



Using Behavioural Science to Support Open Research Behaviour Change

Open Research Conference 2025

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What's stopping us?



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PSYCHOLOGY & HEALTH
2019, VOL. 34, NO. 12, 1397–1406
<https://doi.org/10.1080/08870446.2019.1679373>

 **Routledge**
Taylor & Francis Group



EDITORIAL

Science as behaviour: Using a behaviour change approach to increase uptake of open science

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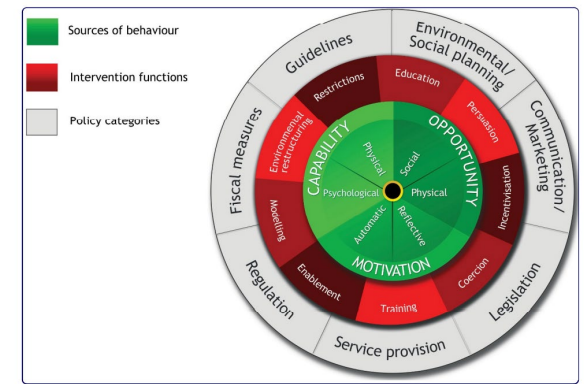
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SCAN ME



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Using the Behaviour Change Wheel



Stage 1: Understand the behaviour

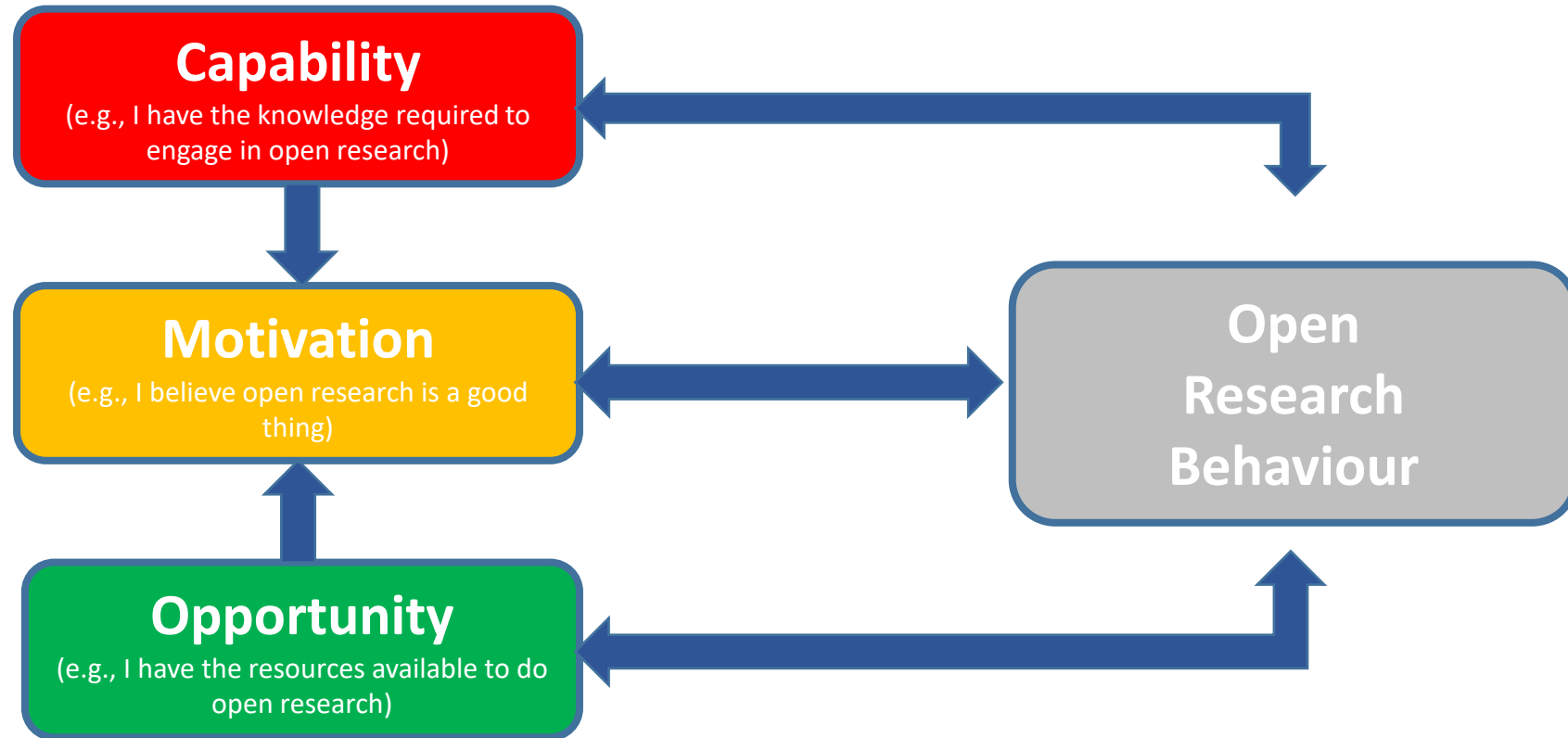
Stage 2: Identify intervention options

Stage 3: Identify intervention content and implementation options

Michie et al. (2014)



