



**Living Knowledge**  
*The International Science Shop Network*



**PERARES Deliverable D11.1**

**6th Living Knowledge conference:  
Documentation and experiences**

**Edited by Michael Søgaaard Jørgensen and Jens Dorland**

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**Contact details: Michael Søgaaard Jørgensen**

**Aalborg University, Copenhagen, Denmark, [msjo@plan.aau.dk](mailto:msjo@plan.aau.dk), Tel. +45 9940 2967**



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Center for Design, Innovation and Sustainable Transition

Aalborg University Copenhagen

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# Table of Contents

<b>1</b>	<b>Introduction .....</b>	<b>6</b>
<b>2</b>	<b>General Information .....</b>	<b>7</b>
	Conference themes .....	7
	Submissions to the conference .....	8
	Conference website.....	8
	Living streaming .....	8
	New session formats .....	8
	Conference excursions .....	9
<b>3</b>	<b>Documentation of the 6th Living Knowledge conference.....</b>	<b>10</b>
3.1	Video Documentation and Streams of the Plenary Sessions .....	10
	Words of welcome .....	10
	Plenary One - Citizens, Science, and Democracy .....	10
	Plenary Two – Funding research with and for civil society .....	10
	A video was filmed and edited by Jens Bonk about the days of the conference. ....	11
3.2	Text documentation of the 6th Living Knowledge Conference .....	11
	Conference Book .....	11
	Full Paper Book.....	11
	The 2014 Living Knowledge Conference (General information).....	11
	Flyer 6th Living Knowledge Conference .....	11
<b>4</b>	<b>The focus of the conference.....</b>	<b>12</b>
	Theme 1: Social innovation – empowering civil society? .....	12
	Theme 2: How to involve multiple users in design of assistive technologies.....	12

Theme 3: Co-operation in multicultural contexts – North-South co-operation .....	13
Theme 4: Sustainable development: from vision to transition .....	13
Theme 5: Developing competences through problem-based learning with civil society....	14
Theme 6: Developing the university – civil society interaction .....	14
Theme 7: How to organize and manage science shops and community-based research units? .....	15
Theme 8: Governance of science and technology with civil society.....	15
<b>5 Experiences from the conference.....</b>	<b>17</b>

# 6<sup>th</sup> Living Knowledge Conference

## 1 INTRODUCTION

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Participative formats have gained in importance internationally and created many opportunities for dialogue-oriented science. The concepts of Science Shops, of community-based dialogue as well as independent and participation-oriented research, is more important than ever on the agenda of science policy-making.

There is an on-going interest in and attention given to the participation of citizens in community-based research, in science-based policy processes and decision-making procedures. Consequently as a next step citizens and their organizations have to have possibilities for engaging with research as partners and providers of knowledge and expertise.

Over the past more than 10 years Science Shops and community-based research have found their place on the agenda of policy-making within science and technology, within innovation and within higher education. The focus on innovation to guide research requires re-imagining relationships and how knowledge co-creation can be advanced.

As one of the core outreach activities of the PERARES activities the organization of two international conferences was foreseen of which the second one was organized in Copenhagen, April 9-11, 2014 within the theme "An Innovative Civil Society: Impact through Co-creation and Participation".

A pre-conference Science Shop Summer School on developing community-based research based on the Science Shop model will be organized 7-8 April 2014.

This conference was strongly linked to the activities and output of the other work packages in PERARES. Findings of the PERARES studies and the knowledge debates were presented to the international community to enable further sharing of good practice beyond the work package participants. The proposals for the conference theme, program and supporting committees have been made as M11.1 (month 36) and the final conference program as M11.2 (month 48).

## 2 GENERAL INFORMATION

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The Living Knowledge Conference in Copenhagen is the 6th conference organized by Living Knowledge, the international Science Shop Network. The conference aimed at exploring experiences with research and innovation for, with and by civil society. Furthermore it aimed at developing recommendations and articulating research needs within community-based research and research focusing on societal challenges. The conference aimed at providing options and opportunities for collaboration, and ensuring that this area of work is prioritized on policy agendas both nationally and internationally.

