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Editorial

“Let’s try something new, shall we?” announces the Finnish National Commission on Sustainable Development. “Oh no!” you might think. Haven’t we just managed to understand and get along with the concept of Responsible Research and Innovation (RRI)? Are we already clear about the European Commission’s 3 O’s concept? I think we all agree that our societies need a clear commitment to sustainable development and the improvement of living conditions, locally and globally. So here they are “17 goals to change the world”, as UN former Secretary General, Ban-Ki Moon said. The Sustainable Development Goals (SDGs) are a response to societal needs. So by balancing the global with the local and bringing knowledge and society together, universities can play a key role in the achievement of the SDGs. But for real impact it’s not only bringing (universities’) knowledge to society – no, you have to get the cart before the horse: it’s about bringing societal knowledge to Higher Education Institutes and Research Performing Organisations. Teaching and research have to be aligned with real life problems. And we do have the necessary tools and methodologies for HEIs. Science Shops, transdisciplinary research, citizen science, just to name some. And with RRI we have tools and the toolbox to work along the 2030 Agenda for Sustainable Development.

“Public Engagement is a permanent reminder – not just a single input event”
Hoping to see you all at the 8th Living Knowledge Conference in Budapest. The call for contributions is open.

Norbert Steinhaus

LK8 - Call for proposals

The 2018 edition of the Living Knowledge Conference will be hosted by the Corvinus Business School, Corvinus University of Budapest, Hungary, from 30th May to 1st June. On 28th and 29th May pre-conference events and an

accredited summer school are welcoming you.

The LK8 Conference is inviting academics, practitioners, activists, social innovators, research funders, science educators and communicators, citizen scientists, policy-makers, non-governmental organisations, artists, interested community groups and citizens to share their views and experience on innovative activities at the science-society interface.



In order to build on and enhance the public engagement in research practices, the conference would like to bring together the existing networks of action research and action learning, citizen science, community-based research, engaged scholarship, open science, science shops, participatory action research, participatory governance, RRI (responsible research and innovation), and social innovation.

Participants are invited to critically reflect on public engagement challenges, on the complex impacts of their science-community partnerships, on social acceptance of research and innovation processes.

Please send us your proposals for interactive, collaborative, and engaging sessions for Living Knowledge 8 in Budapest where we will build excitement, partnerships and policy by exploring these and other questions. The deadline for contributions is the 5th of January 2018.

You can find more information on the call and the Conference on the [LK8 website](#). To receive all news and updates, please visit the [LK8 Facebook event](#).

PROJECTS

EnRRICH

EnRRICH project extended with three months



Recently, we have received the official confirmation of the European Commission that our project duration has been extended with three months, until the end of March 2018. This will offer the consortium some additional and crucial time to increase impact on RRI in curricula, to influence policy, to bring our project results to more conferences, to publish in academic and other journals and to keep on exchanging and trialing resources that have been developed. This extension means some activities are rescheduled and an additional newsletter will be disseminated in March 2018, to conclude the project. Furthermore, the final

EnRRICH consortium meeting will take place in Brussels, at the end of January 2018. More news on this will be published in the December newsletter!

See their [Website](#).

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The EnRRICH Tool – to guide educators to revitalize curricula from an RRI standpoint

The EnRRICH tool provides guidance to educators who wish to embed RRI in higher education curricula. The EnRRICH tool, developed in the frame of the EnRRICH project, proposes three educational design principles for redesigning curricula. And an RRI competence framework to inform the development of curricula enabling students to participate in RRI processes.

For further information about EnRRICH, EnRRICH case studies and other EnRRICH resources: <http://www.livingknowledge.org/projects/enrrich/enrrich-resources>

See the PDF version of the EnRRICH tool online [here](#).