Stage 1: Understanding open research behaviour using the COM-B model

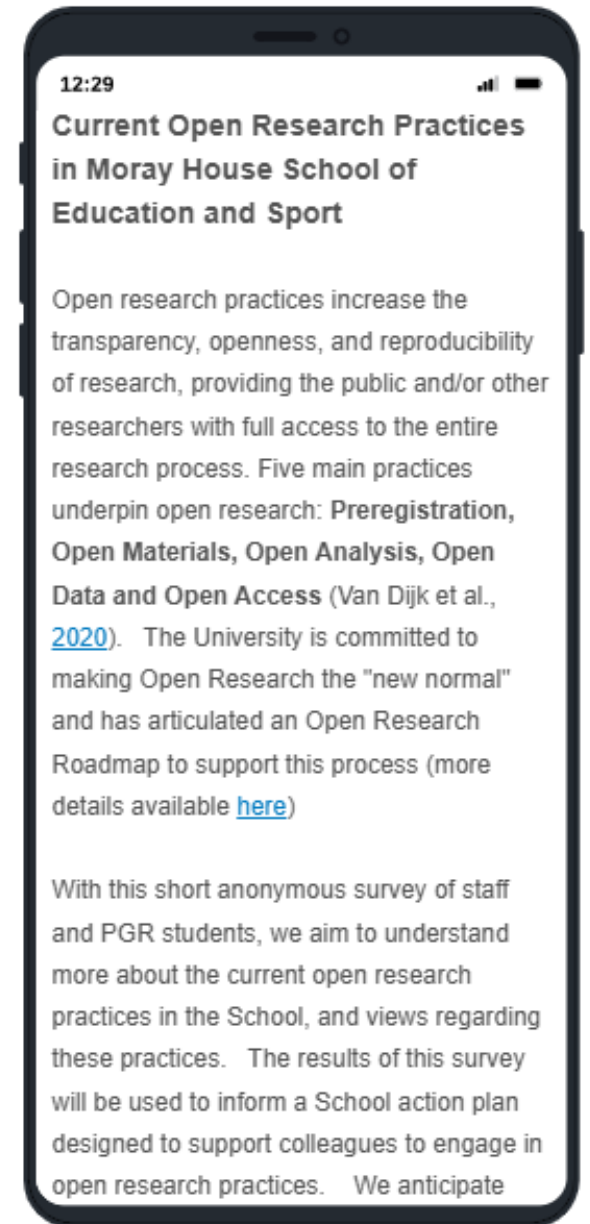


Stage 1: Understand the behaviour

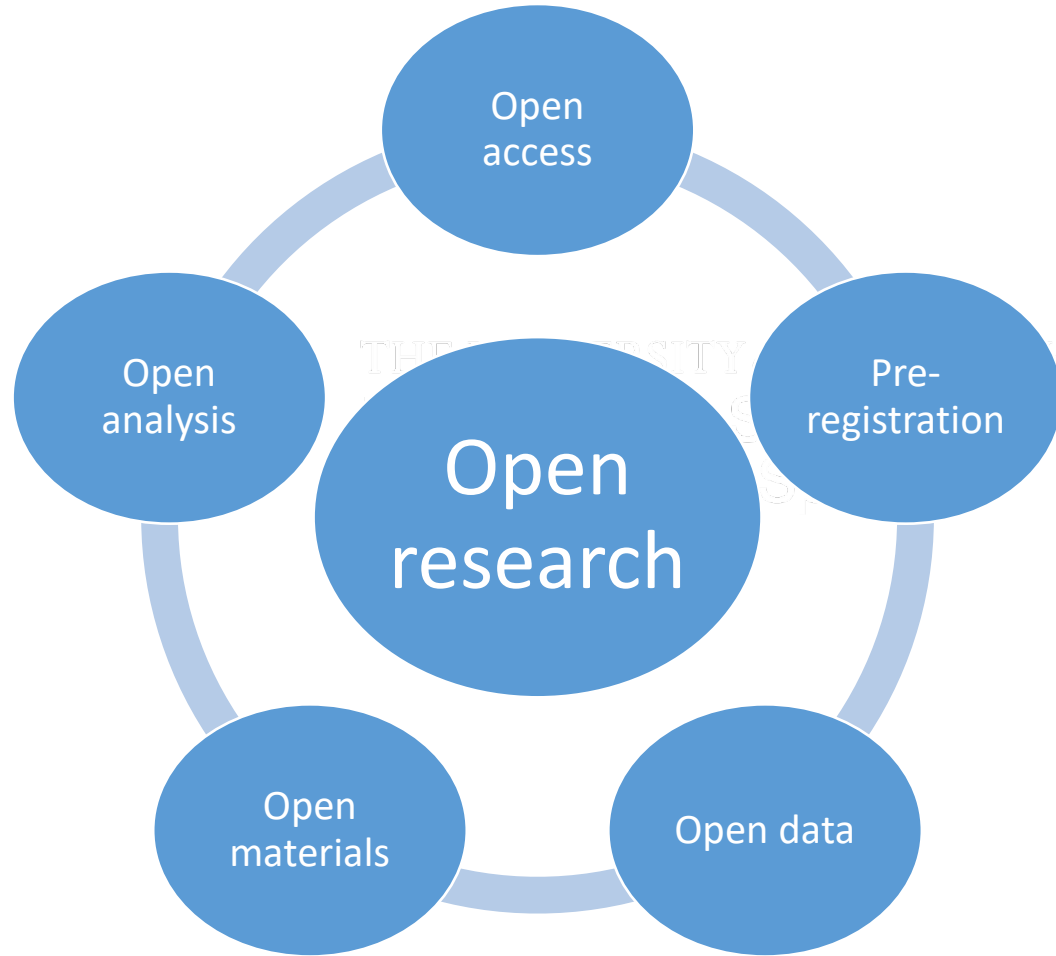


Our approach in MHSES

- In October 2022, staff and PGRs were invited to complete an online survey with the aim of understanding:
