

# Using blogs to make peer-reviewed research more accessible

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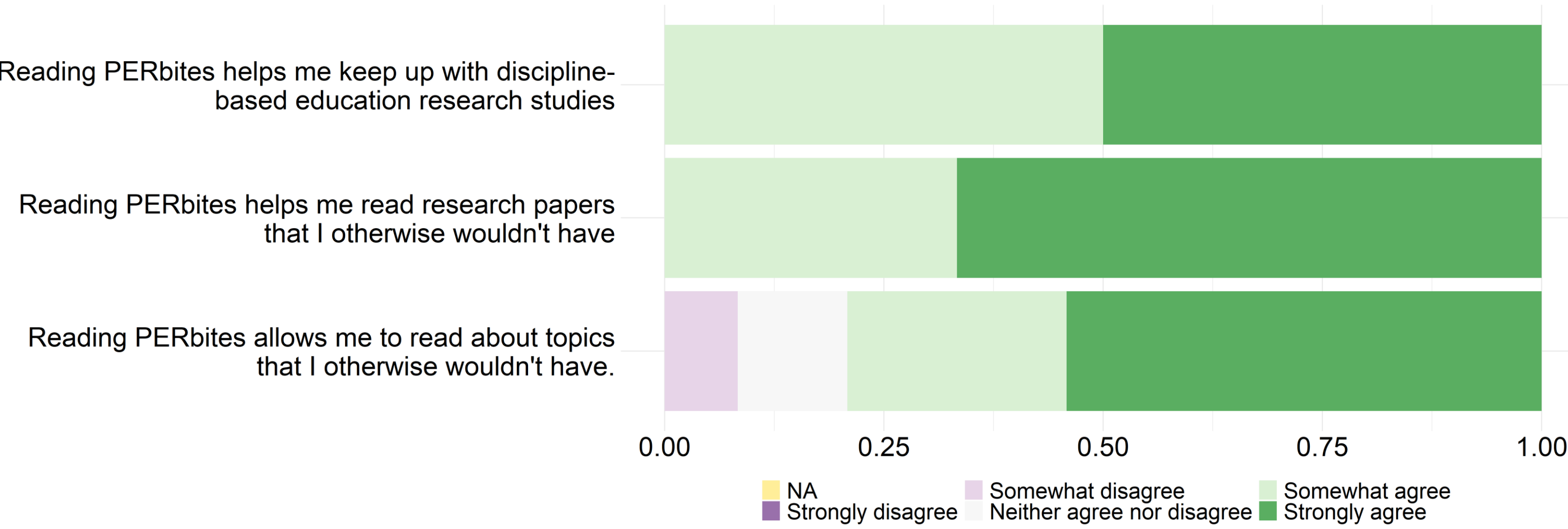
How are discipline-based education research results supposed to make it into the classroom if there is a high barrier of entry\* to reading the research?

\*Accessing the literature can require navigating paywalls and understanding long, complex papers with jargon-filled language and methodology<sup>1,2</sup>.

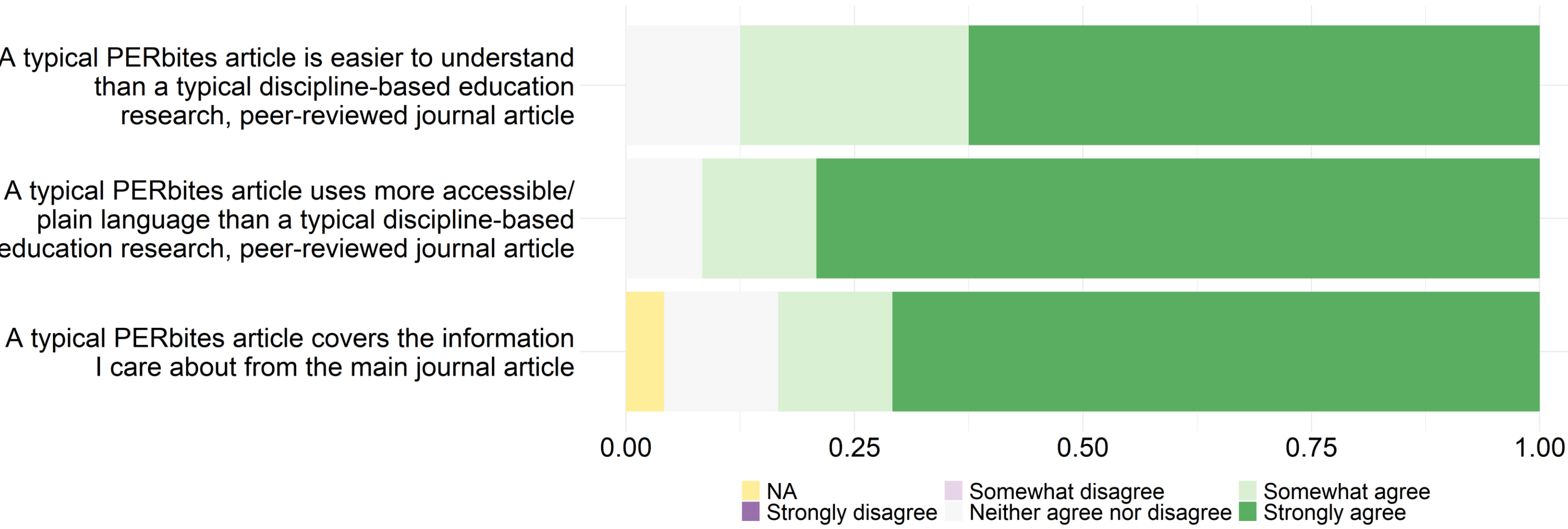
It’s difficult. We created the blog, PERbites<sup>3</sup>, to help with that.