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EnRRICH presented at EAIR Conference in Porto

The European Higher Education Society (EAIR) supports research and development in higher education research, policy and practice, to the general benefit of higher education. Their annual Forum brings together students, researchers, policymakers, leaders, administrators and practitioners and the most recent was held at the University of Porto in September 2017. There were around 150 attendees from around the world, including EnRRICH partner Queen's University Belfast who introduced the concept of Responsible Research and Innovation in Higher Education teaching during a 30 minute session. RRI was a relatively new concept for most attendees and the strongest interest in the question and answer session was in the Science Shop model itself as much as in the wider idea of RRI. Learning from the conference will be brought back into the EnRRICH project as it moves towards its summative phase.



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Student projects on participatory research “Out of the box” in the regions of Vechta and Cloppenburg (Germany)

With the end of the summer term at University of Vechta, the participatory research pilot course developed in EnRRICH is also coming to an end. In the course ‘Out of the box – Participatory research with people from the region’, that was offered for the second time, the students worked in interdisciplinary research groups. The

course is part of University of Vechta's general studies area and, therefore, open to students from all subjects. 15 students worked in three groups on regional research questions: The Senior Citizens and Care Support Point of the District of Cloppenburg wanted to know if and how the care facilities of the 13 municipalities of Cloppenburg orientate themselves to the DIN Norm on assisted living. The Historical Society Cloppenburg wanted to adjust its club program in order to attract a younger audience and get new, young people interested in maintaining local traditions. The Farmers Association of the District of Vechta needed an evaluation on animal welfare labels and their recognition by the local population as well as local buying behavior on meat and milk products.

In order to learn more about participatory research projects and the way Science Shops work, the course did a field trip to the Science Shop of the University of Groningen. Students from Vechta and Groningen discussed chances and risks of research for and with partners from practice.



The course was supposed to show how science can tackle societal challenges. Because of the different disciplinary backgrounds of the participating students, everyone brought something to the table. The results of the students' research were presented to the partners from practice at the end of the semester. Research reports are written and will also be made available to the partners in a few weeks. The course was developed as a part of the EnRRICH project and tries to include responsible research in the curricula of the University of Vechta. It will be repeated in the upcoming winter term.

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Community-based Participatory Research at Before 5 Family Centre and University College Cork, Ireland

As part of the EnRRICH project, consortium members Kenneth, Catherine and Ruth in University College Cork (UCC), Ireland initiated a community-based participatory research module. In 2017, in its second iteration, UCC researchers (including PhD researchers from multiple disciplines, and EnRRICH and CARL Science Shop staff) and a civic society organisation, Before 5 Family Centre, partnered to collaboratively research and explore topics of importance to the community.

The partnership provided staff at Before 5 Family centre the vital opportunity to share acute challenges facing the organisation and its position in the community with the wider group. Owing to the varied knowledge and skillset of participants, multiple insightful perspectives were teased through helping



community members to build a sense of ownership in relation to their organisation's future direction. The CSO (Civil Society Organisation) members participating in the project recognised the need to become more organised and animated as a group – thereby shouldering some of the organisational and political turbulence experienced by management staff. When the CBPR (Community-based Participatory Research) process began, community members were unaware of the threats facing their much loved centre, however, at the partnership's conclusion members were considerably more informed, and felt empowered to take action. Since the partnership's conclusion, individuals from Before 5 Family Centre involved in the CBPR project have launched a steering committee and continue to link in with UCC.

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EnRRICH short news:

EnRRICH was represented at The 7th International Symposium on Service Learning (ISSL) in Galway in Ireland. Staff from DIT (Dublin Institute of Technology) Students Learning with Communities and Vrije Universiteit Brussels delivered a one hour workshop entitled 'Engaging the Engagers- Strategies for Recruiting Lecturers to Build Community Based Research/Learning/Responsible Research and Innovation into Teaching and Learning, to Transform Higher Education.'