 - **Current open research behaviour (practices)**
 - **Influences on open research behaviour (practices)**



What open research practices are common?



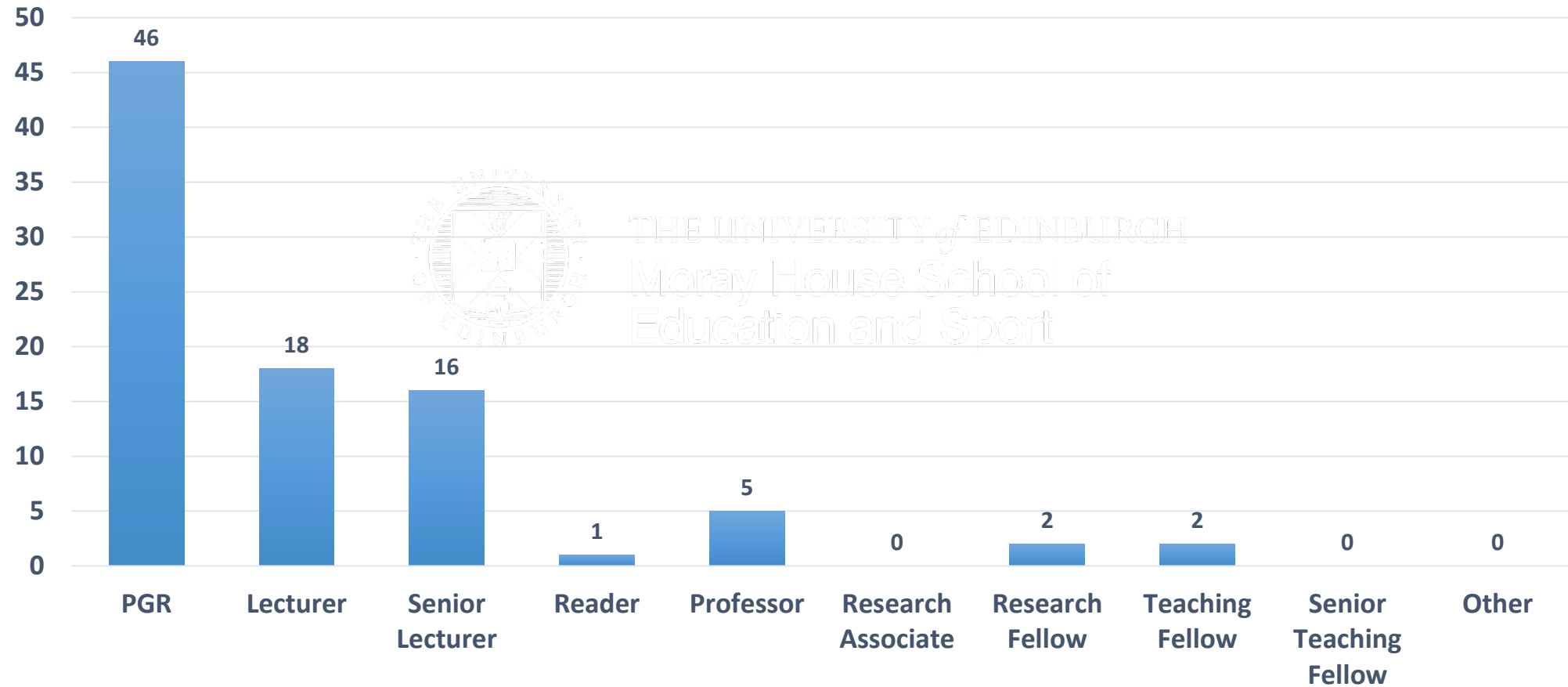
What influences open research behaviour?

