Integrating Community Based Partnership into Learning and Teaching for Responsible Research and Innovation

7th living knowledge conference 2016

22nd - 24th June 2016

www.livingknowledge.org/lk7
On behalf of Dublin Institute of Technology (DIT), the Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project, and the Living Knowledge Network, we are delighted to welcome you to the 7th Living Knowledge Conference, on integrating community based partnership into learning and teaching for responsible research and innovation.

All over Europe and the world, you - and we - have been preparing for the conference – brainstorming ideas, submitting and reviewing proposals, working on presentations and interactive sessions, planning the event, making travel plans, and finalising the programme. This worldwide activity and energy should make this conference really exciting and interesting. We hope you will really enjoy the conference, and leave Dublin inspired to start, renew, or develop your practice.

We would like to acknowledge the valuable support from our funders, the European Commission, as the EnRRICH project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 665759.

We would like to thank our colleagues in DIT, on the EnRRICH Project, on the Living Knowledge conference committees, and in the Living Knowledge Network. Thanks also to those hosting pre-conference visits, workshops, and the Summer School. We are very grateful to everyone who submitted proposals - particularly to those of you who are presenting at the conference. We would like to thank all our invited speakers, and all our session Chairs. We particularly want to thank Michaela Shields in the Bonn Science Shop for all her cheerful and efficient work on the conference website. And we would like to thank each of you for choosing to attend and bring your ideas and inspiration to Dublin for the conference.

Welcome (and céad míle fáilte)!

The conference is co-hosted by the DIT Access and Civic Engagement Office and the Learning, Teaching and Technology Centre. The Access and Civic Engagement Office co-ordinates DIT’s access and civic engagement programmes and activities. The office is based in Student Services and works in close partnership with other student development services, academic staff, students and a wide variety of community and education partners. For more information see www.dit.ie/ace. DIT’s Learning, Teaching and Technology Centre works to develop and enhance a culture of scholarly and innovative approaches to teaching, learning, curriculum and technology practices within and across DIT’s diverse disciplinary contexts. For more information see www.dit.ie/lttc.

The EnRRICH Project is improving the capacity of students and staff in higher education to develop knowledge, skills and attitudes to support the embedding of Responsible Research and Innovation (RRI) in curricula by responding to the research needs of society as expressed by civil society organisations (CSOs). For more information see http://www.livingknowledge.org/projects/enrich/.

The Living Knowledge Network promotes community focused cooperation between civil society and those involved in teaching, research and innovation, particularly in higher education. Our process of engaging with society aims to strengthen both the research process and its outcomes for all partners, and thus contribute to research excellence and innovation outcomes that meet views, wishes and demands of civil society. For more information see http://www.livingknowledge.org.
Conference Organising Committee (all Dublin Institute of Technology):
Catherine Bates
Claire McDonnell
Helen Shine
Katie Griffin
Sinead McCann

Conference Programme Committee
Andrea Vargiu   Università degli Studi di Sassari
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Jozefien De Maree Free University of Brussels
Kaethe Burt O’Dea Lifeline Project
Khan Rahi      Loka/Canadian Community-Based Research Network
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Marco Rieckmann University of Vechta
Nadine Lattimore Assistive technology/inclusion awareness consultant
Niamh Farrell   Amen Support Services
Peter Levesque Institute for Knowledge Mobilization
Rajesh Tandon   Society for Participatory Research in Asia
Réka Matolay   Corvinus University Budapest
Roser Pintó Casulleras Universitat Autònoma de Barcelona
Siobhan Long   Enable Ireland
Plenaries

Plenary 1– Welcoming, Opening, and Responsible Research and Innovation process requirements: Anticipation and Reflexivity
Jacqueline Broerse, Sinead McCann, Emma McKenna, Eileen Martin and Claire McDonnell
Location: DIT Kevin Street, Gleeson Theatre

Plenary 2: Responsible Research and Innovation process requirements: Diversity and Inclusion
Sophie Duncan, Rajesh Tandon, Siobhan Long, Bernard Timmins and Pearl O’Rourke
Location: DIT Kevin Street, Gleeson Theatre

Plenary 3: Responsible Research and Innovation process requirements: Openness and Transparency
Simon Cane, Henk Mulder and Tom Flanagan
Location: DIT Kevin Street, Gleeson Theatre

Plenary 4: Responsible Research and Innovation process requirements: Responding and Adapting
Reka Matolay
Location: DIT Kevin Street, Gleeson Theatre
Abstracts in order of Presentation
Abstract number: 45

Author: Julia Janes
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Feeling Good/Feeling Bad: Affective Encounters in Community/university Collaborative Research

Abstract: Although there is emerging scholarship on relationship and trust building in community-based research (CBR), there is little scrutiny of what may underlie these affective encounters. The naturalization of the “goodness” of CBR and its associated “good” feelings cover over the uncomfortable feelings that circulate in what are often deeply uneven social relations. However, these “bad” feelings provide an entry point for reflective dialogue on power and politics in CBR. Drawing on data from 30 conversations with CBR practitioners from academe and community working in the Greater Toronto Area, this Pecha Kucha inquiries into the sociality of CBR using Ahmed’s conceptualization of the affective economy and Cvetkovich and Berlant’s scholarship on public/private feelings. An interactive “feelings barometer” provides an opportunity for session participants’ to check in on their own affective commitments to CBR, while considering theoretical frameworks to engage with the socio-political dimensions of affect in collaborative research.

Abstract number: 130

Author: Barbara Schmid
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Translating a Northern model of engagement in the South

Abstract: The UCT Knowledge Co-op is based on the science shop model, which needed to be adapted to the local context where many of our community partners are poorly-resourced grassroots organisations. Over five years we established a facility that links graduate students to non-profits whose research needs form the basis for student dissertations.

The main challenges for introducing this northern models into the South are: resourcing the facility, developing appropriate ways of working with groups not familiar with research, and ensuring that the community partner actually benefits. As one response we offer “Rapid research” – finding and compiling relevant information – by student volunteers.

It would be interesting to compare with new science shops for instance in Eastern Europe.
Abstract Number: 54

Author: Peter Wanyenya
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Re/search & Re/action: A Canadian Community-based Research Case Study Using RRI Principles

Abstract: Inclusive and participatory processes are increasingly being employed in research, yet these undertakings often require a high degree of collaboration, are complex in navigating diverse stakeholder interests, and necessitate iterative approaches and practices to research. This workshop aims to demonstrate to what extent one community-based research project utilized responsible research and innovation principles. A blended participatory research approach was adopted between researchers, a grass roots community organization, and their current and past youth participants. Whereby, a qualitative, retrospective study of youth-media program participants was conducted to add to the little research on youth-media programs. While, for the organization, research outputs were used to create a video on the organization, and online vignettes that illustrate how participation in the organizations programs have been incorporated into the participant’s personal, social, and career development. In the workshop, reflections on this participatory process will be discussed, and media products produced through the process shared.

Abstract number: 18

Authors: Andrea Troncosco, Constanze Clemens, Norbert Steinhaus
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: SPARKS – Linking exhibitions with innovative participative formats

Abstract: SPARKS is an awareness-raising and engagement project to promote Responsible Research and Innovation (RRI). It gathers 33 organisations for an interactive touring exhibition across Europe using the topic “technology shifts in health and medicine” to reach out to a wider public and make the RRI concept meaningful to it.

SPARKS’ activities will feed, complement and extend the exhibition, providing experiences that engage with the general public at a deeper level. Besides a compulsory (science cafés) an optional programme with varying degrees of public participation to suit the various local organisers will be developed:

- Public Participation in Research through a Pop-up Science Shop
- Co-Creation through Incubation Workshops or Hack/Make-athons
- Scenario Workshop

Prior to the start of the exhibition tour the discussion after the presentation will allow to share, exchange and develop ideas, expertise and practice and invite conference participants to seek cooperation with their national exhibition organizers.
Abstract number: 101

Author: Nadine Lattimore
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Community Partner Experience

Abstract: Collaboration with DIT, UCD and TCD as an expert assistive technology user and person with a disability. My participation is based on mutual respect and meaningful engagement as an expert and advocate in my own life. My unique experiences of the strategies applied for daily living as a Paralympian with acquired sight loss, enable me to effect real life interaction with students and other stakeholders. This facilitates an open forum allowing discussion around life as someone labelled ‘disabled’. My interaction demonstrates the many dimensions behind the label, the capability of the individual and the expertise associated with assistive technology usage.

Abstract number: 117

Authors: Patrick Flynn, Sinead Jones
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Co-Designing a Community Based Research Project: (All you ever needed to know you learnt in in Pre-School)

Abstract: This short presentation will be a reflection on the process of a Community based research project. It will be a joint presentation by the community partner and the college staff. The project involved students of Architecture in DIT working on design proposals for a Montessori school with an inner city community group. The reflection will look at the expectations of the client, the students and the staff in advance, the issues that arose during the process and the expected and some unexpected results! The community partner was an inner city, socio-economically disadvantaged Montessori preschool and the third level students were B. Arch students from DIT School of Architecture.
Abstract number: 92

Authors: Davy Lorans, Florence Belaën
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: A specific training to facilitate collaborative projects: sharing of a 3 years experiment at the Science Shop of the Université de Lyon

Abstract: Before the official launch of its Science shop, the Université de Lyon led a 18 months pilot project. Among the many lessons was pointed the importance (and difficulty) of an adequate communication between the different members, often coming from different backgrounds, with different languages, timescales, ages…

Aiming a qualitative model, the Science shop consequently integrated a specific training: Mediascience. Designed for the core participants of each project (students and representatives of civil society organisations), it consists in giving them through 3 sessions over 6 months some conceptual as well as technical keys, notably through participatory exercises.

Beyond the original goal of facilitating the success of the projects by the creation of a common ground, this pedagogical innovation also brought unexpected benefits: the creation of multidisciplinary “classes” of students each year (fostering the cross-working between projects), the learning of skills often absent from curricula, empowerment and inclusion for CSOs...

Abstract number: 60

Authors: Catherine Gorman, Vincenzo D’Auria, Lauren Duggan, Milton Redmond, Mary Waldron
Theme: Enhancing Learning and Teaching
Format: Collaborative Presentation
Title: Using the Student Community Nexus to Develop the Cultural and Heritage Tourism Experience

Abstract: A tourist destination has two primary roles: it must seek to enhance the social and economic well-being of the local community, and it must offer a range of activities and experiences at a price enabling the destination to operate in a sustainable way (Bornhorst et. al 2010). With this in mind, students from the level 7 and level 8 tourism programmes at the Dublin Institute of Technology have been creating heritage and cultural tourism experiences through dialogue and engagement with local communities. This paper will be presented by second year students who together with the lecturer focus on a project undertaken in 2014 as part of a module on Heritage Culture and Tourism. Through conversations and feedback with the older community members within the Aungier Street area, Dublin 8, it contributes towards developing the cultural and heritage tourism experience from a variety of perspective.
Abstract number: 104

Authors: Claire McDonnell, Hanna Barton, Ciara Bradley, Jacqueline Daly, Catherine Gorman, Bernie Quillinan, Edel Randles, Uththara Perera

Theme: Enhancing Learning and Teaching

Format: Collaborative Presentation

Title: ‘Participate’ - an innovative third level collaborative mentorship programme for community-based research and community-based learning in Ireland

Abstract: In 2013, a working group was established by Campus Engage, the Irish national network for promotion of civic engagement in higher education, to develop a pilot mentoring programme for educators on incorporating community-based research (CBR) and learning (CBL) into the curriculum. This provided a unique opportunity for 13 staff from 8 higher education institutions (HEIs), who were proponents of CBR/CBL within their own institutions across a range of disciplines, to come together with their community partners and some students to share best practice around integrating CBR/CBL into curricula. The ‘Participate’ programme consisted of four “kickstart” workshops in Ireland over 2014/5. On completion, participants were offered mentors.

This presentation will focus on;

- what was learned; including insights on what is different about CBR/CBL from a curriculum planning perspective.
- the resources generated (e.g. workshop framework, ‘How To’ guides, case studies and learning agreement templates)
- outcomes, challenges and future of the pilot

Abstract number: 67

Authors: Barry Ryan, Aoife Mitchell, Shauna Dowling, Thea Linnane, Emily Geraghty, Kaethe Burt-O’Dea

Theme: Enhancing Learning and Teaching

Format: Collaborative Presentation

Title: The need for speed: collaborative crowd sourced recommendations for community based capstone research projects in the sciences.

Abstract: This investigative case study will interactively examine and analyse the experiences of four final year nutraceutical students who researched, in collaboration with a not-for-profit community partner, the development of novel, sustainable and environmentally friendly food and food-based products from renewable sources.

Short ‘lived experience’ synopsis from the key stakeholders will underpin the technology enhanced engagement with the audience to develop recommendations for practice and establish future models of community based capstone project research for the sciences.
Abstract number: 59

Authors: Shauna Mackinnon, Lynne Fernandez
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Workshop
Title: Community Based Participatory

Abstract: The Manitoba Research Alliance is a consortium of university researchers, students and community organizations in inner-city and northern communities in Manitoba, Canada.