EnRRICH partner DIT also co-delivered a 3-hour workshop on 'Exploring Responsible Research and Innovation as a framework for engaged research in the curriculum' at the International Association for Research on Service-Learning and Community Engagement conference in Galway, Ireland, in September. A very engaged group of participants (including participants from 3 continents) meant the workshop enabled lots of mutual learning. It was co-delivered by Students Learning With Communities staff along with community partner Men's Health Forum in Ireland, DIT lecturer Catherine Gorman, and DIT PhD student Angie Hartnett.

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RELATED NEWS

InSPIRES Project: New communities invited

InSPIRES , "Ingenious Science Shops to promote Participatory Innovation, Research and Equity in Science", launched in April 2017. "Our people is happy when we ask them to share their experience", says Hichem Ben Hassinne, Institut Pasteur de Tunis. Through an on-line form in French and Arab generated with Tunisian NGOs and released a couple of weeks ago, this InSPIRES partner has already collected 24 questions that could kick-off several Science

Shop projects. InSPIRES partners have also reported enthusiastic feedback in Bolivia, Hungary, The Netherlands, Italy, France, and Spain.

InSPIRES partners are working to implement their Science Shop projects. Consortium's leader ISGlobal (Barcelona Institute for Global Health) has started with an impact evaluation request on children's "active transportation" and health, as well as a study on access to diagnosis and treatment for Chagas Disease among migrants living in Zaragoza. Chagas will also take the first Science Shop in Bolivia where partner CEADES (Ciencia y Estudios Aplicados para el Desarrollo en Salud y Medio Ambiente) will lead master students to questions raised in one rural Municipality.



Athena Institut (Amsterdam) and InSPIRES Implementation WP's leader, IrsiCaixa (Barcelona), are working on HIV/Aids to develop research agenda priority settings for this topic. Both partners explore the possibility to organize a joint Transnational and Trans-disciplinary Science Shop project. ESSRG and Université de Lyon (UdL) are also exploring around a similar topic: social innovation initiatives. UdL, InSPIRES Education WP's leader has received 15 new CSO's demands.

UNIFI, exploring Science Shops opportunities on different topics (urban gardening with advance technology, diabetes and the perception of science in the society), has already launched its web page (<http://science-shop.complexworld.net/>) and will host the project next internal training meeting in November, 2017. Information about future InSPIRES activities, including webinars in several topics and languages, will be shared with LK members

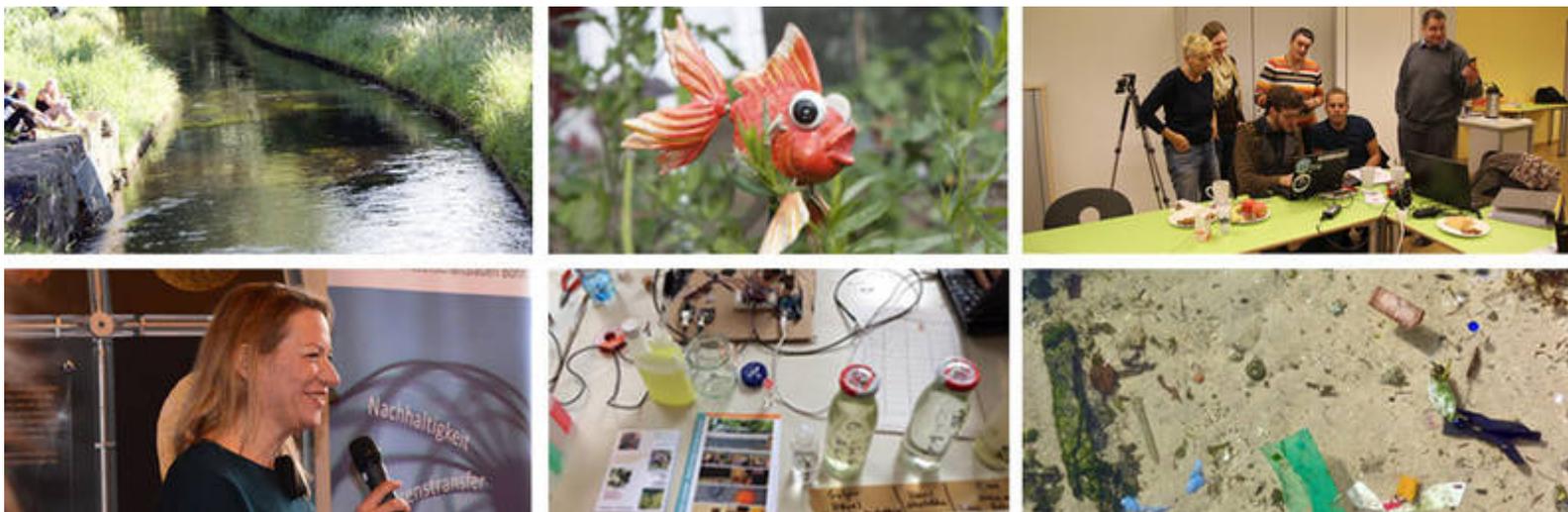
For further information please see [here](#) or contact [María Jesús Pinazo Delgado](#).