- PERbites:
- Group of discipline-based education researchers who write summaries of recent papers
  - We write summaries in plain language. They are designed to be read in 5 minutes or less
  - We have covered nearly 100 articles to date
  - Part of the larger ScienceBites Network working across disciplines<sup>4</sup>

Have we been successful in our aim? We conducted a survey to find out!

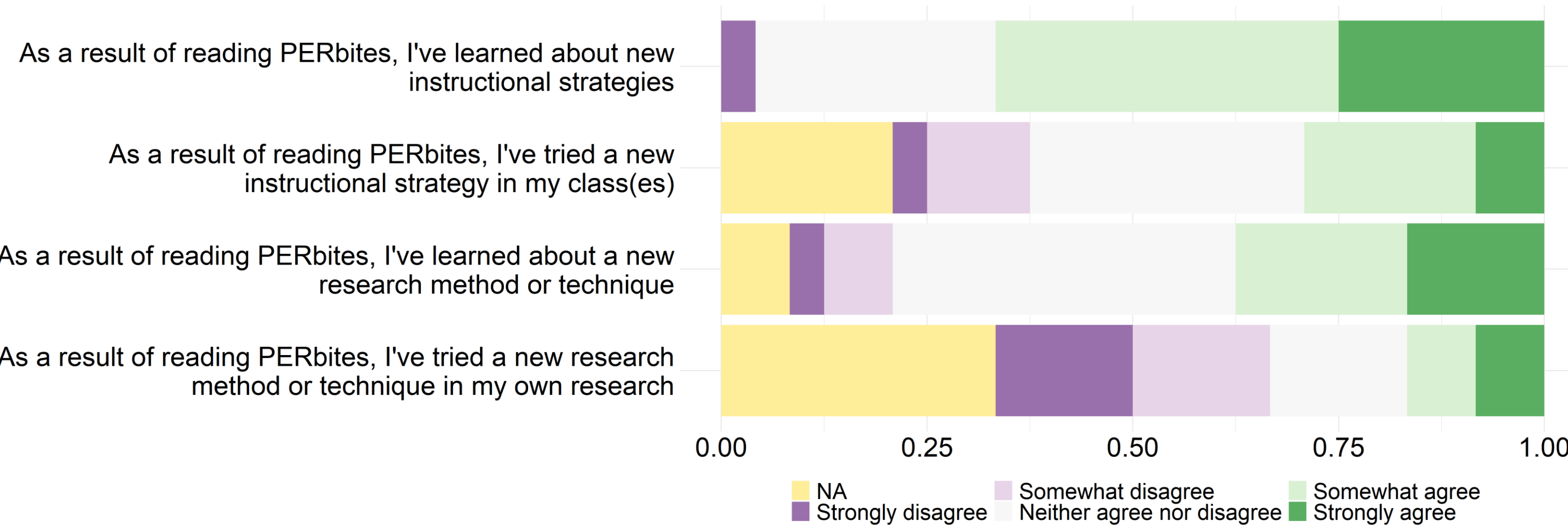


*Our readers agreed that PERbites helps them keep up with discipline-based education research and read about peer-reviewed papers they otherwise wouldn't have.*



*Our readers agreed that PERbites articles are easier to understand than a typical article and use more accessible language.*

*At the same time, they believe all the important information is still there.*



*While readers learn about new instructional techniques on PERbites, simply learning about them isn't enough to affect practice for most readers.*

*That's where supporting educators and rewarding effective teaching comes in<sup>5,6</sup>.*

Our survey suggests that blogs can be a successful way to make peer-review research more accessible.

But we only have the resources to cover so many papers.

How can the discipline-based education research community ensure that its work is accessible to all?

- Survey Methodology:
- 23-item Qualtrics survey posed on our website and distributed through social media in early 2022
  - Received 24 usable responses (9 submitted responses answered no questions)
  - Given small number of usable responses, we did not run any statistical tests

We would like to thank the American Astronomical Society for their support and hosting of PERbites and the ScienceBites collaboration for their support in launching PERbites.

<sup>1</sup>P. v. Schaik, M. Volman, W. Admiraal, and W. Schenke, Barriers and conditions for teachers' utilisation of academic knowledge, International Journal of Educational Research 90, 50 (2018).  
<sup>2</sup>A. Shkedi, Teachers' attitudes towards research: A challenge for qualitative researchers, International Journal of Qualitative Studies in Education 11, 559 (1998).  
<sup>3</sup><https://perbites.org>  
<sup>4</sup><https://sciencebites.org>  
<sup>5</sup>C. Henderson and M. H. Dancy, Barriers to the use of research-based instructional strategies: The influence of both individual and situational characteristics, Physical Review Special Topics- Physics Education Research 3, 020102 (2007).  
<sup>6</sup>Dennin, M., Schultz, Z. D., Feig, A., Finkelstein, N., Greenhoot, A. F., Hildreth, M., ... & Miller, E. R. (2017). Aligning practice to policies: Changing the culture to recognize and reward teaching at research universities. CBE—Life Sciences Education, 16(4), es5.