In 2013 the Community Campus Partnerships For Health recognized the work of the MRA as “seeking to understand the value of community participation in research and policy making...a model all of us working to engage with communities should aspire to.” For 15 years we have nurtured respectful, meaningful relationships in communities that held a deep distrust of research because it has all too often led to harmful public policies. In this workshop we will discuss the benefits and challenges of our model, we will provide concrete examples of research that has led to progressive policy change, and we will make the case that effective CBPR requires researchers to be “in it for the long haul”, extending themselves beyond the ‘ivory tower’ to educate and advocate for policy change.

Abstract number: 175

Authors: Kirsten von der Heiden, Eelke Wielinga
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Problem Solving
Title: networking for networker - case based group coaching

Abstract: Based on the networking research & developing results of Wielinga - Wageningen University & LINK consult as well as networking research & developing results by Heiden - AfoReg Institute, the session providers will facilitate a case based group coaching session.

The FAN-Approach as well as the e.g. case clinic-approach or other creativity tools for collegial advice are taken into consideration. The cases are derived during the session.
Abstract number: 20

Authors: Frank Becker, Elsa Röhr
Theme: Forming Effective Collaborations
Format: Workshop
Title: IS THERE ANYBODY OUT THERE? - A Planning for Real Workshop

Abstract: How to start a repair café and how to interlink it with science?

The huge challenges that the human society is facing today, such as climate change and social inequality will not be solved by business-as-usual practices, which led to status quo. In the course of our Planning for Real Workshop we develop the design of physical sites for dialogue and cooperation on eye-level between citizens and scientists / students. We encourage the participants to bring their own ideas to the conference, otherwise we assist them in developing own ideas. It is a task for science shops to provide dialogue between science and society; it is as well necessary to create learning-spaces, to empower citizens in saving greenhouse gas / contribute to resource recovery. As a result the participants will take back home a design / a concept and / or flowchart to implement / develop their own learning-space.

Abstract number: 162

Authors: Josette Jacobs, Iris Hertog
Theme: Forming Effective Collaborations
Format: Interactive Creative format
Title: Experiencing an artwork at IMMA. All about Mutual Understanding

Abstract: Community based learning is focussing on complex problems in society. Tackling these kind of problems is all about mutual understanding. De local communities, civil society organisations, researchers and students need to understand each other to come to a solution. In this interactive creative session of 90 mins you will learn the basics of mutual understanding. You will experience an artwork, f.e. a painting or a sculpture. Step by step you will learn to interpret the artwork by giving meaning to it. This is exactly what happens in the process of understanding each other. After the workshop you are aware of what a good interpretation means. The article ‘reading nature’ (Filosofie Magazine 2015, February, 750 words) is an introduction to this workshop. (pdf in English available).
Abstract number: 15 (Language: French)

Authors: Glen Millot, Florence Piron, Marie Sophie Dibounje Madiba, Anaïs Pellerin, Diéyi Diouf, Thomas Hervé Mboa Nkoudou, Florence Belaën, Hamissou Rhissa Achaffert, Kedma Joseph, Philippe Baret, Nicolas Lepin, Gaspard Heysch, Francine Verrier, Bertrand Bocquet, Mrs Florence Ienna, Vilonet Déméro, Pierre Absalon

Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities

Format: Roundtable

Title: Roundtable: Two models of science shop in the Francophone network

Abstract: Two science shop models stand out among the emerging Francophone network (Europe, Quebec, Haiti, Africa). Firstly, a model that prioritizes the requests and needs of associations; in this case, the science shop projects may or may not be related to scientific issues and could, for instance, involve undergraduate students applying their new knowledge.

Secondly, a model that focuses on research and scientific validation, selecting the proposals from associations according to their scientific potential; in that case, the projects are processed by postgraduate students only. What are the effects of these two models on the operation of shops, the projects done, service to associations, student training, university management and academic research? What are their strengths and limitations?

Abstract number: 28

Authors: Emma McKenna, Eileen Martin, Catherine O’Mahony, Ruth Hally

Theme: Enhancing Learning and Teaching

Format: Discussion Session

Title: Rethinking educational policy to embed public and community engagement

Abstract: This session is aimed at people who are interested in developing policy to support students in higher education engaging with communities on research issues. The audience for this session his may include practitioners, academics, CSOs and students themselves who are trying to create spaces in the curriculum for engaged research. We will consider policy at all levels - so within higher education institutions themselves, at country level and at international level.
Abstract number: 174
Authors: Reka Matolay, Andrea Toarniczky, Bálint Esse, Judit Gáspár
Theme: Enhancing Learning and Teaching
Format: Problem Solving
Title: Enabling conditions for acquiring RRI processes

Abstract: Under what conditions RRI processes could be experienced and materialize in a course? Whether RRI competences are formulated explicitly (written up in syllabus, captured as ILOs) or framed as implicit learning processes, there is the challenge of creating an environment for the desired learning process and outcomes.

Without creating these enabling conditions (e.g. physical, time management related, psychical) the intended competences will not come true. The problem (challenge) we propose: What are the enabling conditions for the desired learning process? How can we create and sustain them in partnership with students? One of the most fundamental conditions is safe learning environment. In this regard the question is: What do we need as students, instructors, group members, and as a group to feel safe?

The outcomes of the session: identification of enabling/disabling conditions of acquiring RRI processes, collection of promising practices of how enabling conditions are built up/created in a course/group.

Abstract number 109
Authors: Sophie Duncan, Kim Aumann
Theme: Forming Effective Collaborations
Format: Interactive Creative
Title: The path of partnership never runs smooth - no problem!

Abstract: There has been a lot of work looking at how to make partnerships work well. However it is our contention that partnership working is necessarily difficult, and it is within the tensions of working across difference that true value lies. Whilst clearly there are ways to avoid unnecessary conflict, this creative session explores:

- The good, the bad and the ugly of partnership working
- Ways to avoid unnecessary conflict
- How to embrace creative tension and still work well together well.

The workshop will use a creative enquiry technique to explore the dynamics of community university partnerships that delegates have experienced. We will explore top tips for managing tension in a way that build trust and value, whilst facing differences head on.
Abstract number: 19

Authors: Syed Ahmed, Sharon Neu Young, Zeno Franco, David Nelson
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Ultra Short Presentation
Title: Community Engagement: Beyond the Carnegie Classification

Abstract: The Carnegie Foundation’s Community Engagement (CE) Classification is the leading framework for recognizing institutional diversity in U.S. higher education. In 2015, The Medical College of Wisconsin (MCW) became one of four medical schools to receive this distinction. MCW includes CE as one of its four missions. To further its investments in CE and deepen its impact on the health of Wisconsin communities, MCW is developing a CE Core.

This Core model was built after reviewing several models of CE resource centres at other institutions, and intensive conversations and committee work to assess needs and priorities of MCW and community stakeholders. We are implementing this model, which will be a primary resource for community engagement for MCW and community partners.

Specific strategies include: growing our community of community engaged experts, providing seed grant funds for CE projects, developing a Health Science Shop, and providing staff support for CE grants and projects.

Abstract number: 129

Authors: Ilja Van Braeckel, Sofie Verkest
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Ultra Short Presentation
Title: Using a University Blog to increase Research Impact

Abstract: A university or science blog can be a good way to share research output with the general public. However, if not done correctly a science blog often turns out to be a platform for a select group of readers. Good content is not enough: a “business plan”, a good network and good communication are all aspects that will turn a blog into a brand. Branding your blog creates a snow ball effect where the blog reaches more readers, catches the eye of other researchers, journalists, other blogs, resulting in again more readers.

This short presentation focuses on very practical do's and don’ts, based on the journey the Vrije Universiteit Brussel has travelled with the science blog www.wtnschp.be (English version coming soon: www.sciencesays.be). The presentation will especially zero in on the start-up phase, the necessary lobby work and bringing a blog to the attention of the media.
**Abstract number: 132**

**Authors:** Aude Lapprand, Fabien Piasecki  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Ultra Short Presentation  
**Title:** Manifesto for Responsible Scientific Research

**Abstract:** During 2015, STEM or humanity researchers, non-researchers, jurists, members of the French NGO Foundation Sciences Citoyennes chose to gather to promote their own reflection on the concept of responsibility in the field of science and technology.

Deliberately taking a step aside from RRI as defined and promoted by the European Union, this collective of writers proposes a Manifesto, in a juridical statement form, with a political preamble, notes on the economic entanglement and historical background. It continues with claims and proposals, which finally get close to the RRI pillars. We propose to open a discussion on the text, after an ultra-short presentation in a Pecha Kucha form. The 20 slides should illustrate the developed concepts thanks to appropriate graphics. Participants and other relevant stakeholders will be invited to pursue the discussion, beyond LK7 conference, thanks to online collaborative tools among others.

**Abstract number: 142**

**Author:** Jef Van Laer  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Ultra Short Presentation  
**Title:** ‘They’re not wearing lab coats?’ Using science outreach to break down stereotypes about scientists.

**Abstract:** Science suffers from a major image problem. Even in 2016, the general stereotype of the scientist as a white, middle aged or elderly male with unruly hair and wearing a lab coat is still strong. This presentation will show initiatives we took in Brussels that contribute to a more diverse image of science and scientists in the public eye, as well as good practices and lessons we learned from these activities.
Abstract number: 134

Author: Magnus Johansson

Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities

Format: Ultra Short Presentation

Title: The tension between being a critical versus pragmatic researcher in university-society collaboration

Abstract: A researcher engaged in collaboration between university and society often face conflicts between different roles and expectations. This paper will explore these role conflicts in a specific field: collaborative research related to sustainable urban development. The conflicts are caused by the fact that a “research-problem” about sustainable urban development often differs a lot from “practitioners-problem” defined by planners who work with this issue.

The empirical material is gathered from several collaborative research projects about sustainable urban development in Sweden. The author identified several roles for a collaborative research related to sustainable urban development and mapped out the potential conflicts and pitfalls between more critical/theoretical approaches to sustainable urban development versus more pragmatic. The paper will end with a general discussion about how to balance the tension between a more critical approach in collaboration between university and society versus a more pragmatic approach.

Abstract number: 170

Author: Daniel Neves Costa

Theme: Forming Effective Collaborations

Format: Collaborative Presentation

Title: Developing Responsibility in Stuttering – difficulties, tensions and challenges

Abstract: Over the past four years the Portuguese Stuttering Association has promoted a set of relational spaces - peer self-help/mutual aid groups, seminars and conferences, online forums - which aimed to foster dialogue between people who stutter (PWS), speech-language pathologists, parents of children who stutter, psychologists, sociologists and other relevant stakeholders.

They succeeded in developing new communicative and identity strategies in stuttering, therapeutic intervention models sensitive to the concerns and needs of PWS, collaborations for developing new products and support technologies for therapy and activists claims around experienced societal problems.

This collective experience should be considered as a practice of RRI that triggered the production of a more inclusive and sensitive knowledge to the concerns and needs of PWS. The objective of this presentation is to debate with the audience what were the difficulties and tensions experienced, and what challenges arise in the horizon concerning the consolidation this experience.
### Abstract number: 171

**Authors:** Padraig Murphy, Dr Ecaterina Mcdonagh  
**Theme:** Forming Effective Collaborations  
**Format:** Collaborative Presentation  
**Title:** Embedded RRI in Higher Education Institutions: the DCU Societal Impact Platform

**Abstract:** In this proposed collaborative presentation to Living Knowledge 2016, we will outline the RRI work of the Societal Impact Platform at Dublin City University.

DCU’s Research Strategy has facilitated the conditions for the setting up of four distinct Research and Enterprise Hubs to enhancing the capabilities to create new knowledge and technologies in these areas: health technologies/aging, information technology, sustainability and social resilience. The Hubs help to establish links with industry and other enterprises, as well as with academic collaborators and CSOs. We will interactively present in three sections:

1. **Key objectives and concepts of the SIP** (presented by PM)

2. **The second section will outline, through examples of key mechanisms and protocols and roles of the SIP in STEM/AHSS /CSO collaboration** (presented by EmcD).

3. **Community Knowledge Exchange** (presented by NGO corresponding to either of the 4 Research and Enterprise hub themes of health/ageing, ICT, environment or social justice/democracy).