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#meerdavon - Why Berlin is at the North Sea

What is the connection between a photo marathon and the ocean? What do deep sea worms have in common with plastic waste? How can I measure water quality myself? What does a Science Espresso involve? These and many more questions were answered in the one-year project "Meer davon – Berlin liegt an der Nordsee" (Sea More - Berlin is on the North Sea). The joint project of wissnet - the network of German speaking Science Shops has engaged citizens into topics related to seas and oceans. The relevance of marine research and oceanology for one's own action has been explored in various events such as workshops, science cafés, simulation games, open labs and DIY meetings. The project is funded in the framework of the Science Year 2016*17 "Seas and Oceans", which is an initiative of the German Federal Ministry of Education and Research which aims to communicate science to the public and to support the dialog between research and society.

The topics the partners, together with citizens, have developed and carried out are as diverse as the formats they have taken. In Nuremberg and Potsdam for example, parallel aquaponic installations were built to independently produce food - feeding plants and providing water for fish. The topic in Cloppenburg was “Nitrates, lime and co. from Oldenburger Muensterland to the sea.” With their lunch break in mind, the Bonn Science Shop created the “Science Espresso,” during which scientists and audience have just 30 minutes in which to present and discuss the research. Kubus, the Science Shop belonging to the Berlin Technical University, researched waterbodies in Berlin together with students. The independent Science Shop basis.wissen.schafft introduced the topic “Seas and Oceans: Everything flows” through the Berlin Photo Marathon. The Saxon Science Shop WWT conducted a survey to establish that people in Zittau and the surrounding area wanted to know more about the dangers posed through plastic in the ocean. As well as holding a physical event, the Shop also invited their participants to follow a parallel online streaming of the discussion. The Science Shops invite you to Berlin, to join the closing event of this project and will be revealing their results and discussing their experiences.



More information (in German): <http://www.wissnet.de/13-10-abschlussveranstaltung/>

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Expedition Greenland – Learning Sustainability from the Vikings

Vikings are often perceived as warriors from Scandinavia who threatened many regions of Europe with expeditions and raids. However, this perception is only one side of the activities of the Norse. They were primarily farmers, craftsmen, traders and

explorers. "Expedition Greenland" offers the opportunity for learning more about the important subject of sustainability – studying the captivating history of the Vikings in Greenland.



The aim of the 2-year project "Expedition Greenland" was to create educational material that provides attractive access to sustainable development topics and allows for interdisciplinary teaching. The emphasis has been placed on learning through enquiry as the approach particularly enhances the competence of Learning to Learn. The material addresses pupils between 12 and 15 years.

Click here to find out [more](#).
Download English material [here](#).
Download German Material [here](#).

