

# Education Ouverte et Libre – Open Education ISSN 2673-9127 https://oap.unige.ch/journals/eol-oe/ Volume 1, Issue 1, 2022

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Reviewer 1	2
Reviewer 2	5

#### Reviewer 1

## Maryvonne Charmillot

Once this review has been read, press "Confirm" to indicate that the review process may proceed. If the reviewer has submitted their review elsewhere, you may upload the file below and then press "Confirm" to proceed.

Completed: 2022-05-05 11:34 AM

Recommendation: Accept Submission

# 1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

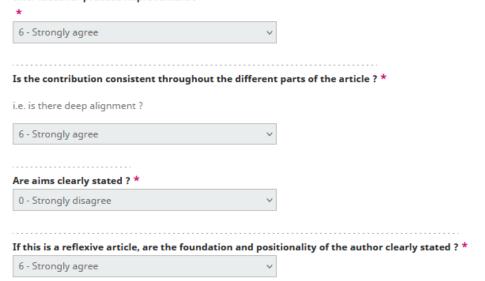
Mon domaine académique est l'épistémologie et la méthodologie de l'éducation et de la formation. Je suis donc très à l'aise avec ce type de texte réflexif, analytique et critique, et je défends les mêmes valeurs que l'auteur ou l'autrice, à partir de mes propres travaux ou d'auteurs et autrices francophones (par exemple Jean-Pierre Olivier Olivier de Sardan, La violence faite aux données; Florence Piron, L'amoralité du positivisme institutionnel; Baptiste Godrie, Lucidités subversives etc.). Ce que je connais moins par contre, c'est les référence au postdigital age.

Your expertise in relation to the topic of the article.

4 - Fairly confident

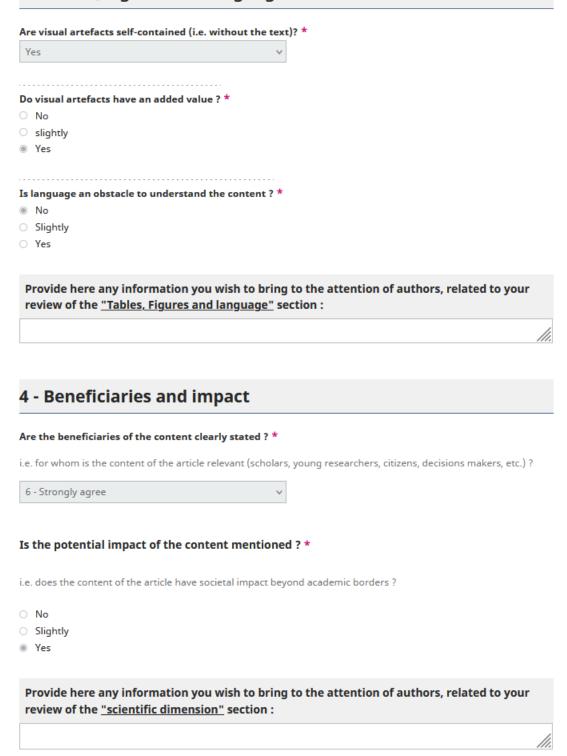
### 2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement?



If this is a practice-based article, is the praxis (theory and practice) foundation clearly stated and justified   7 - Not applicable	If this is an empirical article, is the	theoretical foundation clearly stated and justified ? $^\star$	,
7 - Not applicable  8 - Not applicable  9 - Not applicable  16 - Strongly agree  9 - Vifinstruments are used (e.g. survey, interview form, etc.), are they available in the appendices?  9 - Yes for all of them  10 - No for none of them  11 - Some are available  12 - Ves  13 - No  14 - Not applicable  15 - Ves  16 - Strongly agree  16 - Strongly agree  17 - Not applicable  18 - Ves  19 - No  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Not applicable  17 - Not applicable  18 - Ves  19 - Ves  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Not applicable  17 - Not applicable  18 - Ves  19 - Ves  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Not applicable  17 - Not applicable  18 - Ves  19 - Ves  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Not applicable  18 - Ves  19 - Ves  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Not applicable  17 - Not applicable  18 - Ves  19 - Ves  10 - Ves  10 - Ves  10 - Ves  10 - Ves  11 - Ves  11 - Ves  12 - Ves  13 - Ves  14 - Ves  15 - Ves  16 - Ves  17 - Ves  18 - Ves  19 - Ves  19 - Ves  10 -	7 - Not applicable	~	
If this is a research article, is the main research question clearly stated? *  7 - Not applicable  If this is a research article, is the research methodology and design appropriately chosen and rigorously implemented?  *  7 - Not applicable  V  If this is a research article, are findings clearly described and backed with robust analysis and interpretati?  *  7 - Not applicable  V  Are conclusions and interpretations presented clearly and justified? *  6 - Strongly agree  V  If instruments are used (e.g. survey, interview form, etc.), are they available in the appendices? *  Yes for all of them  No for none of them  Some are available  If this is a research article, and if there is a dataset, is it openly accessible (i.e. available from Zenodo)? *  Yes  No  Provide here any information you wish to bring to the attention of authors, related to your review of the "scientific dimension" section:	If this is a practice-based article, is	the praxis (theory and practice) foundation clearly sta	ated and justified
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review of the <u>"scientific dimension"</u> section :			
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# 3 - Tables, Figures and language



## 5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

4

Je trouve cet article original, complet, sans complaisance. Il interpelle les chercheurs et les chercheuses sur leurs pratiques d'interprétation en rappelant que la recherche est majoritairement considérée comme apolitique alors qu'elle ne l'est fondamentalement pas (cf. Geoffroy de Lagasnerie, Penser dans un monde mauvais).