As a sign of international cooperation with other scientific communities scientific networks organised events back to back with the 6<sup>th</sup> Living Knowledge conference and also contributed with sessions to the conference, including the newly founded European Citizen Science Association (ECSA) and the GUNI network, the Global University Network for Innovation.

The 6th Living Knowledge Conference was also a platform to exchange and discuss findings and results from the second half of the PERARES (Public Engagement with Research and Research Engagement with Society) project, to review and update PERARES (and other participants') Public Engagement in Research (PER) action plans and ask for input from a broad target group into PERARES work. PERARES strengthens public engagement in research (PER) by developing multi-annual action plans, involving researchers and Civil Society Organizations (CSOs) in the formulation of research agendas and the research process. It uses debates on science to actively articulate research requests of civil society.

The conference was hosted by the Center for Design, Innovation and Sustainable Transition (DIST) at Aalborg University Copenhagen, where some of the researchers are among the founding members of the International Science Shop Network, Living Knowledge.

Additional conference objectives were to

- Evaluate strategies for embedding community engaged research in universities
- Strengthen the participative and empowering communication culture as a basis for healthy knowledge societies
- Influence international research policies and priorities
- Advance the way Science Shop like initiatives can engage CSOs and researchers in collaborative research activities
- Encouraging co-operative and partnership for the exchange with other researchers within community-based research and citizen science;
- Bring community-based research and co-creation and participation to the policy agenda in Denmark
- Give participants an impressions of some civil society initiatives in the Copenhagen area

### **Conference themes**

To achieve this, the call for papers and contributions to conference was structured in eight conference themes:

1. Social innovation – empowering civil society?
2. How to involve multiple users in design of assistive technologies

3. Co-operation in multicultural contexts – North-South co-operation
4. Sustainable development: from vision to transition
5. Developing competences through problem-based learning with civil society
6. Developing the university – civil society interaction
7. How to organize and manage science shops and community-based research units?
8. Governance of science and technology with civil society

### **Submissions to the conference**

The call for papers led to more than 200 submissions. In the end 142 session presentations and 8 panel presentations, and 8 Poster presentations formed the conference program. Contributions and registrations from 27 countries reflect the large variety of experiences from across Europe and worldwide proving the innovative power and the scientific value of these initiatives.

### **Conference website**

A conference website was set up to supply all relevant information for speakers, participants and the media ([www.livingknowledge.org/lk6/](http://www.livingknowledge.org/lk6/)) This website is still a source for all information, presentations and abstracts from the conference. All panel and session abstracts were published in a book and uploaded to the DIST website and now are accessible for download at <http://www.c-dist.dk/Publications/DIST+Serie/>

The initial limit of 250 participants had to be raised due to a huge interest in the conference. Finally 257 participants showed up, with about 20 no-shows or last minute cancellations.

### **Living streaming**

The plenary sessions of the conference were streamed live to a broader audience through YouTube. All 8 presentations from the plenary were saved to files and uploaded to [www.youtube.com](http://www.youtube.com) divided into 3 videos representing the introduction and the 2 plenary sessions. The links to the video recordings are listed as hyperlinks in this document.

The live stream was viewed 51 times, although this does not necessarily represent 51 unique connections. Online followers came from six countries - Canada, Denmark, United Kingdom, New Zealand, Italy and South Korea.

### **New session formats**

Besides more traditional paper-based sessions with a number of oral presentations and discussions the conference included also Innovation in the session formats by organizing so-called interactive poster sessions with a combination of short oral presentations followed by parallel dialogues between authors and participants at the single poster. Furthermore a tool-based session was organized with focus on methods for creating academia-civil society cooperation.



### **Conference excursions**

The excursions were organized as part of the conference in order to give conference participants the opportunity to visit innovative civil society initiatives in Copenhagen. The three initiatives that were visited were:

- Copenhagen Food Community
- Floating City Community
- Bicycle Innovation Lab

## 3 DOCUMENTATION OF THE 6TH LIVING KNOWLEDGE CONFERENCE

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The plenary sessions of the conference were broadcasted to a broader audience by video live streams. All recordings were saved to files and uploaded to [www.youtube.com](http://www.youtube.com).