We would like to understand what factors influence our open research practices. Please rate the following in relation to **being able to engage in open research**:

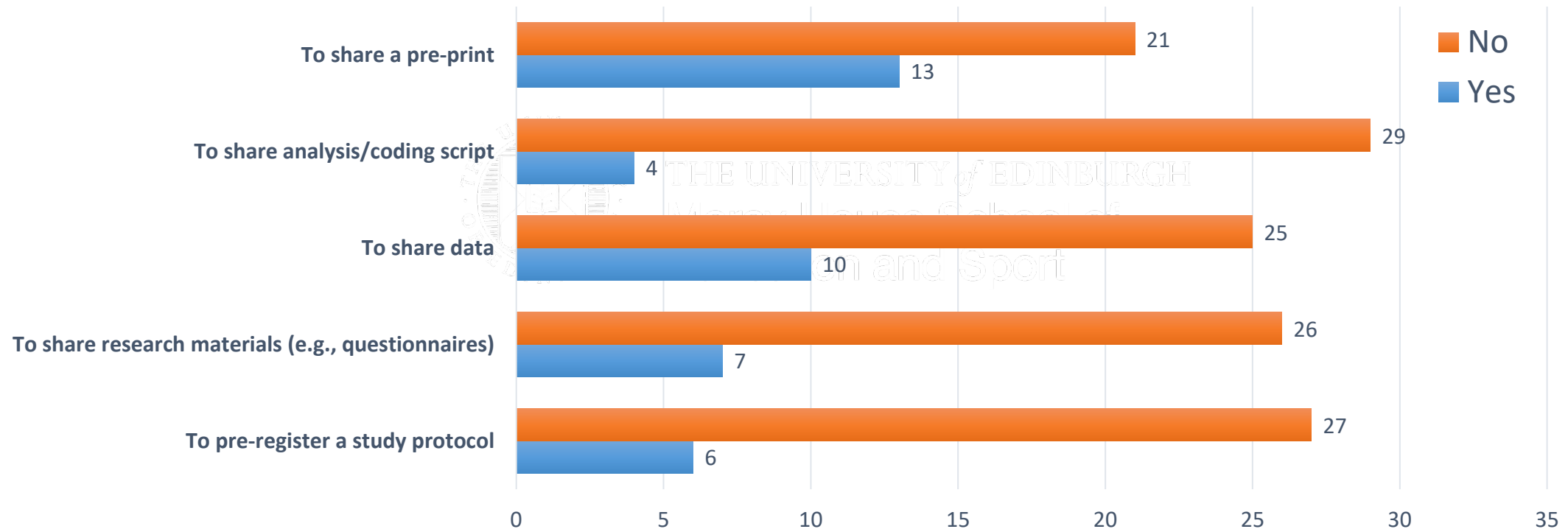
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Capability	I feel confident to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have the knowledge and experience to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	I am motivated to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It is routine practice in my discipline/ among my collaborators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have no concerns about sharing protocol/materials /data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity	I have sufficient support to (e.g., access to resources/ experienced others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have the time to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5