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The network keeps growing: the UOC plans to set up Science Shop

The Living Knowledge community is growing: the Barcelona based UOC (Universitat Oberta de Catalunya) is planning to set up a Science Shop in the coming months. Inspired by the experiences from other Living Knowledge Community members, the goal of the UOC Science Shop will be to foster community based research, bringing research and community based organisations closer together. As a 100% online university, the Science Shop will operate through an online platform fostering open innovation and digital co-creation processes.



The setting up of a Science Shop at the UOC forms part of the institutional action plan Global and Social UOC that fosters activities throughout the institution in order to contribute to increase the role and contribution of UOC to society. As one of the pilot activities of the line of action "Open knowledge for and with everyone" UOC wishes to strengthen the relevance of research and its relationship to specific needs of societal actors.

As preparation for the setting up of the Science Shop at UOC, Nadja Gmelch, Head of Projects (Globalisation and Cooperation) obtained an Erasmus + scholarship and travelled to Queen's University Belfast where she spend 4 days with Emma McKenna and her team at the QUB's Science Shop. During her visit she observed project development meetings with

community based organisations and project setup meetings with students and lecturers, as well as spent time learning about Science Shop administrative and practical aspects.

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Living Knowledge and the project TRANSIT

TRANSIT (TRANSformative Social Innovation Theory) is an ambitious research project that will develop a theory of transformative social innovation which is about empowerment and change in society. It is co-funded by the European Commission and runs for four years, from January 2014 until December 2017. In their research they have paid attention to Science Shops, Science Shop networks and therefore also the Living Knowledge network.

You can find out more about their research and work on the Living Knowledge network [here](#).

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Sparks project: New openings



There are upcoming openings of new exhibition venues in Europe. Lithuania, Netherlands, Czech Republic and Bulgaria are opening by the end of September or beginning of October. If there is an exhibition ongoing close to your home, make sure to drop in! Have a look at the [website](#).

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Sparks project has started at Heureka, Vantaa, Finland

Heureka, the Finnish Science Centre will be a venue for the SPARKS activities and the exhibition in the beginning of year 2018. Before that, local partnership has been established and a first meeting hold between the group members. The group is a fascinating mixture of science, technology and education in the field of healthcare as well as policy making, future planning and, naturally representatives of citizens with special knowledge about different health problems.

Together with the Heureka SPARKS team, the local partnership members discussed about the themes and schedules of the activities

in the project. Reversed Science Café will take place Oct 7, 2017 at Heureka. Experts in different fields of gene technology will gather together at Heureka to discuss with visitors and get to know about what interests or frightens them.

Altogether six science espressos will take place during the exhibition. The themes vary from biohacking to heart attack tests and antibiotic resistance, all subjects interested by Finns today.

Read more about SPARKS at <http://www.sparksproject.eu/> and at www.heureka.fi

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Sparks: Blue World Institute – Noise pollution

In the coastal region of Croatia, where the islands of Lošinj and Cres are located, tourism is the most significant economic activity. However, it also causes noise pollution in urban areas which lowers the quality of everyday life, affects citizens' mental health as well as, ironically enough, the tourism offer in the area. Together with the local school, the NGO "Idem i ja", the national Centre for Public Health and the company Vizor, Blue World Institute created a noise map of the town of Mali Lošinj. The initiative led to a collaborative project and helped to raise public awareness on how noise pollution affects health on a daily basis.

The Croatian project partner hosted the for the Sparks project typical participation formats (Science Espressos and Reversed Science Café) to fuel discussion on this topic locally. It was of great success and participating stakeholders felt inspired to start their own project that is aiming to strengthen the local community capacity for the protection of islands as a sensitive and endangered ecosystem, by creating a desirable and high-quality living environment.

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NewHoRRizon: new approaches to broad RRI integration in global R&I funding systems



The four-year HORIZON 2020 project "NewHoRRizon" started on 1 May 2017.