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### 3.1 VIDEO DOCUMENTATION AND STREAMS OF THE PLENARY SESSIONS

#### Words of welcome

[https://www.youtube.com/watch?v=A8vrn3\\_BgN8](https://www.youtube.com/watch?v=A8vrn3_BgN8)

- Welcome by conference hosts Michael Søgaard Jørgensen & Søsser Brodersen
- Welcome by Professor Christian Clausen, Center for Design, Innovation and Sustainable Transition, Aalborg University
- Welcome by PERARES project coordinator Henk Mulder & Living Knowledge coordinator Norbert Steinhaus

#### Plenary One - Citizens, Science, and Democracy

<https://www.youtube.com/watch?v=6oZG1ean0Z8>

- Alan Irwin, Copenhagen Business School: Public Engagement with Science: from deficit to democracy – and back again? (202)<sup>1</sup>
- Katrin Vohland, Museum für Naturkunde, Leibniz Institute for Evolution and Biodiversity Research: Citizen Science and democracy – challenges and difficulties (205)
- Chris Steenmans (substituting David Stanners), European Environmental Agency: Improving the science policy interface by engaging with citizens (201)
- Martine Legris Revel, University of Lille 2 CERAPS: The scientific activity in the prism of the participatory imperative (180)

#### Plenary Two – Funding research with and for civil society

[https://www.youtube.com/watch?v=N\\_eg8NO5O1Q](https://www.youtube.com/watch?v=N_eg8NO5O1Q)

- Gilles Laroche, Head of Unit of Science with and for Society, DG Research and Innovation, EC - The role of Responsible Research and Innovation to foster institutional change: empowering research organisations to take-up public engagement in research and innovation
- Katrin Grüber, Institut Mensch, Ethik und Wissenschaft (IMEW) Berlin - Funding Schemes as Potential Barriers to Transferring Societal Problems to Research Questions (167)
- Emma McKenna, Science Shop Belfast - Experiences on research with and for civil society and its

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<sup>1</sup> The numbers refer to the abstract book

organisations within research funding organisations (170)

- Ignasi López Verdeguer, La Caixa Foundation - Tools for Responsible Research and Innovation (178)

A video was [filmed and edited by Jens Bonk](#) about the days of the conference.

## 3.2 TEXT DOCUMENTATION OF THE 6TH LIVING KNOWLEDGE CONFERENCE

### Conference Book

The conference book of abstracts as are accessible for download at

<http://www.livingknowledge.org/lk6/>

### Full Paper Book

Presenters were also given the possibility of submitting a full paper. Almost 30 papers were submitted and were all published in a separate book at

<http://www.livingknowledge.org/lk6/>

### The 2014 Living Knowledge Conference (General information)

[English](#)

### Flyer 6th Living Knowledge Conference

[English](#)

Possibilities for a special issue of a scientific journal and a edited book based on some of the conference abstracts and full papers are being explored.

## 4 THE FOCUS OF THE CONFERENCE

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The focus of the conference on civil society influence on societal development through co-creation and participation was shown in the eight conference themes. The arguments for the eight themes and key questions within the themes are described in the following paragraphs, which were also included in the conference call:

### **Theme 1: Social innovation – empowering civil society?**

Social innovation is one of the more recent innovation concepts. It is defined in many different ways ranging from civil society organizations' and grassroots organizations' development of solutions to societal problems to social entrepreneurs' and social enterprises' development and supply of products and services. Furthermore, the recent economic crisis and austerity has created civil society initiatives aiming at delivering social care, health care, environmental protection etc. when public institutions make cut down. At the same policy-makers seem to expect increasing civil society responsibility.

#### Key questions:

- What are the experiences from civil society organizations' and grassroots organizations' innovative activities: planning, implementation, impact, embedding, transfer and dissemination, etc.?
- What are the experiences from social entrepreneurship and social enterprises? How legitimate are the products and services provided? How are citizens and civil society organizations involved?
- How is the economic crisis and austerity changing the roles of civil society, governmental institutions and businesses in social care, health care, environmental protection etc.?
- What are the roles of science shops, university research and education in enabling, organizing, embedding, and disseminating social innovation?
- What methods are used in organising the temporary spaces (pop-ups) in social innovation processes? How do the applied methods influence the focus and the impact of the social innovation processes?