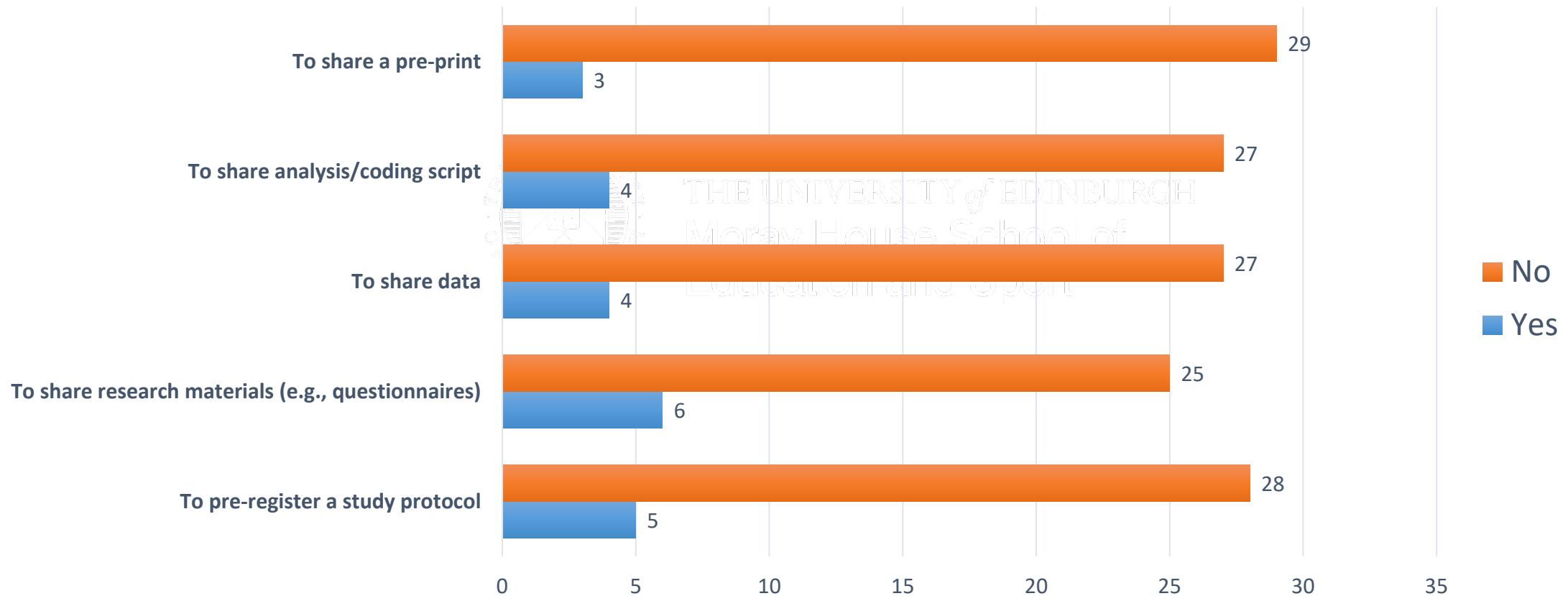
What we found: Participants (n=90)