The NewHoRRizon project funded by the European Commission sets out to develop an operational basis for the integration of RRI in HORIZON 2020, the upcoming Framework Programme FP9 and national systems of innovation funding. This operational basis will take the form of evidence-based instruments, measures, indicators and storylines and consensus-based visions of the future. 18 Social Labs will be established to develop solutions for complex socio-technological challenges using state-of-the-art

methods. Each Social Lab is to consist of three multi-level, multi-stakeholder workshops and supporting temporary activities such as spin-off workshops, working groups, informal meetings and a virtual Social Lab.

NewHoRRizon will also develop a concept for a 'society readiness level' of technology, which will highlight the socio-economic and socio-technological potential of RRI on a European level.

NewHoRRizon comprises 20 partners from Asia, Europe, Central and South America: 1 NGO, 1 NPO, 3 Research and Technology Organisations, 4 non-university research institutions, 7 universities and 4 R&I funding agencies. . The project is coordinated by Erich Griessler, Institute for Advanced Studies (IHS).

Find more information on their [website](#).

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Call for registration: HEIRRI workshop in Accra 'Facilitating reflection on Responsible Research and Innovation'

The GUNi's Regional Office in Africa, together with the Association of African Universities (AAU) and the Global University Network for Innovation Secretariat, organize the workshop 'Facilitating reflection on Responsible Research and Innovation' in the framework of the HEIRRI internationalization plan to spread the project amongst Higher Education Institutions outside Europe.

It will take place next 16th October 2017 in Accra (Ghana) at the Association of African Universities headquarters. The workshop is aimed to gather together researchers, teachers and university staff interested in Responsible Research and Innovation (RRI).

In this workshop, participants will envision possible futures connected to R&I developments. They will reflect on strategies and ways how to steer these developments and their possible wider societal and environmental impacts using concepts of RRI. Then, the course will especially focus on how to integrate such reflection on issues of RRI into higher education teaching and training. Together in groups participants will develop different approaches and designs for teaching RRI to various higher education audiences.

You can find out more [here](#) and register [here](#).
Find out more about HEIRRI [here](#).

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Upcoming Project: BLOOM

The project BLOOM (Boosting European Citizen's Knowledge and Awareness of Bioeconomy)) focuses on establishing open and informed dialogues, co-created by European citizens, the civil society, bioeconomy innovation networks, local research centers, business and industry stakeholders and various levels of government including the European Commission. It's four main goals are to raise awareness and enhance knowledge on bioeconomy by enabling open and informed dialogue throughout the bioeconomy innovation processes, to reduce the fragmentation of awareness strategies and build up and strengthen a bioeconomy community, to facilitate a common understanding of the concept, providing reliable insights into bio-economies, its practices, benefits and implications and gain a common understanding, and to foster (social) learning and education.

Coordinated by ZSI, Austria, BLOOM will elaborate five hubs (communities of practice) that will allow for an iterative process that involves with all stakeholders through various cycles of value development, enabling cross-fertilization and idea generation through shared knowledge and experiences. In co-created workshops outreach activities will be designed, explored and validated that are exactly adapted to the regional needs. With the main goals in mind, the project will contribute towards dismantling existing barriers that impede the development of a bioeconomy and bioeconomy activities at the regional and EU level.

Project kick off is December 2017.

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Project introduction: TransImpact

The project TransImpact („Effective transdisciplinary research, analysis and transfer of standards for transdisciplinary research - Pre-study for a Virtual Academy for Transdisciplinarity Studies”) investigates with which processes and methods transdisciplinary research can achieve the desired societal and scientific effects. Picking up and precisely describing societal problems, the participation of stakeholders, the integration of heterogeneous forms of knowledge and the generalization of findings from case-studies are four central traits of transdisciplinary research.

Within TransImpact, the exchange between scientists, stakeholders and funding institutions is focusing on these four topics. With that in mind, they evaluate for each topic in a workshop completed projects together with their respective research teams.