### **Theme 2: How to involve multiple users in design of assistive technologies**

In the recent years assistive technology has come high on the political agendas in Europe, and many new product designs are currently being implemented in the healthcare sector, which present designers with the new challenges involved in socially innovative design, where multiple users are in focus. Among these multiple users are disabled persons, disability associations and other civil society organizations, as well as public institutions, health care workers and their trade unions, relatives, and industry. The challenge to be discussed within this theme is how to involve multiple users and integrate their different concerns in socially innovative design of assistive technology.

Key questions:

- How are partnerships between multiple user groups, public institutions and industry created? How are socially valuable groups given voice in these partnerships? And how is the co-operation performed and shaped?
- How are the multiple users represented in the designers' scripts with the designers' understanding of the problem in focus and how it can be solved?
- How are the multiple users' different types of experience and knowledge translated into concepts, mock-ups etc.?
- What are the experiences with the use of design or re-design of assistive technologies and systems based on involvement of multiple users?

**Theme 3: Co-operation in multicultural contexts – North-South co-operation**

During the recent 15 years there has been a big increase within activities in engineering, design and development performed within multicultural contexts. Several organizations have provided support to poor communities in solving their problems and building up capacity. This new wave of activity is characterized by an approach that can be summarized as Design *for* People. This approach tends to believe that only Western academic knowledge is the legitimate basis for developing solutions for poor communities. However, there is a need for efforts where the experiences and competences of the different participants are considered equally important and where co-creation among the participants is a core principle; an approach which can be characterised as Design *with* People.

Key questions:

- What are the experiences with development and learning from approaches and methods for multicultural co-creation processes where different stakeholders (civil society organizations, universities, local governments, donor agencies etc.) are involved in activities that imply the use of established and new technologies and designs in a multicultural context?
- How to develop new methods and *common* tools to gather data, co-design, visualize and stage a design process in a multicultural context?
- Co-operation in a multicultural context often challenges all partners involved in coordination and communication (informal, formal and technical). Which competences are needed and how to create these competences in order to operate successfully across cultures in a multi-organizational and multicultural design project?

**Theme 4: Sustainable development: from vision to transition**

While there often is wide national and international agreement about long-term visions for sustainable development like a fossil-free society or sustainable consumption and production, transition processes towards such visions are often controversial. Disagreements about experiments, investments, etc. and their sustainability aspects are frequent. An example is the controversies about the future roles of bioenergy and the impacts on food supply, nature, climate etc. Civil society organisations and researchers initiate many types of projects at local, national or international level, including experiments with new ways of production and consumption. Some civil society organisations build alliances with local or national governments and some with businesses in order to obtain influence. Civil society organisations and

researchers are also members of program committees, commissions etc. The theme focuses on critical reflections from efforts for a more sustainable development, including the roles of navigation, governance structures, visions and plans, experiments, and transfer of experiences from one context to another.

Key questions:

- What learning have different stakeholders obtained from sustainable development projects in terms of conditions and strategies for future sustainable transition processes?
- What potentials and barriers have been experienced with transfer of experiences with sustainable transition processes among communities, cities, regions and nations?
- What are the experiences with integration of environmental, social and economic aspects of sustainable development in sustainable development projects?
- What are the experiences from cooperation between civil society and researchers with respect to knowledge production, capacity building, and empowerment?

**Theme 5: Developing competences through problem-based learning with civil society**

When students as a part of their education participate in science shop projects or other types of community-based research in co-operation with citizen groups it can be seen as “community-based learning” in an authentic learning environment. This kind of learning has advantages by making connections between abstract concepts learned in the classroom and real applications in the world outside.

Furthermore community-based learning enables learning through a cycle of action and reflection. The developed competences are useful in the students’ later professional careers.

Key questions:

- What are the strategies and experiences from incorporating science shop projects and other community-based projects into different types of curricula?
- How are experiences from community-based learning and research influencing competences and careers as professionals?
- How to assess students’ competences gained in authentic learning environments like community-based projects?
- How to ensure the quality of learning in authentic learning environments like community-based projects?
- How to stimulate the learning and reflection of the students in community-based projects?