Dans le tableau, ou dans le texte, il pourrait être fait référence à des perspectives épistémologiques pour aider à quitter le mode technique ou méthodologique et pour ancrer les propositions qui sont faites dans des épistémologies critiques (épistémologie de la résistance, épistémologie féministe, épistémologie libératrices, émancipatrices, épistémologie du lien etc.)

Le titre est excellent!

#### **Reviewer Files**

#### **Daniel Schneider**

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Completed: 2022-06-03 03:01 PM

Recommendation: Revisions Required

## 1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

Doing research has never been a big priority in my career as social scientist and educational technologist. I much more enjoyed exploring new ideas and technologies and (sometimes) applying these. However, I was always interested in theory and method, i.e. "good" ways of understanding and creating, and thus I am a fairly critical consumer of research. I also taught introductory methodology classes in political science and educational technology. Finally, I am also opposed to the principle that every qualitative research should code phrases and then produce simple counts with an occasional citation, e.g., as opposed to make meaning out of texts. That is the reason why I said yes to reviewing this article.

Also, sorry for taking my time. I am retired and trying to stick to a "normal" life.....

Your expertise in relation to the topic of the article.

3 - Confident

## 2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement?



Are aims clearly stated ? *		
5 - Moderately agree	~	
If this is a reflexive article, are the fo	undation and positionality of	the author clearly stated ? *
6 - Strongly agree	~	
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If this is a practice-based article, is th	ne praxis (theory and practice	) foundation clearly stated and justifie
7 - Not applicable	~	
If this is a research article, is the mai	n research question clearly s	ated? *
7 - Not applicable	~	
	arch methodology and desig	n appropriately chosen and rigorously
implemented ?		
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O Yes		•
<ul><li>No</li></ul>		

# Provide here any information you wish to bring to the attention of authors, related to your review of the <u>"scientific dimension"</u> section:

I would qualify this contribution as an interesting position paper that should trigger some debate.

I do think that it could be improved by adding some more grounding here and there. I do understand that this is methods paper, however it could benefit from linking the issues to debates in the philosophy of knowledge or theory of science. For example, your "liquid" could be associated with Feyerabend's relativism ("anything goes"), your overall stance is close some to form of phenomenological thought (i.e. focused on making "meaning"). I also miss an exchange with critical theory or mention of the positivism disputes/debates (coding in some quali research is a form of positivism).

I don't really understand why postdigital is particularly slippery. Indeed some social practice does change but it did so before the digital. There is what can be called connectivism, but I wonder in what respect it makes research more difficult. Information is hidden in reified discourse and ideas/rumors can spread really fast on a global scale. In what respect is that more slippery than for example ethnographic research in a prison or a theater ? I do agree that things are different, but don't know what exactly. Is all that reified discourse that enables digital data mining a challenge and if so what challenge ? So: expand the section on short data a bit ?

You mention "mixed research" but only a bit. IMHO it is the way that most research in educational innovation should go. Therefore, interaction with "objective" data (e.g. log files that show what users do) is not a topic but it could be, in particular if you are concerned by the "digital age". Also, "confirmation bias", "people not knowing what they do and why", etc. are topics that you maybe should address since "in-depth" data interpretation may not be enough to understand and maybe explain. You do mention the importance of a conceptual framework, but it's a bit "disconnected". What is the relation with "métissage"?

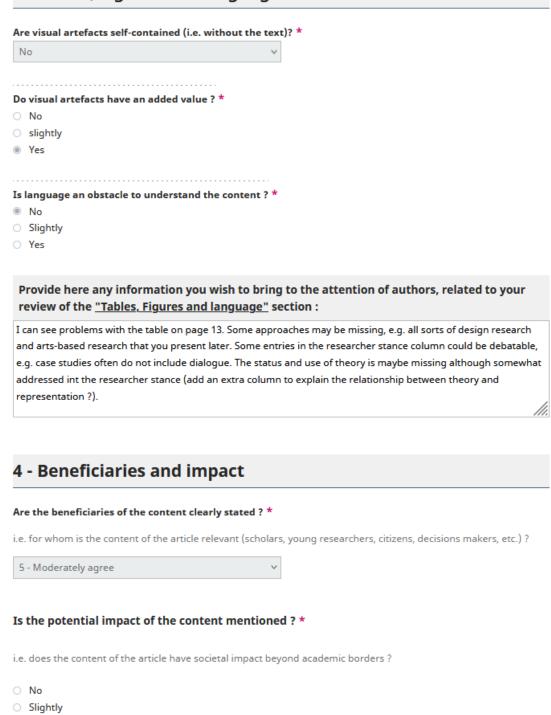
Finally, there are some passages that may need a little elaboration, e.g. "digital natives and immigrants" debate is indeed passé (for me the distinction is wrong, but for most people it is not), "portrayal" could be defined.

Reference for Schneider 87 is missing.

Final though: I often have the impression that qualitative research is poor because there is pressure to publish as much as the quanti people do. I.e. instead of confronting interviewees with interpretations that cost double or trying to make "meaning" folks just do one shot descriptive research (akin to quantitative single case studies).

# 3 - Tables, Figures and language

Yes



Provide here any information you wish to bring to the attention of authors, related to your review of the <u>"scientific dimension"</u> section :

You could a 2-3 sentences, argue that "deeper" and politically grounded research is more useful than superficial quali-quanti research.

## 5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

\*

Overall, the contribution is interesting for an important large scale debate that is pending, but it may need (1) some stronger philosophical grounding (2) maybe some considerations of design research and critical research (which are forms of action research), (3) some didactic improvements (make some concepts more explicit for novice readers).

**Reviewer Files**