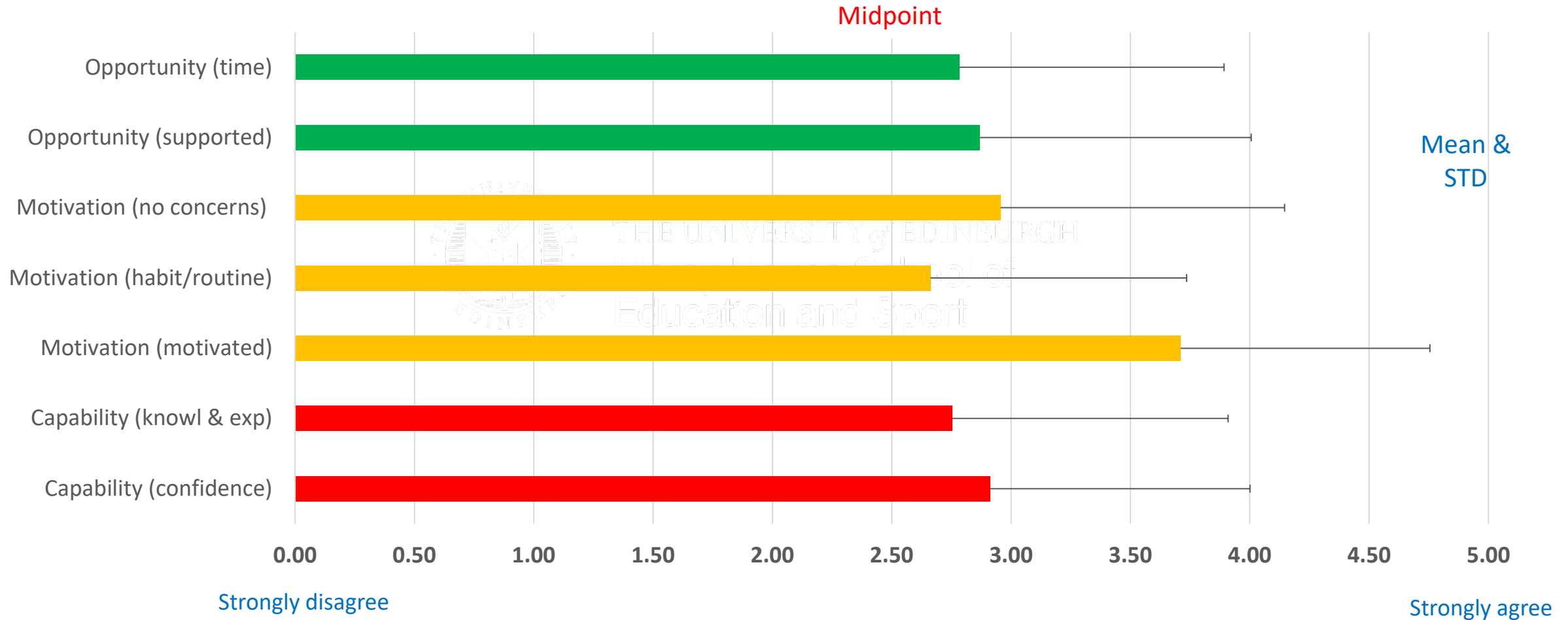
What we found: Extent to which staff have used open research repositories...



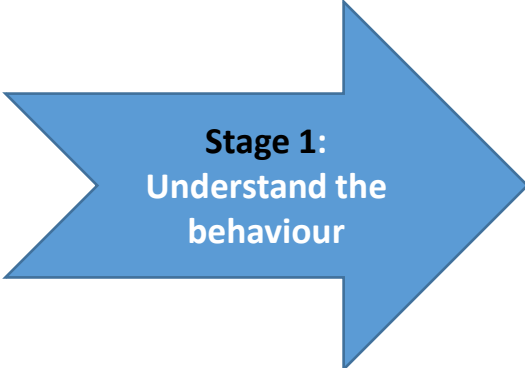
What we found: Extent to which PGRs have used open research repositories...



What we found: Extent to which participants perceive they have....to engage in open research



What does this mean?