### Abstract number: 95

**Author:** Lorraine McIlrath  
**Theme:** Forming Effective Collaborations  
**Format:** Collaborative Presentation  
**Title:** Europe Engage. Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe

**Abstract:** This collaborative presentation aims to showcase the EU Erasmus+ funded 3-year project “Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe”[1], with the purpose of identifying existing service-learning practice, promoting service-learning as a pedagogical approach, and creating a network in this region. The project brings together twelve universities from twelve European countries. ‘Europe Engage’ seeks to enact this through the mainstreaming of service-learning as a key way to connect students and universities to the wider society so as to maintain and develop democracy and healthy levels of social capital within a European context. This presentation will share results from research undertaken in 2015 among the 12 universities that mapped policy, practice, funding and strategic vision for civic engagement and service-learning within each of the partner’s project countries.
Abstract number 53

Authors: Leslie Brown, Ron Rice
Theme: Ethics, Diversity and Inclusion
Format: Collaborative Presentation
Title: Seven Generations to Responsible Research with Indigenous Peoples: Learning From our Collective Past

Abstract: The presentation will tell the story of research with Indigenous peoples in Canada. It was only seven generations ago that Indigenous peoples practiced their ways of knowing without interference from non-Indigenous researchers, governments and others. Despite thinking that they were doing the right thing, what followed was research practice that supported eras of genocide and assimilation. There has recently been a resurgence of Indigenous ways of knowing and we are now entering an era that has the promise of responsible research and innovation. Lessons of ethics, diversity of knowledges, meaning of partnerships and accountability will be explored. Much like in a Pecha Kucha, the story of the seven generations will be told through the use of images. However, Indigenous storytelling relies on the relationship between storyteller and listener and so cultural protocols will be followed as a way to foster relationships. Storytellers are from Western Canada on traditional Coast Salish territory.

Abstract number: 63

Authors: Ashley Collier, LaShonn Billingsley, Patricia Iwasaki, George Ware, Deborah Main, Rajul Pandya, Michael Hannigan
Theme: Ethics, Diversity and Inclusion
Format: Problem Solving
Title: Case Study: Challenges Beyond Data Analysis—Juxtaposing Privacy and Dissemination Using a Pilot CBPR Indoor Air Quality Sampling Campaign

Abstract: Taking Neighbourhood Health to Heart (TNH2H) is a 5-neighborhood Denver non-profit with a decade of community-based participatory research (CBPR) experience improving neighbourhood health. Current partners include TNH2H, the University of Colorado Boulder, and the American Geophysical Union’s Thriving Earth Exchange. Together we measured two pollutants in homes — radon and perchloroethylene. Additionally we piloted a low-cost sampling method and are engaging in community education.

This session is designed to shape steps following data collection. For example, TNH2H has operating agreements to not further stigmatize neighbourhoods. How can data be shared with the community without stigmatizing those with positive findings? With small samples, how can this data be mapped while ensuring participant privacy? Using multi-media, CU and TNH2H team members will present this case, pose challenge questions, and provide examples to catalyse discussion. Responses, ideas, and suggested methodologies from this session will inform TNH2H’s CBPR model and environmental justice work.
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<th>Abstract number: 111</th>
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| **Author:** Mélissa Lieutenant-Gosselin  
**Theme:** Ethics, Diversity and Inclusion  
**Format:** Ultra Short Presentation  
**Title:** Towards a Hippocratic Oath for Researchers |
| **Authors:** Sanne Raap, Karin de Boer, Yanike Sophie, Jolanda Tuinstra  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Interactive Creative Format  
**Title:** A Worthwhile Pursuit: Playing the Science Shops Game |

**Abstract:** During winter 2016, Quebec-based Association for Science and Common Good launched an international dialogue inviting researchers and other citizens to create an Oath by which researchers commit themselves to conduct responsible research. Four principles have been proposed to guide the Oath: i) “Do no harm” or harm reduction; ii) Humility and Openness; iii) Reflexivity and Civic Engagement; iv) Integrity. A Flipped Session will allow to present the state of the discussion and to go further with the help of participants.

**Abstract:** How do the Science Shops of the University of Groningen (the Netherlands) answer societal questions? One of our successful outreach activities is playing the classic game of Trivial Pursuit© with lay people on the Arts & Science festival in Groningen.

Here we are deploying a special edition of this game to familiarise you with the methods and products of our Science Shops. You are invited to visit our gigantic version of Trivial Pursuit©. You can test your knowledge on the societal topics that we focus on in our Science Shops: health, business, arts, philosophy, education and natural sciences. We also would like to invite you to start critical dialogues on raised societal questions with us and other participants. In other words: please visit us and play our Science Shops game.
### Abstract number: 185

**Author:** Kate Morris  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Problem Solving  
**Title:** Implementing Higher Education Engagement Policy – What Works?

**Abstract:** Too often policy implementation includes the expensive but passive process of disseminating information, without providing clear steps to achieve anticipated impact. While effort in communicating key messages about policy is necessary - it is not enough. This problem solving workshop will consider key steps and drivers to support HEIs to improve outcomes for society.

This workshop will initially examine steps taken to set in place a governance model for Campus Engage to facilitate a national structure to cooperatively draft, launch and to see to the signing of the Campus Engage Charter for Civic and Community Engagement by 22 Presidents of higher education institutions.

The workshop content will ask participants to consider the necessary ‘drivers’ for policy implementation. The aim of this workshop is to make people think of their own HEI, and consider what/who facilitates ‘system change’, to bring engagement in from the margins of institutional practice to centre stage.

### Abstract number: 116

**Authors:** Howard Rosing, Jude Butcher, John Zeigler, Youssef Taouk, Daniel Nelson, Lourdes Sullivan  
**Theme:** Forming Effective Collaborations  
**Format:** Discussion Session  
**Title:** Participatory Decision Making in Community-University Partnerships

**Abstract:** Higher education institutions often claim to build reciprocal and mutually beneficial relationships with community groups to advance social change and promote the common good, while engaging in related teaching, research, and service in the interests of students, faculty and community partners. This discussion panel brings together the two largest English-speaking Catholic universities in the world, both with mission-driven community engagement programs, for a comparative analysis of successes and challenges of infusing participatory decision-making into development of community-university partnerships. Employing a critical analysis of university engagement with school and out-of-school programs in economically distressed communities in Australia and the U.S., panellists compare their respective theoretical foundations and application of participatory decision-making. Participants will be guided through an interactive discussion that provides a multinational perspective on the application of concepts such as reciprocity, mutuality, agency, inclusivity, and asset or strengths-based community engagement in the forming of authentic partnerships that confront social inequality.
Abstract number: 131

Author: Jozefien De Marree  
Theme: Forming Effective Collaborations  
Format: Problem Solving  
Title: Sales at the Science Shops: share 1 good practice, get 2 for free

Abstract: Science Shops or other similar community based research mechanisms with different names are small entities that carry out scientific research in a wide range of disciplines – usually free of charge, carried out by students and on behalf of civil society. To support existing Science Shops and to start new ones, the EnRRICH (Enhancing Responsible Research and Innovation through Curricula in Higher Education) project has set up a Science Shop Community of Practice (CoP). Within EnRRICH this CoP offers project partners a platform to exchange good practices and mentor each other. To strengthen and enlarge the worldwide Science Shop network and to support our colleagues, we would like to open up the CoP into a problem solving session. This will offer Science Shops a face-to-face platform to discuss, inspire and hopefully solve the challenges they occur during their day-to-day work, e.g. in stakeholder relations, impact issues, research domains etc.

Abstract number: 153

Authors: Sophie Duncan, Paul Manners  
Theme: Forming Effective Collaborations  
Format: Workshop  
Title: Building sustainable, strategic research partnerships with schools: lessons from the SUPI project

Abstract: The UK has seen many attempts to connect researchers with schools, with millions of pounds being invested in a variety of schemes and policies to incentivise greater engagement and to inspire the next generation of researchers. But a recent review concluded that whilst lots of really brilliant work was happening, these investments had not yet fulfilled their potential.

The NCCPE has been coordinating a four year RCUK-funded project to explore how to develop effective partnerships between universities and schools. Working with 12 pilot projects across the UK the Schools-University Partnership Initiative, SUPI are working to model new ways of collaborating for mutual benefit. The workshop will feature contributions from teachers and students as well as from the project leads.

Delegates will be invited to ‘road test’ the Toblerone - a new self-assessment tool developed through the project, which identifies the critical factors in effective partnership working.
Abstract number: 145

Authors: Maura Adshead, Bernie Quillinan.
Theme: Enhancing Learning and Teaching
Format: Interactive Creative
Title: Scaffolding support for collaborative research, teaching and learning and mindful community engagement – an integrated model for responsible research and innovation.

Abstract: Third level institutions have shown increasing interest in applied research that is responsive to social issues and the development of new and innovative pedagogies. But these initiatives and our approaches towards them have been disjointed – both programmatically and intellectually. Whilst there is a coherent literature on community-oriented teaching and learning and service learning, where community practice relates to research, the literature tends to be very much more disciplinary oriented. Discussions about community perspectives are typically located in another set of literatures altogether. The UL Practicum presents an integrated model of scaffolded support that addresses the needs of academics, students and communities in order to develop flourishing partnerships that support all stakeholders. This discussion will facilitate experiential reflection from all stakeholder perspectives about the challenges and successes to developing and sustaining productive partnerships to underpin diverse outputs in teaching, learning, research and community innovation in two atypical and underserved communities.
Wednesday Evening 4:10-5:40

Abstract number: 10

Authors: Marc Pauly, Nephtis Brandsma
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Setting the Agenda for Earthquake Research: What do Citizens in Groningen Want to Know?

Abstract: Due to gas extraction from the ground since the 1960s, the northern Netherlands had to deal with many earthquakes, the first one dating from 1986. Since then, about 1000 earthquakes have been registered, the strongest one measuring 3,6 on the scale of Richter. A lot of research has been done on earthquakes and their social impacts, both in general and in the Netherlands more specifically. We want to find out whether this research matches the knowledge needs of the citizens themselves. For this reason, we are organizing a citizen consultation where citizens can say what their research needs are and what they think the role of universities and research institutes should be on this issue. This consultation will take place in January, and we would like to report the results of this consultation at the conference and discuss with conference participants the process we used for this consultation.

Abstract number 169

Authors: Khan Rahi, Stell Veciana, Pierre Wilson, Monique Mourits
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Creating Participative Space for Citizens and Learning Hubs in Museums

Abstract: Museums, displaying arts, crafts or natural sciences, are culturally defined and practically unfold mandates through a revolving door of knowledge preservation and creativity to loyal and curious visitors. It is uncertain; however, to what extent museums create space to focus on engaging citizens and facilitating learning on a large scale.

The session is inspired by Khan Rahi “social cohesion” methods and Dr. Stella Veciana’s writings on “Research Arts and Research Museums” (2012). Their vision frame a pivotal role for museums in cultivating a scientific culture to create social engagement and integrative learning art & science & technology hubs for a more sustainable and inclusive society.

The session features diverse research and practice presentations, including, contrasting practices at Utrecht University Science Museum and the Canadian Museum of Masters and Artisans. Four facilitated interactive small group will discuss four Guiding Questions (Handouts), followed by open forum on group reports and action plans.
Abstract number 22

Author: Minoru Sugino
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: The future belongs to literally everybody - What the Citizen Science Initiative Japan aims for.

Abstract: As a member of the Citizen Science Initiative Japan interested in and having asked about disabled people’s difficulties in excretion examinations, I saw some of the organizations responding quite positively. Meanwhile, the members of the “electromagnetic waves study group” of the Citizen Science, to protect their health, have to measure the waves and send open letters to the companies. Though experts’ motivation for the interaction with non-experts doesn’t always seem to be low, the lack of interactions occurs because “experts deal others as ‘objects’”. In a symposium by the “bending science study group” of the Citizen Science, one attendant criticized my presentation because my attitude “not to say whether concrete dams are necessary” was different from the engineer’s opinion that “whether dams should be built should be decided by the experts”. The aim of students’ education should be not to teach ‘right’ knowledge but to make them ‘think for themselves’.

Abstract number 124

Authors: Juan Sánchez-García, Alberto De Armas-Estévez, Irène Dupuis, Cristina Fernández De La Puente, Víctor García-Díaz, Ángela González-Belló, Agustín González-Martín, Vicente Melián-Hernández, Javier Reyes-Barroso, Margarita Hernández-Garcia
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: LASOS as shared Project for promoting agro-ecological networks in Tenerife (Canary Islands)

Abstract: The LASOS (Laboratorio Agroecológico de Sostenibilidad - 2014-15) Project has endeavoured to contribute towards improvement in the agro-food system of Tenerife with a twofold focus: development of agro-ecology and consolidation of sector-related networks. There have been many and diverse actions and collaborative links created between the different areas of production, research, technological innovation, as well as cultural and social experimentation. This has helped to make visible the complex reality resulting from agro-ecological initiatives in Tenerife, favouring mutual acknowledgement and creating greater awareness of existing potential and resilient responsiveness, and prompting the creation of a framework of conditions which foster multiple synergies.

The expectations created require focus on continuity, but the subsequent process should also be governed by criteria of co-responsibility, co-management, etc.

LASOS experience contributes to develop a multidisciplinary research agenda with social engagement.
Abstract number: 160

Authors: Kirsten von der Heiden, Christine Groeneweg
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: ‘Proved and tested participatory workshop sequences in Lower Saxony/Germany for change management approaches towards participatory research’

Abstract: To fulfil the project objective of exploring the need and feasibility to establish “facilities of participatory research” in Lower Saxony, a sequence of four workshops at different locations and Transfer Agencies of the HEIs as host organisations, have been run in 2015. The joint frame of the adapted workshop settings has been to set a link between Science and Society members and start a dialogue between them. Participants as members from HEI, CSOs and community mostly met for the first time to join the network-workshops in Emden/Leer (12.1.), Oldenburg (13.1.), Diepholz (22.4.) and Hildesheim (2.7.).

