Parallel Session (K.12)

Interdisciplinary approaches and team-building for training & skills

AESIS

#SSHA22

Interdisciplinary approaches and team-building for training & skills

Noel Klima

Research Coordinator at the Institute for International Research on Criminal Policy (IRCP), Ghent University, Belgium

AESIS

#SSHA22

CONNECTING IMPACT TRAINING INITIATIVES TO STIMULATE AN IMPACT CULTURE AMONG RESEARCHERS

AESIS Conference 2022

Noël Klima, 2-4 November 2022, Stockholm

GHENT UNIVERSITY

Crime, Criminology & Criminal Policy
Research Consortium Ghent University

IRCP
Institute for International Research on Criminal Policy
Ghent University

FACULTY OF LAW AND CRIMINOLOGY

IMPACT POLICY AT GHENT UNIVERSITY

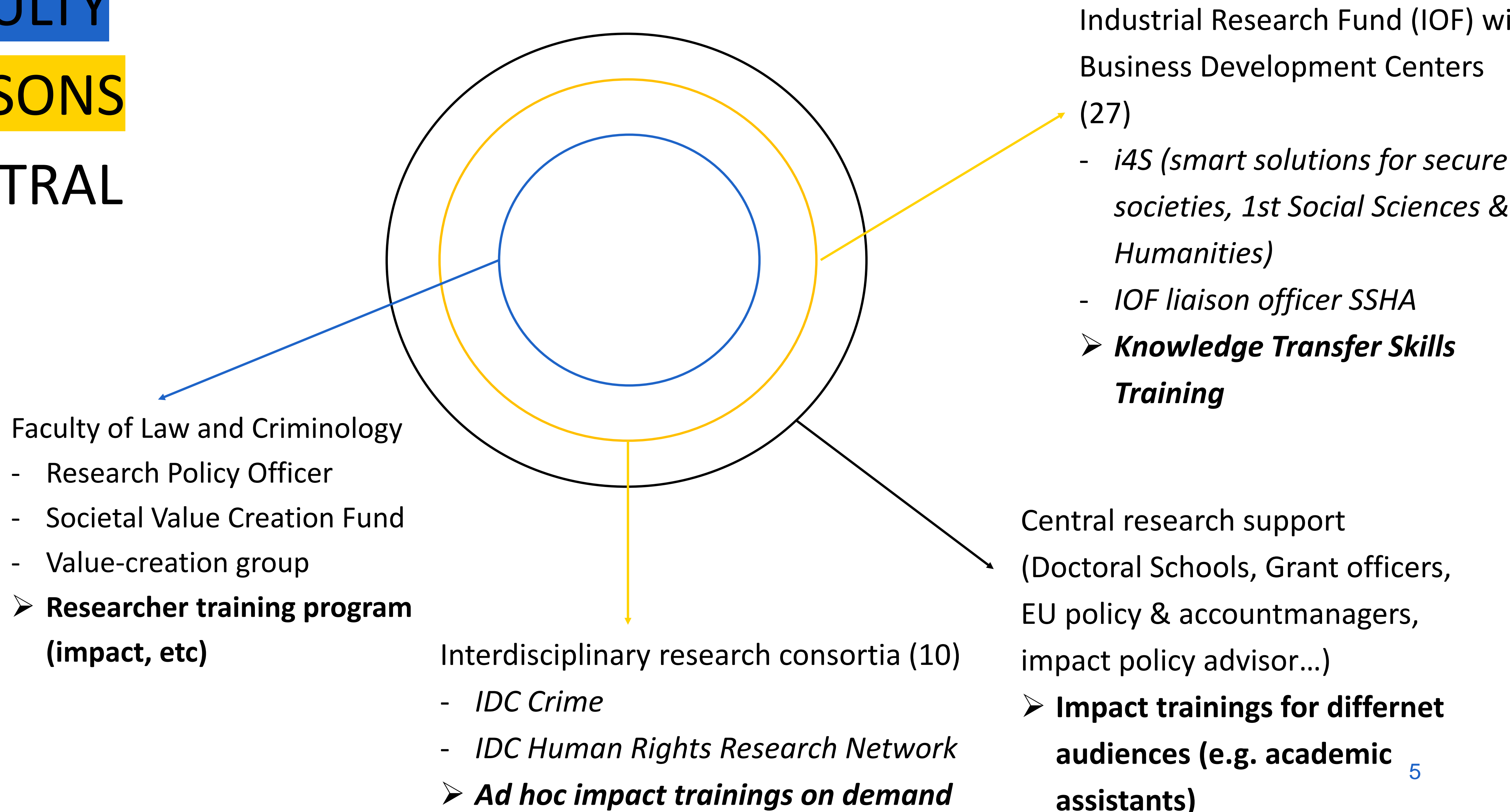Strong societal and economical impact oriented policy