**Theme 6: Developing the university – civil society interaction**

Many national and regional governments are developing strategies and policies for more interaction between universities (and other higher education institutions) and civil society. In some cases the increased strategic focus on interaction with society primarily develops into increased cooperation with businesses, in other cases cooperation with citizens, communities and civil society organisations get an important role. There is need for knowledge about what role civil society plays in the increasing focus on interaction between higher education institutions and society.

Key questions:

- What strategies are universities and higher education institutions using to develop cooperation with society and how is this influencing research and education?
- What are the roles of communities and civil society organizations in co-operation between universities and higher education institutions, and society?
- What are the challenges for developing strategies and policies to support university-civil society interaction?

**Theme 7: How to organize and manage science shops and community-based research units?**

The vision of community-based research and science shops is to support civil society actors in gaining impact on societal issues they are concerned about. Some activities focus on the need for documentation of problems, some on gathering knowledge about new social challenges, and some on design of new systems and services. Science shops and community-based research units are organized in different ways with respect to roles they have in the cooperation with civil society, reaching *from* primarily mediation of knowledge needs from civil society to researchers and students *to* participation in research with civil society and attempts to ensure actual civil society influence. There is a need for more knowledge about how the ways, which science shops and other types of community-based research units are organized and work, co-shape citizens' and civil society organizations' societal influence.

Key questions:

- How are science shops and community-based research units organized in terms of competences, economic resources, organizational structures, roles in cooperation with civil society actors etc.?
- How does cooperation with different types of science shops and community-based research units impact civil society's influence?

**Theme 8: Governance of science and technology with civil society**

The contribution of participatory research projects to policy-making, and the participation of civil society and citizens in research policy-making are not separate issues in the governance debate. Though the scales and mechanisms are different, the governance tools available can be seen as part of a continuum that goes from attempts at better informing policy-makers of civil society's realities, needs and priorities, to finding new ways in which civil society directly participates in policy-making.

Key questions:

- What are the experiences with different participatory methods, like public debates, public hearings, consensus conferences, citizen conferences, citizens' juries, etc. with respect to the framing of the participatory process, the empowerment of civil society actors and the influence on societal development?
- What are the experiences from participatory research projects with involvement of civil society actors, policy-makers, etc.? What are the experiences with respect to project shaping, research organisation, knowledge production, societal influence, etc.?
- What are civil society organisations' research needs and agendas? What are the experiences of thematic forums and platforms etc. with researchers, civil society organisations, policy makers, etc.?

- How to raise civil society organisations' awareness about research opportunities and make them familiar with the concept of participatory research?
- What can funders do to incorporate CSOs and CSO needs in planning of research programmes, calls for proposals, and the conditions for funding proposals?



## 5 EXPERIENCES FROM THE CONFERENCE

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The conference showed the community-based research community as both a scientific community and as a political community with focus on the societal roles of universities, the roles of science and scientists, and the societal structures around science and technology and innovation.

The conference showed that the opening of universities towards society at some universities also is an opening towards civil society, the local community, and different types of civil society organizations.

The conference showed the importance within community-based research both to be aware about and analyze what could be called 'the bigger picture' - the challenges from the structures of science and technology and the way these influence universities, research and curricula – while also celebrating and analyzing local experiments and experiences with involvement of civil society in research, education and innovation.

The conference managed to create connections among a number of different communities and professions engaged with and within science and society:

- Researchers within specific empirical fields, within Science and Technology Studies (STS), within social innovation, citizen science, and Responsible Research and Innovation (RRI)
- Students
- Facilitators
- Civil society organisations
- Policy makers
- Funders

The conference showed a big pool of:

- Experiences from research, education and civil society initiatives
- Tools, including tools developed in PERARES and by other projects and organizations
- Books and guidelines about research, education and civil society and local community, including publications from the GUNI network and a recent book by Mayo et al about Community research for community development

The conference showed the possibilities of using the website and the mailing lists of the Living Knowledge network as networking tools and structures.

The closing of the conference presented different possibilities for action and cooperation in terms of:

- Publications: a special issue of Science as Culture and a book about social change and community research with the conference paper book as a starting point

- Contributions to a global survey about community-based research launched by the UNESCO Chair in CBR and Social Responsibility in Higher Education: 'Strengthening Community University Research Partnerships' global survey
- Expressing the need for the SwafS activities (Science with and for Society) as part of Horizon2020