The presentation focuses on main findings on the workshop agenda settings and facilitation approaches for applicable workshops to match diverse ideas on participatory research, its local implementation options and a dialogue about these? Workshops like these need to face the local HEI’s transparency strategies and all levels of status groups.

Abstract number: 102

Authors: Sinead McCann, Niamh Farrell, Brenda Dermody, Clare Bell
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Sharing experiences from a pilot project market place project

Abstract: This collaborative proposal will share experiences and insights into a project market place pilot initiative run on the BA in visual communication programme in 2014/2015 with six community partners from a range of perspectives including the; coordinator of CBR projects on the programme for Students Learning with Communities in DIT, Manager of Amen support services- a service for men who experience domestic violence and the 2 lecturers teaching on the programme. These experiences will focus on the following; the challenges they faced and steps they took to overcome them while working on the initiative, what worked well and what didn’t, what could be done differently in the future to enhance the project, and what has been the impact of doing the project for them. This learning will then be related to the wider context of developing collaborative research partnerships with communities in order to make recommendations.
Abstract number: 147

Authors: Brenda Duggan, Shane Waring
Theme: Enhancing Learning and Teaching
Format: Collaborative Presentation
Title: Prototyping Conversations with Dublin City: Design Students learning for Civic Engagement

Abstract: ‘Dublin City Council Beta’ (DCC Beta) is a small unit within our City Council that trials impermanent interventions in the city - these trails are conversational, experimental and innovative. One such innovation by DCC beta was ‘Rain Water Planters.

Visual communication design students at DIT, partnering with ‘DCC beta’ took this as a starting point for a design project, in which students would consider the connection between this intervention and the social, situated experience through a communication design project.

This presentation will case study the students’ engagement with the meaning-making potential of the situational and social aspects of place. The nature of the project is emergent/open-ended - so in co-presenting these perspectives with our civic partner, a student representative and myself - we wish to engage an audience in a dialogical interactive discussion.

Abstract number: 148

Authors: Aisling Ni Annaidh, John Tiernan, Ray O’Brien, Aisling Ni Annaidh
Theme: Enhancing Learning and Teaching
Format: Collaborative Presentation
Title: Inspiring undergraduate engineers through collaborative design projects

Abstract: This presentation will outline recent research and teaching collaborations between the School of Mechanical Engineering at University College Dublin, SeatTech Enable Ireland and Allied Patent Ltd. The module, Mechanical Design, traditionally combines formal delivery of core concepts of the design process, engineering practice and management, with lab based practical design. Over the past two years, a novel teaching format has evolved in which students undertake a design problem inspired by real end users and which is proposed by staff in SeatTech and Allied Patent Ltd. In weekly lab based activities, students present the team’s progress to staff who mentor them and provide feedback for the duration of the project. The final evaluation is conducted by a multispectral team of academics, community groups and commercial entities. These projects led to high levels of engagement for participating students, improved competencies in fundamental engineering design and increased awareness of universal design principles.
Abstract number: 177

Authors: Bálint Esse, Judit Gáspár
Theme: Enhancing Learning and Teaching
Format: Collaborative Presentation
Title: Mirror and Glasses as Tools for Reflection

Abstract: The presentation aims at reflecting on the mutual learning processes and roles of students and instructors. Reflectivity is not only the activity taking place in the presentation, but it is the key competence and practice of our RRI processes related courses. There is a strong focus on the ability and practice of reflecting, sharing and accepting feedback – i.e. on internal and external mirrors.

We also experience and reflect upon the consciously and unconsciously worn glasses; such as our (students’ and lecturers’) personal biases, cultural and moral frames of reference that influence individual decision making and the willingness of taking an active role, active participation in social/societal issues.

The presentation provides room for idea exchange and the analysis of this mutual learning process of students and instructors: defining the role of the latter in learning reflectivity, and identifying possible further tools aiming at enhancing reflection processes.

Abstract number: 113

Author: Derk Stobbelaar
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Roundtable
Title: Encouraging learning of civil society organisations

Abstract: In the research projects we have done for the Science shop of Wageningen UR, civil society groups often required a plan to improve their environment (physical, social or otherwise). However, we have experienced that just a plan is not enough. Next to a good plan (methodological sound and inspiring), it is necessary to start an interactive process that leads all stakeholders in the direction of a solution (starting change), and to start a learning process for the client organization. This last element is important because, when the researchers are gone, the client organization needs the skills, knowledge, network etc. to continue the process of change. Starting, continuing and monitoring the learning process were the most difficult elements in our work. So the main question in this session is: how can learning of civil society organizations in science shop projects be enhanced and how can the progress be monitored?
Abstract number: 163

Authors: Maeve Lydon, Ron Rice, Jean McRae, Sophie Duncan, Paul Manners
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Workshop
Title: Living Culture and Indigenous Knowledges: Reconciling Community and Institutional Cultures for Creative, Inclusive and Impactful Campus-Community Engagement

Abstract: This workshop shares stories and asks three questions: How can we best recognize, include and mobilize the diverse and rich experiences, cultures and practices of our community leaders and increasingly globalized society to create responsive, inclusive and creative community-academic collaborations and structures? What have we learned in indigenous (First Nations) and inter-cultural contexts and community-academic partnership settings within Canada and Europe to inform our actions? Whether we are in Canada or Europe, what can we do to situate and act upon a deeper understanding of ourselves, colonization, racism and culture(s) and how can higher education and responsible research and innovation be key catalysts for justice and institutional transformation? Community leaders working in community-campus research and engagement settings from Canada and Canada’s First Nations (indigenous) and the UK team up to frame the discussion, share stories and to facilitate group discussions from conference participants to create insight and action ideas together.

Abstract number: 31

Authors: Norbert Steinhaus, Budd Hall, Rajesh Tandon, Catherine Franche, Ben Roche, Elizabeth Tryon, Dato’ Omar Osman
Theme: Forming Effective Collaborations
Format: Discussion Session
Title: Global Networking for a Responsible Research and Innovation Culture

Abstract: Culture and national systems of research or funding differ. There are known barriers on the implementation of RRI approaches. Findings from the RRI-Tools stakeholder dialogues describe a lack of existing collaborations between stakeholders in the RRI process as a main barrier. This workshop intends to make a step towards overcoming these barriers and open the floor to processes, procedures and routines for that ‘organic organism of collaborating networks’. It aims at exchanging international and global knowledge and experiences on embedding RRI in research organisations (including both good practices and bottlenecks).

Learning from national and global networks will explore how to involve key individuals in advisory and advocacy roles and intends to find common ground for future briefings with key networks, policy consultants and advisory groups. The workshop will have a focus on ‘finding the verbs instead of using nouns’ to support a culture change amongst the research community.
Abstract number: 97

Authors: Siobhan Long, Bernard Timmins, Nadine Lattimore

Theme: Forming Effective Collaborations

Format: Workshop

Title: Building successful and partnerships between Product Designers, Expert Assistive Technology Users and Disability Service Providers: The road (thus far) travelled

Abstract: Enable Ireland’s National Assistive Technology (AT) Service in partnership with Dublin Institute of Technology’s Product Design Course has been running a Community Design Challenge (CDC) for the past five years. This is a team-based competition whereby expert AT users pose daily living challenges to Product Design students who then team up with them to design practical solution concepts. The CDC model is built on a foundation of parity of esteem, with students and AT users occupying equal roles on each team.

In 2014, engineering students from Purdue University initiated a partnership with the CDC. Student survey results will detail specific comments as well as average Likert scale responses from the different student cohorts. An Expert AT user will present results of a survey of her peers. The challenge now facing the CDC is how to advance design concepts to prototype phase. The resource implications of such growth will be discussed.

Abstract number: 73

Authors: Valentina Tassone, Hansje Eppink, Kathryn Muir, Nicola Buckley

Theme: Enhancing Learning and Teaching

Format: Workshop

Title: Nurturing ‘Responsible Research and Innovation’ (RRI) competence in learning arrangements to strengthen the nexus science and society

Abstract: This session aims to interactively discuss about design principles of learning arrangements to nurture RRI competencies. In which a learning arrangement can be a course within a higher education context or a science shop project aiming to empower Civil Society Organisations (CSOs) to solve their own challenges. In this workshop we will briefly share insights about RRI definition and competencies and related design principles, based on the work within the Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project. The main focus of the workshop is to engage the participants in reflecting and sharing insights about own practices and think further about how RRI competencies and learning aspects are already fostered and/or could be further embedded within the learning arrangements they are participating in. The results of this conversation will be used as inputs for further development of the EnRRICH work.
Abstract number: 43

Authors: Rosina Malagrida, Josep Carreras
Theme: Forming Effective Collaborations
Format: Discussion Session
Title: The “Ment Sana” Project: A proof of concept on how to empower students to enter into the system of RRI

Abstract: The new paradigm of RRI has brought the education community to collaborate with other stakeholders to empower today’s and tomorrow’s citizens to be able to meaningfully participate in R&I processes, in R&I decision making and to raise interest in STEM education and careers. Under the umbrella of RRI, science education is also seen as a key aspect to be considered in coordination with other policy agendas: ethics, open access, gender equality, public engagement and governance. This holistic approach brings in a new paradigm for a transdisciplinary education that better bridges the gap between research and education and focuses on real life challenges with wide societal goals.

In this session we will reflect on how to bridge the gap between RRI and education and will present the new educational project “Sana Ment” aimed at promoting RRI in Health. It focuses on Community-Based Participatory Research and Participatory Governance following RRI quality criteria.
Thursday Morning 11:30-1:00

Abstract number: 33
Authors: Elizabeth Tryon, Mr Norbert Steinhaus
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Collaborative Presentation
Title: Working Through the Challenges of Globally-Engaged Research

Abstract: Tryon & Steinhaus’ recent chapter in a new book on Community-based Research pedagogy from the U.S. describes faculty experiences and challenges in doing CBR projects across nations.

Several practices in the U.S. and Europe are highlighted to inform faculty and researchers seeking to incorporate American students in CBR projects outside the U.S.

They will describe case studies from Kenya, Ecuador, and Germany that provide key lessons in the areas of cultural understanding and relationship, logistics, financial challenges and ethics review board differences, for faculty researchers, who desire to incorporate such learning opportunities into their work; and the attendees will participate in a guided discussion of experiences of participants, and brainstorming on additional recommendations with the goal to publish these good practices after the conference in the LK newsletter and create an FAQ on the LK website.

Abstract number: 181
Author: Rosemary Joan Gowran, Eileen Daly and Fiona Bolger
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Collaborative Presentation
Title: From Research to Policy: Making Change Happen through Engagement and Activation

Abstract: The importance of the right wheelchair as a primary need for survival is misunderstood. An organisational ethnographic study highlighted issues of wheelchair provision regarding access to services, assessment and delivery processes, repair and emergency break down services and the need for education and research. Recommendations called for a national review of wheelchair services. The University of Limerick in partnership with Disability Federation of Ireland invited interested organisations to participate in advocacy forums to move from a dialogue on issue identified, towards the development of a wheelchair provision manifesto which can be adopted to reflect personal wheelchair mobility needs on the policy agenda. Participants had the opportunity to discuss and formulate a plan to develop a manifesto and agree advocacy material with organisational responsibilities to take action. This paper will present the engagement process, challenges and triumphs from a researcher, organisation and member perspective.
Abstract number: 09

Authors: Marc Pauly, Sanne Raap
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: Philosophy meets real world problems: past examples and future perspectives

Abstract: The Knowledge Centre Philosophy (KCF) of the University of Groningen has been involved in a number of collaborations with external partners such as courts, a public housing corporation and a local forensic psychiatric institution. In these collaborations, we try to uncover the philosophical issues underlying real world problems. After illustrating these collaborations, we want to use the conference to discuss a number of questions: 1) Our collaborations are often initiated by us. How can we encourage societal partners to take the initiative and find us with their questions? 2) How can our societal partners be co-researchers rather than clients? What would philosophical action research look like? 3) How can the social impact of the collaborations be maximized? Not only for the societal partner but also for society more generally?