First results will be available online expectedly in spring 2018.

TransImpact is funded by the Federal Ministry for Education and Research (BMBF) as part of the funding scheme Social-Ecological Research.

Find out more on their [website](#).

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Science Capital & Engagement: An informative video

UCL Institute of Education has published a Video called “A Science Capital approach to building engagement” in which they address the issue of how to engage learners with Science. They say: “Engagement with science can be understood through the analogy of a burning candle, where the flame represents someone's engagement with science. This video is drawing attention to the surrounding conditions and environment that enable or inhibit the flame to be lit and burn brightly.”

To watch the video click here: <https://www.youtube.com/watch?v=NDuEZFRt59M&feature=youtu.be>
Produced by Professor Louise Archer and the Enterprising Science project team: <http://ucl.ac.uk/ioe-sciencecapital>
Visit their website: <https://www.ucl.ac.uk/ioe>

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REPORTS & PAPERS

Call for contribution: Gateways upcoming Volume 11 (2018)

Submission deadline: 31st October 2017

Gateways journal announces the launch of a new mentoring program as part of our upcoming Volume 11 (2018). This program, “Author+Editor”, aims to support community-engaged scholars from developing countries. For further information, please see: https://issuu.com/utsshopfront/docs/author_editor_program_gateways

Submissions to the regular research (refereed) and practice-based sections for Volume 11 are also welcome.

Website: <http://epress.lib.uts.edu.au/journals/index.php/ijcre/index>

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Making the Commitment: Contributions of Higher Education to SDGs

A paper by Dr Rajesh Tandon, Co-Chair, UNESCO Chair on Community Based Research & Social Responsibility in Higher Education

This paper is focused on integrating the core missions of HEIs to the realization of SDGs. Much can be done, and much more needs to be done, in making higher education contribute to realization of SDGs over the next 15 years. HEIs, universities, colleges and related stake-holders must 'make the commitment' now towards SDGs.

A PDF download is available [here](#).

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Final Report of CANADIAN KNOWLEDGE MOBILIZATION FORUM 2017

“Connections and Partnerships: Collaboration as a Key to Knowledge Mobilization”

The sixth annual Canadian Knowledge Mobilization Forum was held in Ottawa-Gatineau from May 17-18, 2017. Located in the National Capital Region, #CKF17 brought together over 165 practitioners, researchers, students, administrators, thought leaders and others engaged in the art and science of knowledge mobilization for a 2-day interdisciplinary conference for learning and professional development. The conference drew individuals from all over Canada, the United States and as far as the United Kingdom.

Download the pdf [here](#).

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PUBLICATIONS & ARTICLES

The Science Shop concept and its implementation in a French University

Science shops are science-society interfaces that follow a bottom-up approach. They work on the translation of social-based research demands in terms of scientific questions. They support participatory research between Civil Society Organizations, academic research groups and students. The European Commission recognizes science shops as Responsible Research and Innovation tools. They are not widely known in France and southern Europe. Annunziata Savoia and her co-writers investigate their potentialities in terms of social innovation and co-building research analysis. They describe the co-creation process that we used for the design of our science shop in the North of France. This is based on a scenario-workshop engaging all stakeholders concerned by a science shop. Our science shop is now implemented in the “Community of Universities and Higher Education Institutions Lille-North of France”. They provide a first typology of social demands. This experiment starts with two pilot projects, benefits from the support of motivated stakeholders, and deserves to be shared widely.