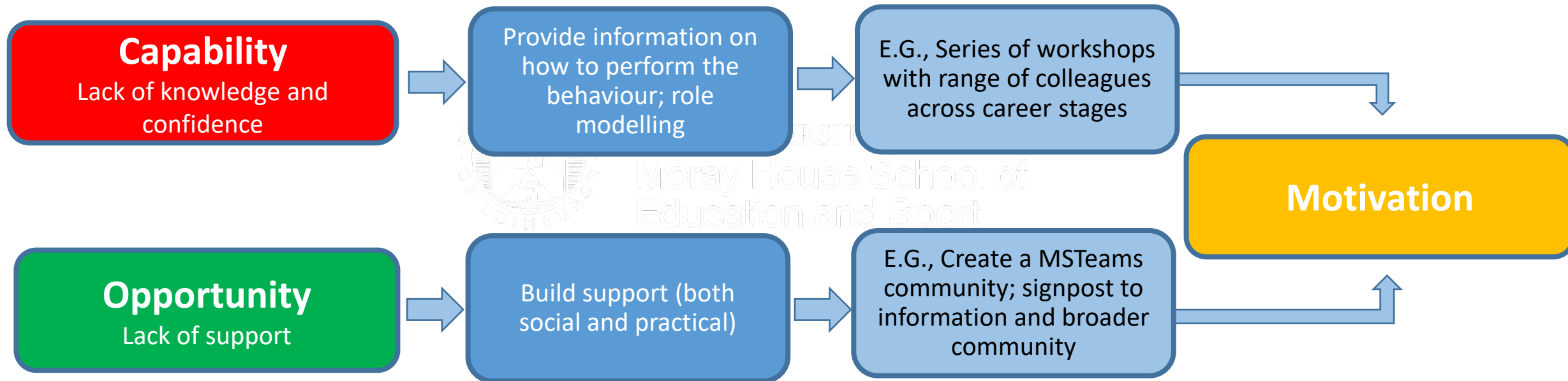


Stage 1:
Understand the
behaviour

- There is some (but not a lot) of open research practice
- Encouraging that some indication of motivation (but could be higher)
- Targeting perceived **Capability, Opportunity** and **Motivation** is needed



Our focus

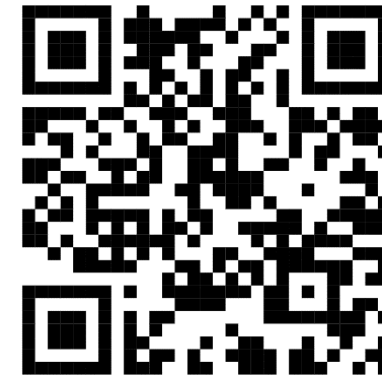


Series of workshops – recorded and saved on Sharepoint



Building an OR community in MHSES

- Share experiences and resources via MS Team
- Signpost to excellent UoE resources



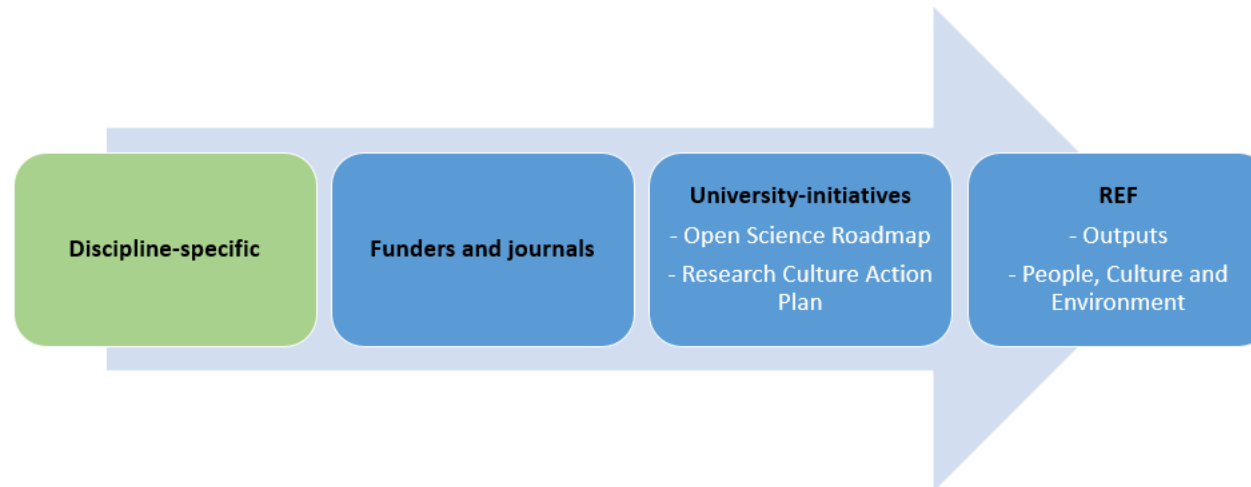
[Open research at MHSES | General | Microsoft Teams](#)



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Next steps....

- Is evaluation of the approach feasible?
- More of the same – continue to build perceptions of **capability**, **opportunity** and **motivation** (recycle/ reinforce)
- Continue to use **external drivers** to leverage and lobby for prioritising open research and enhance motivation



Thank you for listening!

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To access slides
from OSF

Acknowledgement: With thanks to MHSES colleagues Professor Sarah McGeown and Dr Michael Gallagher for input to this work



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