Abstract number: 165

Authors: Christine Groeneweg, Kirsten von der Heiden
Theme: Forming Effective Collaborations
Format: Ultra Short Presentation
Title: ‘Excellence’ for everybody Conference (Germany, 2015)

Abstract: In November 2015, the first interactive conference “‘Excellence’ for everybody!? Citizen Science, higher education institutions and Science Shops – looking ahead” took place in Oldenburg/Germany with 100 participants from higher education and research institutions, policy, SME, CSOs and NGOs. Prototype for the ‘Excellence’-Conference was an adaptation of several experienced formats by the organizing committee, the German speaking Science Shops, and especially the international Living Knowledge –conference format, the European IFSA conference format and other. The ‘Excellence’ was organized by seven German speaking Science Shops, an Austrian one and two Knowledge Transfer Agencies of HEIs. It focused on interaction by means of combining different formats, e.g. workshops, World Cafés, Pecha Kucha presentations, lectures, Project-Speed-Dating with 36 contributions in 14 sessions. In lively discussions, the multi-stakeholder-participant groups discussed a wide range of topics and issues.
Abstract number: 179

Author: Mélissa Lieutenant-Gosselin
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Ultra Short Presentation
Title: Science policy for a responsible public science

Abstract: Over the last five years, the Association for Science and Common Good (a Quebec-based NGO that gathers scholars, students and members of the “general public”) has submitted six briefs to as many Canadian public consultations regarding science policy (http://www.editionscienceetbiencommun.org/?p=188). The ideas championed by the organization will be summarized and defended in an Oral Byte that might inspire similar initiatives and reflexivity among participants. Six principles will be examined briefly: i) make visible and publicly discuss science policy; ii) promote scientific institutions’ social role; iii) open access to science publications and data; iv) promote an open and locally rooted science; v) foster reflexivity and integrity; vi) foster a plurality of voices in research.

Abstract number: 100

Author: Randy Stoecker
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Problem Solving Session
Title: Liberating Service Learning and the Rest of Higher Education Civic Engagement

Abstract: This session, from my new book of the same name, will rethink the prioritization and theoretical/philosophical underpinnings of four core concepts of service learning: learning, service, community, and change. “Institutionalized service learning”—the dominant form of service learning in higher education—puts student learning first, service second, community third, and change last. Furthermore, “learning” emphasizes a distorted version of experiential learning theory, “service” emphasizes a disempowering charity approach, “community” is based on an alienated exchange relationship model, and “change” is based on a neoliberal individualistic philosophy. The alternative, “liberating service learning,” reverses the prioritization of the concepts, beginning with change, then community, then service, then learning. The theory of change emphasizes structural conflicts in society, the theory of community emphasizes a unitary rather than exchange model, the theory of service draws from community organizing models, and the theory of learning works from popular education and focuses on constituencies and communities.
Abstract number: 161

Author: William Tobin
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Workshop
Title: Evidence Based Community Problem Solving for Second Level Students

Abstract: The session allows participants to experience an evidence based community problem solving curriculum for underserved college bound second level students. The research curriculum, Tools for Change, teaches students to use social science methods to address community challenges they most care about. It was devised by university and second level teachers. The program has been successful with students in America and Europe from every race and background, including migrant and refugee youth and in urban and rural settings.

The session begins with an overview of the program and a discussion of common challenges of practice. The bulk of the session will be devoted to giving the participants an opportunity to experience the research process—in a carefully curated and very condensed form. The group will begin by identifying a research question and complete their work by devising policy recommendations. The session will conclude with reflection by participants about their experiences as researchers.

Abstract number: 48

Authors: James Cook, Ryan Kilmer
Theme: Forming Effective Collaborations
Format: Roundtable
Title: Building Capacity for Collaborative Research and Practice among Students and Community Partners

Abstract: Partnerships involving universities and community groups require attention to ensure mutual benefits for all involved parties, (students, faculty, community contacts, community organizations, the university, the community as a whole), previously described as 5Win strategies (Cook & Kilmer, 2014). Informed by prior work developing partnerships in training contexts (e.g., Cook & Kilmer, 2012; Kilmer, Cook, & Brookins, 2013), this round table focuses on partnership strategies that build capacity among diverse stakeholders, resulting in long-term, sustainable benefits. A capacity-building framework developed by Strater Hogan et al. (2016) will be outlined, and participants will be invited to provide examples from partnerships in which they are engaged and identify ways that this framework can help guide student involvement with community partners to build their capacity to address needs in civil society. Applicability to the different facets of RRI initiatives, and methods for their implementation, will then be discussed.
Abstract number: 06
Authors: Saul Petersen, Mahako Etta, Diane Hill, Kyle Farmbry
Theme: Forming Effective Collaborations
Format: Workshop
Title: No silver bullet: How big issues such as educational attainment require consensus-building and an organizing framework among multiple sectors and agencies

Abstract: America ranks 11th in global postsecondary attainment. Local urban and rural communities in the U.S. are utilizing collective impact models to address this issue. Similar to Responsible Research for Innovation (RRI), the Collective impact model aligns stakeholders, in a structured way, to achieve social change through a clear goal. In the city of Newark, New Jersey, the goal is to increase the percentage of postsecondary credentials holders from 17 percent to 25 percent by 2025. The proposed workshop presentation will map out how the collective impact framework builds connected pathways to educational success by fostering both research and engagement. The workshop presentation will provide a brief overview of collective impact efforts in partnership with Rutgers University - Newark and Campus Compact while engaging the attendees in a mapping exercise to identify how their current projects align with four phases of collective impact, 1) Exploring 2) Formalizing 3) Sustaining and 4) Scaling.

Abstract number: 70
Authors: György Málovics, Judit Juhász, Barbara Mihók, István Szentistványi, Boglárka Méreiné Berki, Zoltan Bajmocy, Judit Gebert
Theme: Ethics, Diversity and Inclusion
Format: Problem Solving
Title: Ethical dilemmas and the responsibilities of researchers in participatory action research (PAR): the case of extreme egalitarianism

Abstract: Extreme egalitarianism has been observed among Hungarian underclass Roma communities by several researchers. According to it „either everyone should get something, or better that no one gets anything”: there is an expectation towards a radically even distribution of resources within the community – including resources raised within a PAR process. Extreme egalitarianism together with strong inner-community hierarchies and high social distance between middle-class researcher and underclass lay participants pose numerous ethical dilemmas for the outside researchers. Middle-class researchers might feel that they have to take a pragmatic approach for the workability of the PAR process instead of taking deeply emancipatory efforts. This might lead to an unjust distribution of emerging resources (benefits) and limits the honesty and evenness of researcher-lay partnership. Within present session we reflect on these ethical dilemmas, their practical consequences and potential solutions in an interactive way by discussing scenarios based upon our real-life PAR experiences.
Abstract number: 122
Authors: Rajesh Tandon, Lorraine McIlrath, Elizabeth Tryon, Judy Favish, Crystal Tremblay
Theme: Forming Effective Collaborations
Format: Discussion
Title: Responsive Research & Community Partnerships

Abstract: With support from IDRC Canada, the UNESCO Chair on Community-based Research and Social Responsibility in Higher Education have just completed first global study of patterns and dynamics of research responsiveness when undertaken in partnership with community. It has come up with a number of important trends, challenges and approaches associated with how research partnerships are initiated, supported, and evaluated through a comparative study of different types of institutional arrangements. It includes a detailed overview of a global survey administered in over 50 countries. Of them, 12 country case studies are dealt with in detail, ones which demonstrate strong institutional and policy support for Community University Research Partnerships. All the findings have been collated in an open source e-book, which is titled “Strengthening Community University Research Partnerships”. This 90 minute panel discussion will highlight global lessons on effective research partnerships, and reforms of institutional structures in universities to make research responsive.

Abstract number: 40
Authors: Catherine O’Mahony, Marco Rieckmann, Reka Matolay
Theme: Enhancing Learning and Teaching
Format: Workshop
Title: The Swap Shop approach to teaching innovation: embedding RRI in Higher Education

Abstract: The challenge of supporting students to develop the knowledge, skills and attributes that demonstrate Responsible Research and Innovation (RRI) is being addressed by members of the H2020 ENRRICH project. RRI clusters a number of topics together, i.e. social justice, public engagement, science education, gender equality, ethics, open access, sustainability and governance. While this clustering is novel, there is already a great deal of expertise amongst Higher Education staff in addressing these topics, albeit individually. In the Swap Shop, participants are invited to share a pedagogical approach that addresses one or more of the RRI keys from their teaching, or that of a colleague/leader in their field. They will then swap this during the workshop. The aim of the workshop is to uncover a range of approaches for renewing or developing courses and curricula to embed RRI, and to engage in peer evaluation of existing practices using the RRI lens.
Abstract number: 41

Author: John Craven
Theme: Enhancing Learning and Teaching
Format: Ultra Short Presentation
Title: Preparing Science Teachers to Engage in Participatory Research Projects

Abstract: A broader view of science lies at the core of Science Shops. Secondary science teachers may represent the nexus for expanding the conceptions of both “how and where” science takes places as well as the vision of “by whom and for what purposes” does scientific knowledge get used.

Unfortunately, educational accountability systems in the United States all too often reinforce a nature and purpose of science education that is counter-productive to a conception of the discipline that incorporates social and human sciences, as well as natural, physical, engineering and technical sciences. This holds true particularly within disenfranchised communities most often impacted by scientific/technologic based environmental issues.

This presentation will share, and get participant feedback on, the methods that Fordham uses to train new science teachers to bring local communities, community-based organizations, students, and researchers together to collaboratively undertake responsible research and innovation to solve the scientific/technological based issues they face.

Abstract number: 55

Author: Martina Jordaan
Theme: Enhancing Learning and Teaching
Format: Ultra Short Presentation
Title: Large service learning classes - a challenge for successful campus-community partnerships

Abstract: In 2005 the Faculty of Engineering, the Built Environment and Information Technology at the University of Pretoria implemented a compulsory module, Community-Based Project, for all undergraduate students. It entails that students work at least 40 hours in a community and thereafter reflect on their experiences.

The large number of students that enrol in this module (2015:1775) as well as the diverse campus-community partners (2015:322) create unique challenges in managing this module successfully.

Extensive use is made of a blended learning approach and the Learning Management System is used to facilitate, assess and manage the logistics of the more than 550 projects annually. The role of the campus-community partners and student leadership are crucial to the successful execution of these projects.

The paper will discuss the blended model of this module to indicate how such a large class is effectively managed as well as the critical role of the campus-community partners.
### Abstract number: 85

**Author:** Ana Aleknaviciene  
**Theme:** Enhancing Learning and Teaching  
**Format:** Ultra Short Presentation  
**Title:** Launching a science shop in the field of engineering: good practice and bottlenecks

**Abstract:** In VTDK’s strategy it is foreseen to make results of applied research accessible and useful to society. In recent years the College had successful business-oriented research projects, but far not enough. In order to contribute more to the development of a sustainable society it was decided to run science shop, focusing when possible on interdisciplinary research projects. Thus, the big challenge was to build a team, willing and able to deal with interdisciplinary projects, motivate students, and present results in a satisfactory way to customers. We consider of great importance to implement a first year cycle as successfully as possible in order to create adequate pool of research topics and attract motivated academic staff and students for the next cycle through positive experience and high visibility. During presentation I will talk about good practice and the problems we encountered while launching Science Shop and how we tackled those problems.

### Abstract number: 125

**Authors:** Jordi Segalas, Gemma Tejedor  
**Theme:** Enhancing Learning and Teaching  
**Format:** Ultra Short Presentation  
**Title:** Community oriented Action Research for Sustainability

**Abstract:** The Research Institute for Sustainability Science and Technology runs the Action Research Workshop on Science and Technology for Sustainability, which puts together community entities and students to collaboratively use an Action-Research methodology, to answer questions such as: Who are we researching for? Who benefits from our research? While dealing with sociotechnical sustainability challenges. The aim is to look at society, not as an unsustainability problem but as a key actor required to move towards solutions. Students work on four Case Studies, related to two identified local sustainability problems, represented by a community entity. Students identify the importance and the difficulty to deal with: a) the problem formulation and the perception of the problem from distinct community motivations; b) the interaction, recognition and communication with stakeholders and the need to jointly gather information; c) getting teamwork and self-organization skills and emotional intelligence and conflict resolution abilities.
Abstract number: 173

Authors: Jacqueline Daly, Uththara Perera, Eric Clarke, Mary Kennedy
Theme: Enhancing Learning and Teaching
Format: Ultra Short Presentation
Title: Sowing the Seeds of Professionalism - A Successful Model of Community Based Learning

Abstract: Foundation year medicine and physiotherapy students in RCSI take electives as an assessed component of their module on professionalism. 24 students per year (150 students to date) take part in one of these electives designed and developed in close partnership with Speisialta Community Club. On-going development and review is conducted with both Speisialta and students. Students gain invaluable experiential learning and training regarding people with intellectual disabilities such as Down’s syndrome, Autism, and Fragile X Syndrome. Student learning relates to all eight domains of good professional practice as defined by the Irish Medical Council. This elective is consistently positively received by students, academic staff, and the community based club, places book out within seconds. We invite participants to join us in an interactive thought provoking workshop to learn more about this successful model and explore how they might create and implement a similar model in their professional field.

Abstract number: 16

Authors: Vivian Chaplin, Manuel Antonio Noronha, Manuel Antonio Noronha
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Collaborative Presentation
Title: Incorporating Case Study Research on Community Engagement through Service Learning into the General Education Curriculum.

