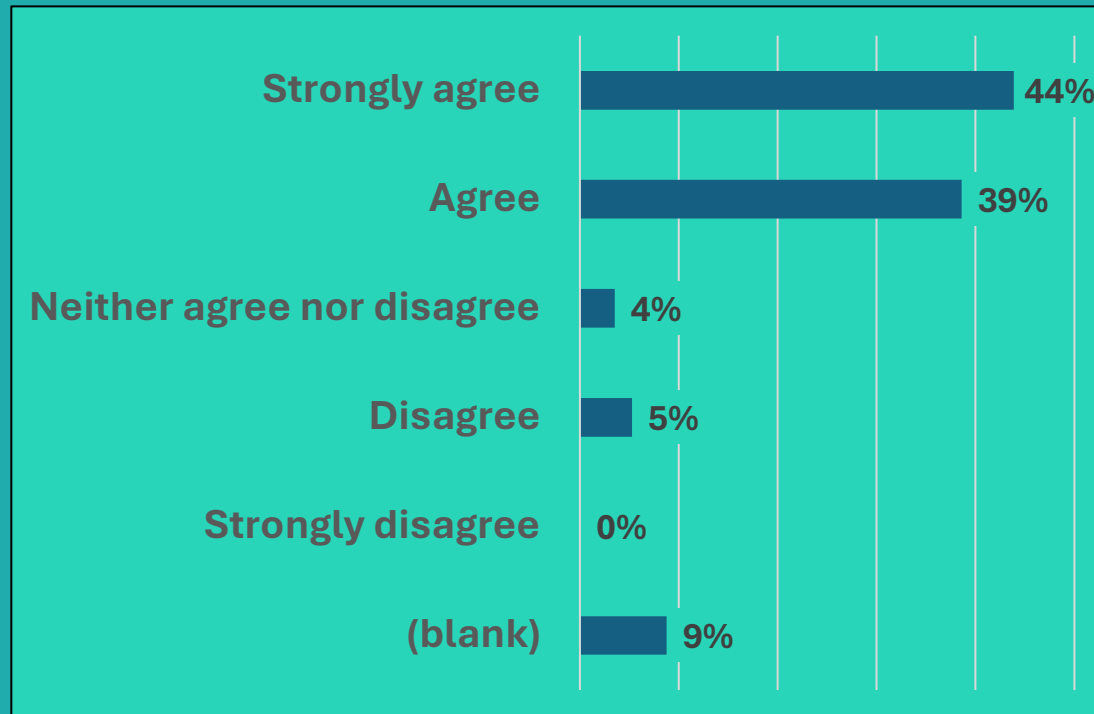
The small number of beta-testers who disagreed that the module addresses discipline-specific needs identified themselves as faculty who are extremely or very familiar with RURM. They were also identified as female and from Humanities and Social Sciences disciplines. Poor use of research metrics can disadvantage groups, including female researchers and humanities researchers.

\*Content was relevant to my discipline responses reported as percentage of all survey responses.

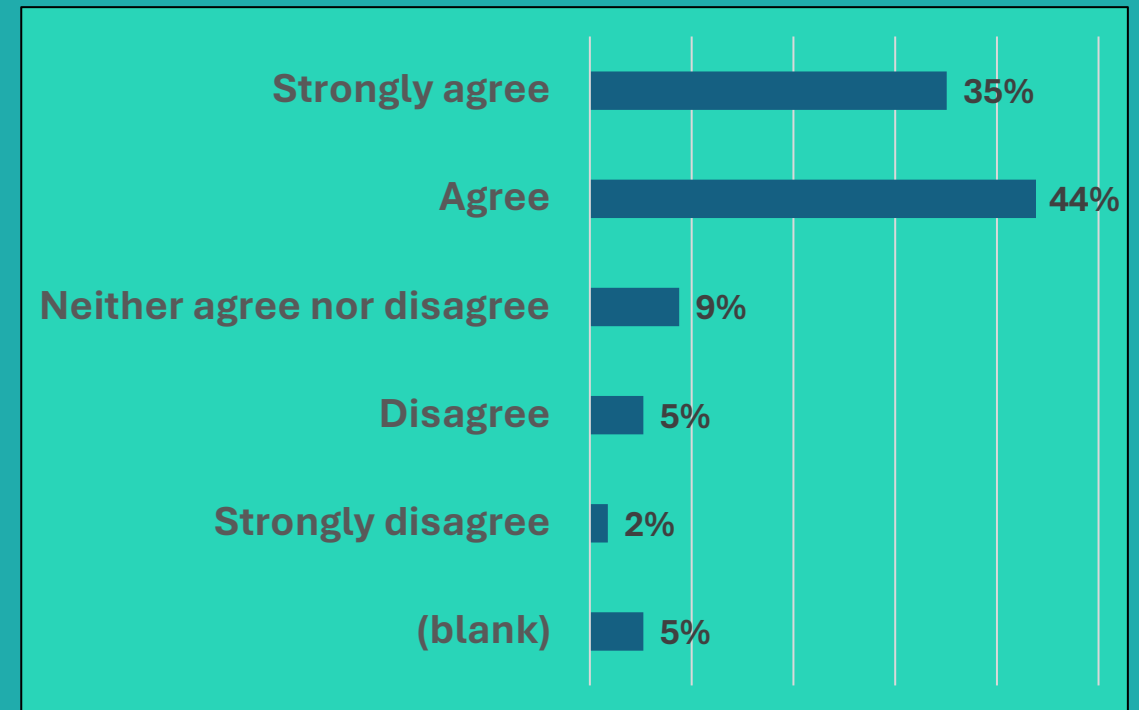
**Q8: The module is easy to navigate and the structure (sections, topics) makes sense.**