Annunziata Savoia et al., « The Science Shop Concept and its Implementation in a French University », Journal of Innovation Economics & Management 2017/1 (n° 22), p. 97-117. DOI 10.3917/jie.pr1.0006

Accessible online: <http://www.cairn.info/revue-journal-of-innovation-economics-2017-1-page-97.htm>

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Public Engagement in Responsible Research and Innovation. A Critical Reflection from the Practitioner's Point of View

This dissertation deals with the concept of Responsible Research and Innovation (RRI), with a focus on Public Engagement as one of its main dimensions and the roles identified within. By undertaking a broad review of the related literature as well as an empirical study, this work investigates problems of practical implementation. It describes origins and developments of Public Engagement in research and innovation and closes with options for future direction. The work presents the central role of practitioners identified within the discourse and encompasses suggestions and recommendations for Public Engagement processes as revealed by the empirical work with practitioners in the field. Finally, it describes consequences that could be obtained from the results presented. It raises issues and open questions on Public Engagement in Responsible Research and Innovation which would need extra attention.

Marschalek, Ilse. (2017). Public Engagement in Responsible Research and Innovation. A Critical Reflection from the Practitioner's Point of View. University of Vienna, Vienna

[PDF online](#)

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Sparks in Spokes Magazine

In the recent issue (#33) of Spokes Magazine by Ecsite, an article on how multinational European projects cope with obstacles such as cultural differences, different policies, different expectations, users or logistics and how they adapt and re-shape tasks of projects in the individual countries. It gathered inside into three running European wide projects and explores both the conceptual underpinnings of the adaptation process and its on-the-ground implementation in local, national or regional contexts.

You can read the full article [here](#).

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CONFERENCES & EVENTS

Annual ECSITE Conference in Genf: Call for Proposals

5th-9th June 2018, Genf, Switzerland

1,100 professionals will be getting together for the largest science communication conference in Europe next June in Switzerland. The 29th edition of the Ecsite Conference is hosted by the Natural History Museum of Geneva in partnership with CERN, University of Geneva Scienscope, and Campus Biotech.

Open to all professionals who engage audiences with science and technology, the Ecsite conference offers an intense mix of intellectual stimulation, experimental formats and inspiring human encounters. Sharpen your critical mind, recharge your creative batteries, harvest contacts and tools, make business and let off steam on the dance floor. Rely on our spotless organisation for all logistics and concentrate on contents and people!

Want to see your name in the conference programme? Team up and pitch your session idea by 15 October.

Find out more [here](#).

#meerdavon Closing Event

13th Oktober 2017 5-9 pm at Die Pumpe, Lützowstr. 42, 10785 Berlin, Germany

On this final event the participating Science Shops from Berlin, Bonn, Potsdam, Nuremberg, Vechta/Cloppenburg, and Zittau/Freital will share their individual projects and the experiences they have made. There will also be a “Photo-Marathon-Quickie”, a so-called Science Espresso and a Sensebox to take your own water sample.

Entry is free, but please sign up until 6th of October 2017 via [Email](#).

Find out more here (in German): <http://www.wissnet.de/13-10-abschlussveranstaltung/>
<http://www.engagementaustralia.org.au/conference.html>

NCCP Engage Conference 2017

Wednesday 6th & Thursday 7th December 2017, Bristol, UK

Engage 2017 will take stock of what we are learning about how to realise the promise of collaboration. Looking across the spectrum of collaborative approaches, it will showcase cutting edge practice and share the latest thinking from within higher education and beyond.

Find out more: <https://www.publicengagement.ac.uk/work-with-us/engage-conference/engage-2017>
<http://www.researchslce.org/conferences>

8th Living Knowledge Conference

30th May – 1st June 2018 in Corvinus University of Budapest, Budapest, Hungary

The LK8 Conference is aimed at academics, practitioners, activists, social innovators, research funders, science educators and communicators, citizen scientists, policy makers, non-governmental organisations, artists, interested community groups and citizens.

Deadline for contributions: 5 January 2018

Deadline for summer school applications: 2 February

Notification of acceptance/rejection of contributions and summer school applications: 23 February

Online registration opens: 23 February

Early bird rate by 30 March

Link to website: <http://www.livingknowledge.org/lk8/> and Facebook event:
<https://www.facebook.com/events/132454620826544/>

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