Abstract: This workshop will discuss research on community engagement through service learning for the design of a General Education curriculum. Questions will be posed to participants for analysis of a case study: ‘The Community-based Instruction Program at Hong Kong Baptist University’ by John H. Powers. Feedback from the participants in the workshop will be used to develop a case study approach to be adopted for a module on Service Learning and Community Engagement. The overall aim of the research is to design and implement a portal for Research on Service Learning Experiences (ROSLE) to be accessed by undergraduate students from diverse disciplines within the University. It is hoped the portal will be replicated in other universities and made accessible online.

Key words: Community engagement; service learning; case studies; research; portal ROSLE
Abstract number: 66

Authors: Andrea Vargiu, Zoraida Mendiwelso-Bendek, Mariantonietta Cocco.

Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities

Format: Collaborative Presentation

Title: Community-university partnership to reduce inequalities through Life Long Learning

Abstract: Successful engagement of disadvantaged citizens in lifelong learning is often hindered by the fact that key players act in isolation and through programmes not fully consistent with community needs and resources. Moreover, to support policies, the need is great for data on a variety of experiences that are generally not apprehended by official statistics. Research evidence presents Community-University partnerships as a cornerstone of a strategic approach to lifelong learning for overcoming inequalities. Partnerships are fundamental to engage citizens, institutions, CSOs and researchers in empowerment processes that rely upon community-based research and community-based learning. CBR is crucial for research based policies and social accountability of lifelong learning activities by informing participated programming cycles, thus ensuring policies’ sustainability and impacts. Participants will be called to share challenges, dilemmas, experiences and evidence on how Community-University partnerships can support policies to reduce inequalities and improve lifelong learning programmes, and to explore potential networking.

Abstract number: 98

Authors: Valentina Ghibellini

Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities

Format: Collaborative Presentation

Title: Participation and knowledge in a democratic society: evaluating impacts of Science Shops

Abstract: Science Shops aim at providing independent, participatory research support in response to concerns raised by civil society. Notwithstanding widespread recognition of their role in ensuring citizens’ participation and access to science, the need arises for a systematic evaluation of the outcomes and impacts of Science Shops.

The paper is based on a PhD project and presents the first results of an ongoing evaluation research upon Science Shops’ social impacts.

The paper will discuss methodological implications of such an evaluative research, notably as to the relevant social outcomes and impacts indicators, as well as the procedures adopted to assess them. Indicators and procedures are presently being identified on the basis of literature and previous researches and on case studies’ analysis.

Some provisional results of instruments’ testing will be presented. Yet, the presentation will seek to stimulate discussion on social impacts of Science Shops to eventually refine indicators and instruments.
Abstract number: 89
Authors: Sinead McCann, Paulina Biskup, Lisa Cavern, Michael Foley, Ian Roller, Niamh Geoghegan
Theme: Forming Effective Collaborations
Format: Interactive creative format
Title: Sharing experiences and insights of working on collaborative curriculum based project - from the students, lecturer, and community partner and co-ordinator perspectives.

Abstract: This session will share experiences and insights from a five year collaborative partnership between CLiC News (an educational initiative that encourages reading and writing through a safe, positive and engaging internet environment for primary school students between the ages of 9-12 in the form of a tailored news website) and students studying at DIT working on a range of curriculum based projects across disciplines from the perspectives of 2 students, a community partner, a lecturer and a co-ordinator focusing on the following aspects;
- What worked and what didn’t
- What could be done differently to enhance the project in the future?
- What has been the impact of doing the project?
Each person will present for 3-5 minutes in relation to these points. Attendees are invited to go online and register on the CLiC News Living Knowledge demonstration site www.livingknowledge.clicnews.ie, interact with some news stories, comment on them, answer quiz questions, select their avatars, create some doodles and trade in their stars for rewards (memorabilia) in the online Swap Shop. Use the Invitation Code “living”. Grammar Guru is a student Community Based Learning project which has been developed to enhance the CLiC News website and make it a better resource for teachers. A demonstration of this can be seen at www.grammarguru.xyz

Abstract number: 52
Authors: Tracy Hogan, Mary Jean McCarthy, Devorah Crupar, Emily Kang, Corinne Donovan
Theme: Forming Effective Collaborations
Format: Roundtable
Title: Introducing K12 Citizen Science Initiatives around Community Based Issues: A Partnership Explored

Abstract: This session invites discussion around a collaborative partnership between university faculty and students, seven high-needs school districts and one community-based organization (Operation SPLASH – Stop Polluting, Littering and Save our Harbors) designed to reach two goals including; 1) increasing primary, secondary and university students’ citizen science opportunities to investigate issues affecting shorelines of Western and Great South Bays (Long Island, New York, USA) and, 2) providing experiences for students to gain deeper understandings and improve their skill in scientific research and community action. Operation SPLASH is an all-volunteer organization dedicated to taking action to “maintain waterways, educate citizens and encourage environmentally sound decisions by lawmakers.” University students and faculty joined teachers and their students to forge a successful on-going partnership researching relevant, community-based issues with support of Operation SPLASH. This presentation will highlight partnership dynamics and outcomes related to multiple project goals. Strategies to strengthen this partnership will be solicited.
Abstract number 127

Author: Jeroen Kruit
Theme: Enhancing Learning and Teaching
Format: Interactive Creative Format
Title: Intervision as a way of learning

Abstract: With this contribution for the 2016 conference I want to focus on interaction by using a method for intervision that I (we) successfully use in a learning network that focuses on exchanging knowledge, experience and practical solutions with and between government officials. A network that is facilitating the transition to a participatory society that is taking place in the Netherlands at the moment.

Participants at the session will be asked about their personal / professional ambition to collaboratively undertake responsible research and innovation. Goal is to find each other’s (deep) motivation for this approach, to find out what obstacles they find on their way and to agree on a concrete first step on the road to realizing their ambition (dream).

By executing this in (several) small groups I’d like to give participants the opportunity to discover the potential of this way of learning by reflecting on each other.

Abstract number: 36

Authors: Elisabeth Unterfrauner, Maria Schrammel, Margit Hofer
Theme: Enhancing Learning and Teaching
Format: Workshop
Title: Reflecting on Responsible Research and Innovation

Abstract: While Responsible Research and Innovation (RRI) have been widely discussed and acknowledged in the research community, there are rarely approaches, methods and tools available on a practical level that might be used also in educational contexts.

The Self-Reflection tool on RRI is such an instrument that might meet this need for practical tools able to support the promotion of RRI. Since reflection and anticipation have been identified as core processes fundamental to RRI, this is exactly the starting point of the tool. The self-reflection tool makes the user think about different aspects of RRI by bringing the concept of RRI a little closer and showing potential further steps in the direction of implementing RRI.

By the methodology of a World Cafe, we intend to facilitate open discussions and link ideas of the participants to access experiences and potentials of integrating RRI in practice.
**Abstract number: 149**

**Authors:** Christine Groeneweg, Kirsten von der Heiden  
**Theme:** Forming Effective Collaborations  
**Format:** Workshop  
**Title:** Facilities of participatory research at the Transfer Agencies of HEI in Lower Saxony/Germany

**Abstract:** The overall objective of the project was to explore the need and feasibility to establish so called “facilities of participatory research” (such as science shops and other institutions/intermediaries) in the Transfer Agencies of the HEIs of Lower Saxony/Germany. The project run in the time span of 2014 – 2015 and had been funded by the Ministry for Science and Culture of Lower Saxony/Germany. It aimed to develop policy options for regional HEIs. The core focus of the project was to design, plan and realize four different local workshops on “Linking Science and Society” at the participating HE institutions by the Science Shop Vechta/Cloppenburg, Germany. In most cases the participants as members from HEI, CSOs, and community met for the first time.

**Abstract number 27**

**Authors:** Norbert Steinhaus, Rosina Malagrida, Michaela Shields  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Workshop  
**Title:** Training on RRI Tools: Guidance for stakeholders about including RRI features in their projects

**Abstract:** The RRI-Tools project developed a “Toolkit on RRI”, addressed and designed by all stakeholders of the Research and Innovation (RI) chain of value, including Researchers, Civil Society, Industry and Education. This toolkit will be disseminated through 19 RRI Hubs covering 30 countries of the European Research Area.

Several showcases with elements that transcend country boundaries, show common features, and can be “de- and reconstructed”, are at the heart of train the trainer workshops. These are designed and implemented “for and with” constant participation of stakeholders, and will enable participants to train others, turning them into active “RRI agents” using the RRI Toolkit and having a common objective of “spreading the RRI vision. This way, the project aims to link needs and problems to tools that allow to find solutions to these issues.

The workshop will help participants to address the nearest RRI-Tools hub for trainings on RRI.
Abstract number 74

Authors: Drissa Toure, Alexandria Tran, Katelyn Jelden, Pamela Franks.

Theme: Forming Effective Collaborations

Format: Problem Solving

Title: Student-led community health collaboration: “Bridging the Care” to refugees in Nebraska

Abstract: Bridge to Care (BTC) is a student-led initiative facilitated by the Centre for Reducing Health Disparities at the University Of Nebraska Medical Centre (UNMC). BTC supports resettled refugees through biannual health fairs providing health education, screening, and services from community partners (i.e. clinical practices, Federally Qualified Health Centres, state and local public health) and UNMC students. Volunteers simultaneously develop cross-cultural competencies. With the aid of over 375 students and community volunteers, BTC’s November 2014-2015 health fairs served nearly 800 Omaha refugees from countries such as Somalia, Bhutan, Burma, and Sudan. Reviewing the BTC health fair model, we will collaboratively present a “problem-solving session” on engaging students, academia, and community partners in this event and refugee health. Problems discussed will include sustainability, refugee outreach, cultural sensitivity training, and overarching collaboration between community partners in Omaha. We plan to record and share the outcomes with the UNMC campus and community partners.
Thursday Poster/Networking event with refreshments 3:50-5:00

Abstract number 133
Authors: John Murphy, Robert Howe
Theme: Enhancing Learning and Teaching
Format: Poster
Title: Context Based English Learning in Vocational Education A case study into the practical application of mutual support teaching in vocational education.

Abstract:
The aspirations of a typical vocational college in the Middle East with regard to English language training are to put emphasis on technical language. English taught in vocational colleges where the language of instruction is English and should reflect the requirements of the vocational subjects studied by its students. The discussion around vocational education in Saudi Arabia has been “How do we match English language classes with the classes that contain a large amount of technical language?” The English level of students at vocational colleges range between the A1 to B1 level of the Common European Framework of Reference (CEFR). Even the best students at English still struggle with the technical content taught. This study tests a teaching method that pairs the English and technical teachers together in the workshop. This method showed the authors that the two disciplines (technical and English) is most effective when the teachers work together.

Abstract number: 138
Authors: Goda Rukseniene, Jaroslav Daveiko
Theme: Enhancing Learning and Teaching
Format: Poster
Title: Interactive Inter-disciplinary Project “The Tree of Life”

Abstract:
It may often be a challenge to get students truly engaged in the learning process. Students don’t fully commit to theoretical studies of fictional cases.

Lecturers of Vilnius College of Technologies and Design wanted to expand outside the study program box and enhance students’ interest in complementing disciplines. They decided to conduct an interdisciplinary workshop project with their partners from Poland that would require joint efforts from several different education fields.

The workshop included Lithuanian and Polish design and electrical engineering lecturers and students, and resulted in “The Tree of Life” - an interactive project that used light-triggered sound elements to create the illusion of lively nature. The project received a lot of praise, got the students excited and fully engaged in the learning process. The presentation will explain more on how it affected the students and how similar projects could be used to inspire students and enhance teaching.
Abstract number: 156

Author: Julia Derkau  
Theme: Enhancing Learning and Teaching  
Format: Poster  
Title: Evolving teaching & research while meeting societal challenges: Project-example “Learning and teaching in cultural diverse settings”

Abstract: Following various changes in education policy, classes in German secondary schools grow more and more heterogeneous regarding the pupils level of knowledge and their educational background. Thus new educational concepts are required; likewise the education of future teachers has to be adapted.

To tackle those challenges, a broad service learning-project series has been initiated at the Area Educational Science and Psychology, aiming at a long-term cooperation focusing on school development and further education of the teaching staff. Community partners are local secondary schools and the Department of Educational Planning of the City of Mannheim. Within the scope of service learning-courses, students work on issues that are submitted to the university from local schools.

Topics are e.g. successful intercultural cooperation between parents and teachers and individual diagnosis and support. The benefits for all involved are wide-ranging.