**Q10: I was able to quickly find the information I was looking for?**

Q8



Q10

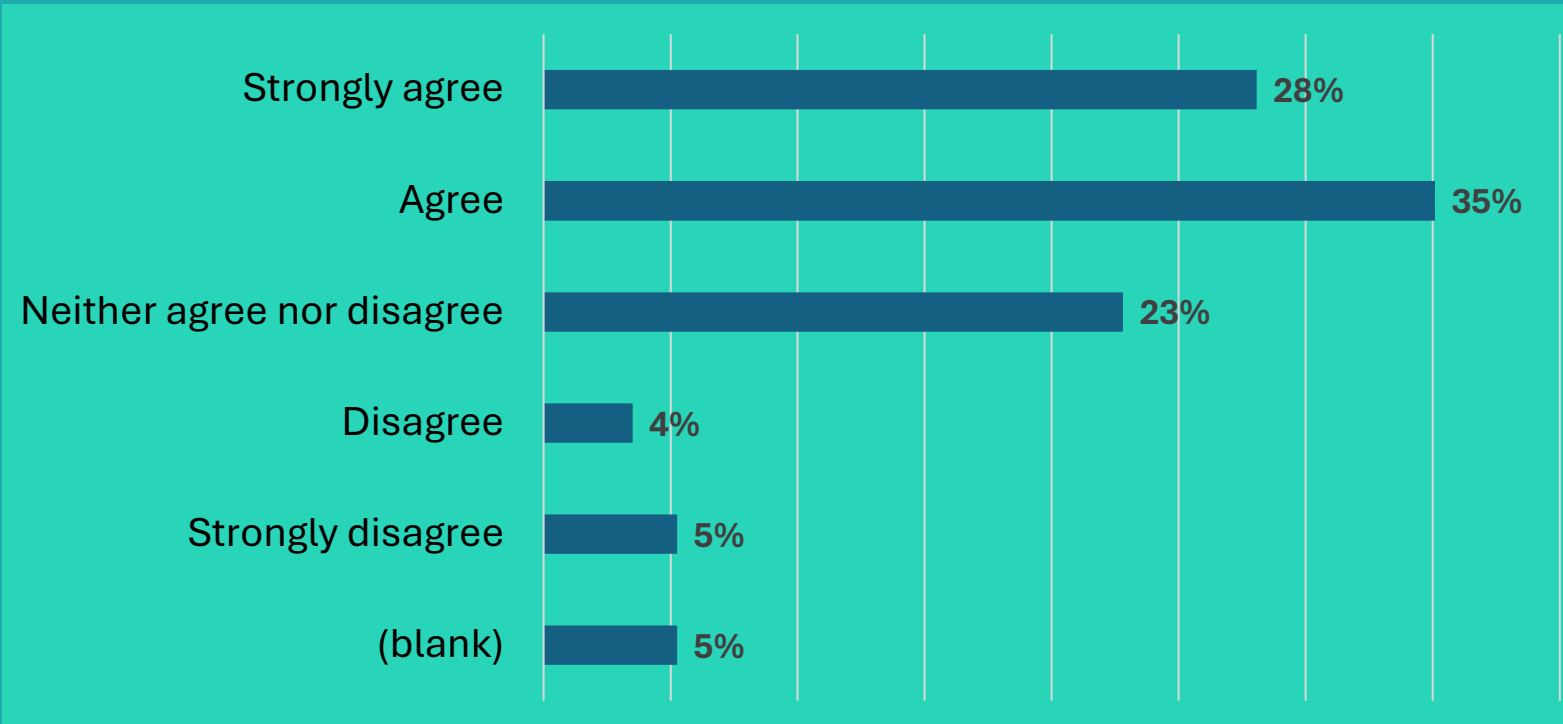


**Most beta-testers agreed that the module is easy to navigate and well structured (83%) , allowing them to quickly find the information they were looking for (79%).**





**Q12: The reflection prompts and activities (e.g., reflection prompts, exercises) were engaging and helpful in reinforcing the content.**



**Nearly two-thirds of beta-testers agreed (63%) that the reflection prompts and activities in the module are engaging and support learning.**