Abstract number: 11

Authors: Ruth Hally, Kenneth Burns, Catherine O’Mahony  
Theme: Enhancing Learning and Teaching  
Format: Poster  
Title: Building RRI Proficiency through Community Based Participatory Research

Abstract: PhD students at University College Cork are engaging in a novel initiative to develop their understanding of Responsible Research and Innovation. This initiative is part of the EnRRICH project (Enhancing Responsible Research and Innovation through Curricula in Higher Education), and will equip PhD researchers with the reflexivity to critique their research topics. Students will engage in a 5 credit module in partnership with the Westgate Foundation, a sheltered housing centre for senior citizens. The researchers and Westgate representatives will develop research questions which may be undertaken by students in subsequent academic years. This shared approach can lead to the identification of novel research questions, increase awareness of the limitations and possibilities for research, and result in mutually beneficial outcomes. The poster will provide details of the module, share findings from an evaluation of the initiative and make recommendations as to how similar initiatives may be embedded in Higher Education curricula.
Abstract number 32
Authors: Steven Donnelly, M. Satish Kumar, Liam Lynch
Theme: Enhancing Learning and Teaching
Format: Poster
Title: Contained & Pop-Up Urbanism: Exploring and Engaging Innovation from the Classroom to the City

Abstract: ‘Contained’ is an innovative consultation hub located at a waterfront brownfield site in Belfast, Northern Ireland. Created by social enterprise Square Pit in 2015, Contained exemplifies the fundamentals of pop-up urbanism as an engagement platform for publicly testing integrated urban strategies. It provides an educational and participatory regeneration experience for all stakeholders including Belfast City Council, Harbor Commission and the public. During the research phase, Square Pit collaborated with the School of Geography, Archaeology and Paleocology at Queen’s University Belfast and the Young Civic Leaders Northern Ireland (YCLNI) to help refine the key ideas and approaches associated within the project. Through Contained, the YCLNI are enabled with a unique case study to explore the dynamics of diverse, creative and inclusive platforms as a driver for development. Simultaneously, this provides an opportunity to apply the knowledge and theories explored in Dr. M. Satish Kumar’s final year module on ‘Spaces of Urbanization’.

Abstract number: 77
Authors: Shannon Chance, Damon Berry, Paul Stacey, Ted Burke, Frank Duignan, Richard Hays, Claragh Patton Kelly, Shane Ormonde.
Theme: Enhancing Learning and Teaching
Format: Poster
Title: Spreading knowledge on robotics from DIT to ITB and across Ireland

Abstract: DIT’s volunteer team of engineering and robotics teachers proposes to offer a 90-minute hands-on RoboSlam: Robot Building Workshop for educators. To date, our team has used this Problem Based Learning format to teach hundreds of second and third-level students, and many teachers, how to build and programme robots. Most recently, DIT lecturers taught ITB lecturers (in a collaborative project funded through DIT’s LTTC) how to facilitate RoboSlam workshops. As a result, over a hundred ITB students successfully built their first robots and competed in a highly visible competition on ITB’s campus. The main challenge was achieving buy-in from ITB lecturers and supporting their work so that their students were able to succeed with minimal stress on the part of facilitators who were new to robotics. Participants in this workshop will learn the strategy we used at ITB and will also construct their own robots. No prior robotics experience is necessary!
### Abstract number 93

**Authors:** Jaroslav Daveiko, Goda Rukseniene  
**Theme:** Poster  
**Format:** Enhancing Learning and Teaching  
**Title:** Energy-saving Christmas Tree Project for Balsiai Community

**Abstract:** Balsiai is a secluded community on the outskirts of Vilnius. This year, city’s municipality decided to support Christmas projects in more remote areas, seeking to create community-centred attraction points. They identified a need for a symbolic, yet unusual attraction to keep the community members interested for multiple visits.

The team from Vilnius College of Technologies and Design analysed this case. The aim was to offer a non-typical solution that would be inclusive, interactive and educational. The interdisciplinary project team included lecturers and college students.

Project resulted in a unique, modern Christmas tree, lit by kinetic energy from riding specially customized bicycles. This interactive, environmentally friendly project was attractive and entertaining, got local children interested in technologies. The presentation will explain how such projects create bigger involvement from college students, benefiting the college as well as the community it’s aimed at, inspiring both parties to take interest in science and technology.

### Abstract number 114

**Authors:** Thomas Hervé Mboa Nkoudou, Florence Piron  
**Theme:** Ethics, Diversity and Inclusion  
**Format:** Poster  
**Title:** Towards an evaluative framework for science shops in developing countries

**Abstract:** In developing countries, science shops could be redefined as a way to promote local development through a better use of scientific knowledge in civil society but also though the enhancement of traditional and local knowledge. How could this view be translated into an evaluative framework? How could such a framework integrate ethical and practical norms, such as the RRI standards, without sacrificing the normative and cultural diversity of developing countries? How could it verify simultaneous voices to local knowledge and science discourse? My poster will present a model of an evaluative framework that could be used in developing countries such as Cameroon, where I am from.
Abstract number 136

Authors: Zoltan Bajmocy, György Málovics, Judit Juhasz, Judit Gebert, Boglárka Méreiné Berki, Barbara Mihók
Theme: Ethics, Diversity and Inclusion
Format: Poster
Title: The dilemmas of taking responsibility in the fight against extreme poverty. The case of a social innovation emerging from a participatory action research process.

Abstract: The concept of responsible research and innovation stresses that tackling grand societal challenges requires collective (shared and mutual) responsibility. However, taking responsibility in complex, uncertain and unstructured real-life situations raises a number of dilemmas – both theoretically and practically. Present poster introduces a social innovation (called patronage programme) that seeks for a meaningful way in tackling extreme poverty. The programme attempts to directly connect middle class patrons to Roma families or children and induce a patronage process that goes way beyond financial assistance. We use the case to raise dilemmas about the concept of collective responsibility. Taking responsibility in the long often conflicts with the short term responsibility of solving the perceived acute problems (e.g. hunger). Besides serving as a case study through which ethical dilemmas of PAR and poverty alleviation can be discussed in courses; the patronage programme may also raise questions that can be handled through science-shop activities.

Abstract number 96

Authors: Alberto Merler, Andrea Vargiu
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Poster
Title: CapacitAzione: active communities and promotion of social cohesion

Abstract: “CapacitAzione” is a project that has a dual purpose. On the one hand it develops and tests new tools for generating knowledge and analysis useful for decision makers, professionals and CSOs in order to plan an organic and comprehensive integrated system of social policies in Sardinia. On the other hand, it aims at spreading and implementing new research based participated community interventions for the promotion of social cohesion. The poster will present how RRI keys and process requirements are embedded in the project’s approach, management and activities. In fact, CapacitAzione involves stakeholders at every stage of the research and action process: from identification of main issues to data collection and analysis, as well as knowledge sharing, community empowerment and capacity building.
Abstract number: 168

Authors: Kirsten von der Heiden
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Poster
Title: Pattern mining to make online debate experiences available

Abstract: Most third party funded project results are exchanged at workshops but not kept for future use in data benches. Alexander (1964) developed the design pattern tool to exchange process results between colleagues. Kohls adapted the idea towards pedagogical design pattern and later Heiden adapted a design pattern structure to learn by project experiences, case studies and online learning cases. Results from reflections of online debates driven by the international PERARES project will be presented. An interview schedule has been based on the design pattern structure of Heiden (2010). The presented analysis includes data provided by the Global Entrepreneurship week 2012 and expert interviews about national online-level debates in Germany and data provided by interviews with providers of the PERARES’ (FP7 project 2010 -2014) online debate in different countries. These online debates aimed to allow multi-stakeholder groups to create research topics and result new CBR projects.

Abstract number 141

Author: Sofie Verkest
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Poster
Title: Measuring Long Term Impact of Science Communication - case study: interactive STEM workshops for teenagers outside school

Abstract: Science Communication initiatives such as science festivals, cafés, blogs, shops are up and coming and are gladly used as a showpiece by the Academic Government. However, when it comes to receiving funding from both the academic as the federal or regional government it is hard to prove what work results in which impact. This interactive poster session will not present a solution, but serves to tackle the problem of impact measurement of science communication initiatives.

What impact measuring techniques do you know? What are the pros and cons of these techniques and what do they tell us about the actual long term impact?
**Abstract number 50**

**Author:** Pearl McElfish  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Poster  
**Title:** Community-driven research agenda

**Abstract:** This poster will describe how a new regional campus of an academic health centre in a rural area engaged in a community-based participatory research (CBPR) process to set a community-driven research agenda to address health disparities. The campus is situated among growing Marshallese and Hispanic populations that face significant health disparities. In 2013 the University of Arkansas for Medical Sciences Northwest began building its research capacity in the region with the goal of developing a community-driven research agenda for the campus. While many researchers engage in some form of community-engaged research, using a CBPR process to set the research agenda for an entire campus is unique. In only 18 months, the CBPR collaboration had dramatic results. In addition, many interprofessional educational and service learning objectives were aligned with the community-driven agenda resulting in practical action to address the needs identified.

**Abstract number 110**

**Author:** Hamissou Rhissa Achaffert  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Poster  
**Title:** Science shop as a tool of sustainable development in developing countries

**Abstract:** Conventional science as practiced at the University of Niamey (Niger, West Africa) has generated a barrier between the knowledge thus produced by researchers and the potential users of that knowledge in civil society. Local population cannot benefit from the knowledge produced in their local university. In December 2015, a project of a science shop has been launched within the Faculty of Arts and Social Science. Its promoters hope to use that science shop as a tool of local sustainable development. In this paper, I will describe the first 6 months of this project, insisting on the potential of science shop to help African universities become national tools of local sustainable development.
Abstract number 152

Authors: Bertrand Bocquet, Bénédicte Lefebvre, Mireille Havez, Florence Ienna

Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities

Format: Poster

Title: University science shop reception in North of France region

Abstract: We describe the process of the co-creation of a science shop in the North of France, supported by the regional political institution. This process is based on a sociological study of the stakeholders of a science shop: researchers, students and civil society organizations (CSO). Two investigation modes have been employed: a large numerical questionnaire inside the universities and a qualitative inquiry with the CSO. We have obtained interesting positive results particularly with the reception of such structure by the researchers. We are going to give the results during the conference. This process has been followed by two participative events: (i) a study day gathering the previous cited stakeholders completed with the responsible of political institutions and scientific culture centres, and (ii) a scenario workshop with a balanced panel for co-constructing the science shop.

Abstract number 62

Author: Wuqiriletu Wuqiriletu

Theme: Forming Effective Collaborations

Format: Poster

Title: Power of “Bridging Equipment” for Effective Collaborations: A Case Study of PACK TEST in community-based environmental research projects

Abstract: In 2015 I conducted community-based drinking water quality testing projects in Inner Mongolia. The projects involve Inner Mongolian herders, Japanese environmental scientists, university students, and people from Chinese environmental non-government organizations together with my-self. As the project designer and the only person in the project who speaks Mongolian, Japanese, Chinese, and English, I am responsible for the effective communication and collaboration between herders, scientists and environmental activists. In terms of forming effective collaborations, what I have learned from the projects is the power of PACK TEST, a simplified chemical analysis product for testing water quality. Because the equipment is simple to use, anyone, including herders, can easily learn how to operate it. This paper shows how PACK TEST functioned as “bridging equipment” between environmental scientist, university students, herders, environmental activists and myself, allowing effective communication and collaboration.
**Abstract number 83**

**Author:** Paulette Dougnac  
**Theme:** Forming Effective Collaborations  
**Format:** Poster  
**Title:** Engaging participants in research about university public engagement

**Abstract:** This poster will present the methodology of my PhD research project about the process of definition of a public engagement policy at a Chilean university. Although practical constraints did not allow me to do a participatory action research, I designed a participant-engaged methodology, in which I involved participants at different stages. This included conversations prior to the definition of my research questions, presentations of my literature review about the concept of university public engagement for them to contribute to their policy discussion, and open dialogues where they interpreted this literature in relation to their own context. In this poster I will describe the research design and its theoretical foundations, as well as reflecting on the limitations encountered during the research process.

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**Abstract number 143**

**Authors:** Christine Groeneweg, Kirsten von der Heiden, Björn Huwe  
**Theme:** Forming Effective Collaborations  
**Format:** Poster  
**Title:** ‘Excellence’ for everybody Conference (Germany, 2015) revisited: Lessons learned for collaborative conferences

**Abstract:** In November 2015, the first interactive conference “‘Excellence’ for everybody! Citizen Science, higher education institutions and Science Shops – looking ahead” took place in Oldenburg/Germany with 100 participants from HEI and research institutions, policy, SMEs, CSOs and NGOs. The ‘Excellence’ was an adaptation of the Living Knowledge Conference format. The ‘Excellence’ was organized by seven German speaking Science Shops and two Knowledge Transfer Agencies of HEIs. It focused on interaction by combining different formats, e.g. workshops, World Cafés, Pecha Kucha, lectures, Project-Speed-Dating. In lively discussions, the multi-stakeholder-participant-groups discussed a wide range of topics and issues.

The proposed workshop offers an extended presentation, discussion, and interaction on collaborative conferences through information and experience sharing. It reflects personal and institutional expectations and contributions regarding collaborative projects/conferences.

Results will be spread by web 2.0 plus the LK-newsletter to be used on future conferences preparations and collaborative projects of all interested person.
Abstract number: 46

Authors: Jerrome Suganthy Selvaraj, Edel Randles, Therese Conway

Theme: Forming Effective Collaborations

Format: Poster

Title: Evaluation of the Ernie Els #GAMEON AutismTM Programme: A Phenomenological Investigation

Abstract: The UNESCO Chair, I.T Tralee conceived this project in conjunction with the Ernie Els Foundation as a part of ‘let’s Inclusivism Golf Campaign’ in Ireland, and it will be the first evaluation to be conducted outside the U.S. This evaluation aspires to dispense the euphoria associated with golf to promulgate a therapeutic alternative to address the deficits congruent to individuals with autism. The central focus of this investigation is to evaluate the Ernie Els #GAMEON Autism golf initiative as experienced by autistic individuals, their families and PGA coaches. The study adopts mixed methods design as it provides incomparable assistance towards facilitating triangulation, complementarity and reflexivity. The research will focus to bring out understandings and perspectives pertaining to golf and inclusion in a broader framework. However, to decipher the advantages and the impediments this programme offers for individuals with autism and their families constitutes the fundamental fabric of the enquiry.

Abstract number 47

Authors: Tommaso Castellani, Adriana Valente, Bálint Balázs, Franco Bagnoli, Giovanna Pacini, Fernando Ferri, Patrizia Grifoni, Atta Badii

Theme: Forming Effective Collaborations

Format: Poster

Title: Challenges of online engagement and effective collaborations

Abstract: Stakeholders engagement and facilitating multi-actor and platform arrangements for different aspects of research and innovation has created high hopes and many pitfalls. In particular, many criticalities appear in those processes that are managed only online. This session will explore the topic of communities’ involvement by means of the combination on online and offline techniques. The session will be introduced by mini-presentations held by researchers of the SciCafe 2.0 European project, and will continue with an interactive debate involving the audience, where all can autonomously present their work in a Metaplan-like environment.

References:
### Abstract number: 105

**Authors:** Linda Hawkins, Karen Nelson  
**Theme:** Forming Effective Collaborations  
**Format:** Poster  
**Title:** Creative Brokering in a Research Shop

**Abstract:** The Community Engaged Scholarship Institute is an intermediary organization that both builds capacity for and does community engagement and social innovation. We work among faculty, civil society organizations, students, government, and other agencies that benefit from partnered and innovative research approaches.

The Research Shop at the Institute for Community Engaged Scholarship is an example of a responsive community facing mechanism, designed to facilitate community-campus research partnerships. As a growing institution, community needs are being brought to the Institute in a growing demand, resulting in a need for multiple flexible structures to be in place to allow for responses to requests.

Our poster presentation will present a framework illustrating how we broker projects from and around the Research Shop – including how to respond to projects outside of our capacity.

### Abstract number 37

**Author:** Aoife Prendergast  
**Theme:** Enhancing Learning and Teaching  
**Format:** Ultra Short Presentation  
**Title:** Living Knowledge and the Self in Social Care Practice - Narratives of Supervisory Competencies in Community Practice Education

**Abstract:** Professional standards and a strong academic identity are of special value in the area of academic preparation for practice education in social care. It is essential that those who aspire to become professional student educators and supervisors receive the best preparation possible. Establishing the academic identity of a practice educator has remained a troublesome concept as practitioners seek to identify their own role. For students to be truly immersed and engaged in the practice education experience, they must explore this role.

**Aim:** This presentation will contribute to the identification and development of the core identity of the social care profession in Ireland. It aims to clarify an appropriate model of supervision in practice education.

In 2005 Share and McElwee (2005b: 58) claimed that ‘it is crucial to the future of social care in Ireland that practitioners engage seriously with the concept of professionalism and begin to discuss what it might mean.’

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**Friday 11:00-12:30**
Abstract number 69
Author: Jozefien De Marree
Theme: Enhancing Learning and Teaching
Format: Ultra Short Presentation
Title: Science shops as a good practice to address RRI in curricula

Abstract: Matching the definitions of the Responsible Research and Innovation (RRI) concept of the European Commission (e.g. Von Schomberg, 2011), a Science Shop connects science with society by uniting researchers and societal actors during an inclusive, participatory research process. Moreover, involved civil society organisations (CSOs) and their research questions/topics, represent the needs of society and all societal actors.

Abstract number: 30
Authors: M. Satish Kumar, Steven Donnelly, Liam Lynch
Theme: Forming Effective Collaborations
Format: Collaborative Presentations
Title: Contained & Pop-Up Urbanism: Exploring and Engaging Innovation from the Classroom to the City

Abstract: ‘Contained’ is a neo-urban consultation hub located at a waterfront brownfield site in Belfast, Northern Ireland. Created by Square Pit Productions Ltd in 2015, Contained exemplifies the fundamentals of pop-up urbanism as an innovative experimental platform for testing an integrated urban policy, whilst simultaneously providing an educational experience at all development phases for various academic, applied and allied disciplines. During the research phase of its development, Square Pit in collaboration with the School of Geography, Archaeology and Paleoecology (GAP) at Queen’s University Belfast engaged the Young Civic Leaders Northern Ireland (henceforth YCLNI) to help in the refinement of key ideas and approaches associated within the project. Through Contained, the YCLNI are enabled with a unique case study to explore the dynamics of experimental temporary engagement platforms as a development driver. It provides an opportunity to apply knowledge and theories explored in Dr. M. Satish Kumar’s module on ‘Spaces of Urbanisation’.
Abstract number: 88

Authors: Bernard Timmins, Siobhan Long, Catherine McCabe, Fiona Timmins, Nadine Lattimore

Theme: Forming Effective Collaborations
Format: Collaborative Presentations
Title: DIT students and the community widening their participation by designing student services for TU4D.

Abstract: DIT & TU4D are creating a world-class student service for Grangegorman and TU4D. A key part of achieving this is to widen the design of student services so that students and the community can participate and inform this design through meaningful engagement and by acting on their recommendations. This presentation will detail the findings and recommendations of a project which aims to seek student and community involvement in the design of a futuristic student service and facility. This project will consist of workshops and an online survey. The workshops will be held in the National Museum of Ireland, who are providing free facilities for the purpose and also DIT Grangegorman. The benefit of hosting some of the workshops outside of DIT is to enable discussion and creativity away from the campus site. This research will detail student and community design recommendations as well as participant feedback of the project process.

Abstract number: 108

Author: Ruti Donag

Theme: Forming Effective Collaborations
Format: Collaborative Presentations
Title: The Urban Lab: opportunities, challenges and obstacles in academic-community partnerships

Abstract: The Urban Laboratory is an interdisciplinary project offering intensive and integrated work in specific cities for an entire academic year. It encourages courses from diverse university departments to work in the same city and to communicate with the city, its inhabitants, and among themselves. The ideas gathered are presented to the city at the end of the year.

The paper raises issues concerning the implementation of the project and discuss them with the audience. The issues are: The experiences of real-world dilemmas in the academe; the relevance of academe outside the ivory tower; gaps in goals, aims and schedules of the participants in the project, professional and local knowledges; new tools required to allow working outside the campus; does the municipality really represent the people of the city; the effect of the political situation (especially in Israel) on the project; working with social-change organizations in comparison to municipal administrators.
**Abstract number: 139**

**Authors:** Sandra Silva, Rute Verdade, Sónia Martins, Maria Rui Correia, Júlio Borlido-santos  
**Theme:** Forming Effective Collaborations  
**Format:** Collaborative Presentation  
**Title:** Science Roadmaps as a collaborative RRI model for research institutions

**Abstract:** In the wake of a challenge launched by local society, we promoted the Science Roadmaps, a set of local innovative public engagement initiatives in collaboration with other local research, educational and clinical institutions and a key strategic partner from community. Our aim was to fill in a gap in the field of public engagement (no activities designed/available to an all-inclusive public) and provide cutting-edge knowledge to the general public. Due to its multidimensional, integrative and interactive nature, the Roadmaps proved to be an excellent model/opportunity for researchers to showcase their work and engage with citizens in the discussion of ethical implications of scientific/technological development. Also, the researchers involved get closer to community and more aware of its perspectives, needs and expectations regarding research. Besides citizens’ engagement on research, the Roadmaps model contributes to the incorporation of societal perspectives on this process and could be easily replicated addressing other societal emergent/relevant themes.

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**Abstract number: 155**

**Authors:** Sophie Duncan, Paul Manners  
**Theme:** Increasing Research Impact, Access, and Capacity-Building Opportunities  
**Format:** Workshop  
**Title:** Capturing the impact of engaged research: lessons from the UK Research Excellence Framework

**Abstract:** The UK’s Research Excellence Framework was designed to assess not only the excellence of research outputs, but also to assess the societal impact of the submitting departments. 20% of the overall score was allocated to the quality of that impact. This workshop will briefly outline the details of the policy. Key to the process was the generation of ‘impact case studies’. Over 6000 of these are now publicly available online. We will share our analysis of the key trends revealed in these case studies, exploring how many featured public or community engagement? How did engagement feature within different discipline areas? What types of engagement featured – and how extensively were publics involved in the research process?

Having shared a simple framework for analysing the case studies, we will invite delegates to read a selection, and to explore what they reveal about the challenge of capturing impacts arising from research.
Abstract number: 182

Authors: Michael Soegaard Joergensen, Jens Dorland
Theme: Increasing Research Impact, Access, and Capacity-Building Opportunities
Format: Workshop
Title: Analysing emergence, impacts and agency of science shops

Abstract: In the FP7 project “Transformative Social Innovation Theory” (TRANSIT) science shops are analyzed as a social innovation shaped through ongoing interaction between scientists (within/outside universities), sometimes students, civil society and local communities.

In this workshop, the analytical approach of the TRANSIT project is used by the participants to discuss transformative aspects of their own science shop or community-based research (CBR) entity. The workshop starts with an introduction to the analytical framework, which focuses on emergence, dynamics, agency and (dis)empowerment of a social innovation initiative. Afterwards, each participant applies this framework to their own science shop/CBR on a written form. Thereafter some participants present their reflections to all session participants. These presentations will be interacting with a discussion of the experiences to develop an understanding of patterns of the shaping of transformative aspects of science shops/CBR. Results are transformed into a scientific article and a paper for the Living Knowledge network.

Abstract number: 87

Authors: Stella Veciana, Ina Meyer-Stoll
Theme: Enhancing Learning and Teaching
Format: Interactive Creative Format
Title: Transdisciplinary Real labs for Sustainable Lifestyles: Collaborative Research between Students and ‘Practitioner Researchers’ in German Ecovillages

Abstract: The first introductory part invites participants to engage into a performative dialogue between different stakeholders about the transdisciplinary Real Lab method developed by Dr. Stella Veciana. The Real Lab builds students capacity for RRI applying integrative transdisciplinary methods within the research field “ecovillage”: during an excursion students discover stimulating social and technical innovations created by ecovillagers. They learn e.g. anticipating the benefits of humus formation for soil-fertility/food-supply or how innovative community-building/decision-taking processes solve problems of inclusion. In a world café students gain the capacity to create with the practitioners common responsive research questions. In their follow-up research papers students enhance these local innovations invigorating a community-based research agenda. Nevertheless, a guiding RRI Code of Ethics and Conduct for researchers, students and practitioners is missing. This issue will be discussed during a second interactive part based on a role-playing method and the results published in a study on RRI guidelines for academic/practitioners collaborations.
Abstract number: 126
Authors: Una Flynn, Edel Randles
Theme: Enhancing Learning and Teaching
Format: Workshop
Title: Bridging the Generation Gap - Health Enhancing Physical Activity Promotion amongst Older Adults

Abstract: This paper focuses on a CBL programme - Activity Leadership (Older Adults), operational in the Institute of Technology Tralee, home of UNESCO's Chair in Inclusive Fitness. The programme is delivered in conjunction with older adult community groups, where students ‘learn to serve & serve to learn’. Student learning evidence is captured visually, and through reflective journals, while older adult feedback has been garnered via focus groups, and questionnaires, as part of student CBR projects.

This presentation and workshop will focus on:
- How this intergenerational CBL programme is organised and implemented and the significance of community partner involvement.
- Programme impact.
- Audience participation in a selection of the activities used during the CBL programme - ‘to do is to retain’
- Eliciting good practice pointers from the audience on specific considerations for engaging with older adults in inter-generational learning & research, to promote future mutually beneficial learning partnerships.

Abstract number: 71
Authors: Lèneke Pfeiffer, Ilse Markensteijn, Linda Van Os
Theme: Forming Effective Collaborations
Format: Workshop
Title: Engaging civil society in Higher Education to develop RRI competencies

Abstract: In the first part of this workshop the science shop and education project services of Wageningen University share examples of their experienced difficulties, challenges and institutional issues. Both are matching real-life projects with bachelor and master courses by collaborating with multidisciplinary and/or multi-stakeholder networks in different regions in the Netherlands.

In the second part of the workshop we will use the World Café methodology to dig deeper on the issues discussed in the first part.

We would like to invite everybody with an interest and experience in engaging civil society in research and higher education and a willingness to co-create new ideas on how to do this in such a manner that it is beneficial for civil society and improves the learning process of the students in the higher education institutes. The results of the workshop will be used as input in the framework of the EnRRICH project.