Institutional policy plan (2015) to stimulate and reward societal value creation of research

Common understanding of value creation – impact

➢ Training for impact literacy at various levels
➢ Lack of coordination between initiatives (organic bottom-up development)

RESEARCH SUPPORT STRUCTURES GHENT UNIVERSITY

- **FACULTY**
- **LIAISONS**
- CENTRAL

Industrial Research Fund (IOF) wi
Business Development Centers
(27)
- *i4S (smart solutions for secure
  societies, 1st Social Sciences &
  Humanities)*
- *IOF liaison officer SSHA*
- ➢ ***Knowledge Transfer Skills
  Training***

Faculty of Law and Criminology
- Research Policy Officer
- Societal Value Creation Fund
- Value-creation group
- ➢ **Researcher training program
  (impact, etc)**

Interdisciplinary research consortia (10)
- *IDC Crime*
- *IDC Human Rights Research Network*
- ➢ ***Ad hoc impact trainings on demand***

Central research support
(Doctoral Schools, Grant officers,
EU policy & accountmanagers,
impact policy advisor…)
- ➢ **Impact trainings for differnet
  audiences (e.g. academic
  assistants)**

CHALLENGES

- Incoherent or overlapping training offers
- Trainings are not visible for all researchers
- Needs of researchers are not always properly identified
- Tailor-made trainings are lacking

How to align all the different training initiatives?
➢ Creation of one general training for all PhD researchers at Ghent University that refers to all other existing trainings and initiatives (from general to specific)
➢ Alignments of content of all initiatives (one-impact-vision)

GHENT UNIVERSITY

FACULTY OF LAW AND CRIMINOLOGY

Dr Noël Klima
IDC Crime, Criminology & Criminal Policy

noel.klima@ugent.be
+32 9 264 67 32

Universiteit Gent
@Crime_UGent
IDC Crime, Criminology & Criminal Policy

https://www.ugent.be/crime/en
https://crimeatugent.com/

GHENT
UNIVERSITY

Interdisciplinary approaches and team-building for training & skills

Elizabeth Halton

Director of UCL Doctoral School & Early Career Research Staff, United Kingdom

AESIS

#SSHA22

University College London (UCL)
Doctoral School & Early Career Research Staff

- Large research-intensive comprehensive institution
  - 8000 research students
  - 3500 research staff
- Strong focus on cross-disciplinarity, impact and knowledge exchange activity

'How to write an impact statement'

The statement should describe, in no more than 500 words, how the expertise, knowledge, analysis, discovery or insight presented in your thesis could be put to a beneficial use.

Consider benefits both inside and outside academia and the ways in which these benefits could be brought about.

The benefits inside academia could be to the discipline and future scholarship, research methods or methodology, the curriculum; they might be within your research area and potentially within other research areas.

The benefits outside academia could occur to commercial activity, social enterprise, professional practice, clinical use, public health, public policy design, public service delivery, laws, public discourse, culture, the quality of the environment or quality of life.

Example impact statement

Parkinson's disease (PD), Parkinson's disease with dementia (PDD) and dementia with Lewy bodies (DLB) are three clinically, genetically and neuropathologically overlapping neurodegenerative diseases for which there is currently no effective treatment or cure. The work in this thesis aimed to identify cell types and biological pathways involved in all three diseases, an aim that was primarily achieved through the lens of gene expression and its regulation.

Within academia, the most direct impact of this research has been the generation of transcriptomic data, analysis pipelines and open-access publications that are likely to be of interest to the research community. Specifically, results from Chapter 2 have been published in *npj Parkinson's disease* and transcriptomic data generated in Chapter 3 and 4 will be made available for re-use in the wider community upon publication (a manuscript is currently in progress). Several methods used in this thesis have been packaged into pipelines that have been extensively used by the Ryten lab. In addition, these have been made publicly available for broader use (https://github.com/RHReynolds). Remaining code will be released together with data from Chapter 3 and 4, such that researchers using similar approaches applied to different diseases can adapt this to their purposes. Notably, preliminary results from Chapter 3 and 4 were used in a successful grant application that secured $9 million to dissect the mechanisms underlying PD progression (https://parkinsonsroadmap.org/research-network/biology-of-pd-associated-genetics/).

More broadly, the work in this thesis adds to the molecular understanding of PD, PDD and DLB. While there is a long way to go, it is hoped that the data and findings generated from the research in this thesis will, in the longer term, enable the development of effective therapies, which will improve patient quality of life.

Impact of doctoral impact:

Is impact really that important at this stage?

- Careers

- Positive impact on society

- Motivation and wellbeing

- Critical and creative thinking skills
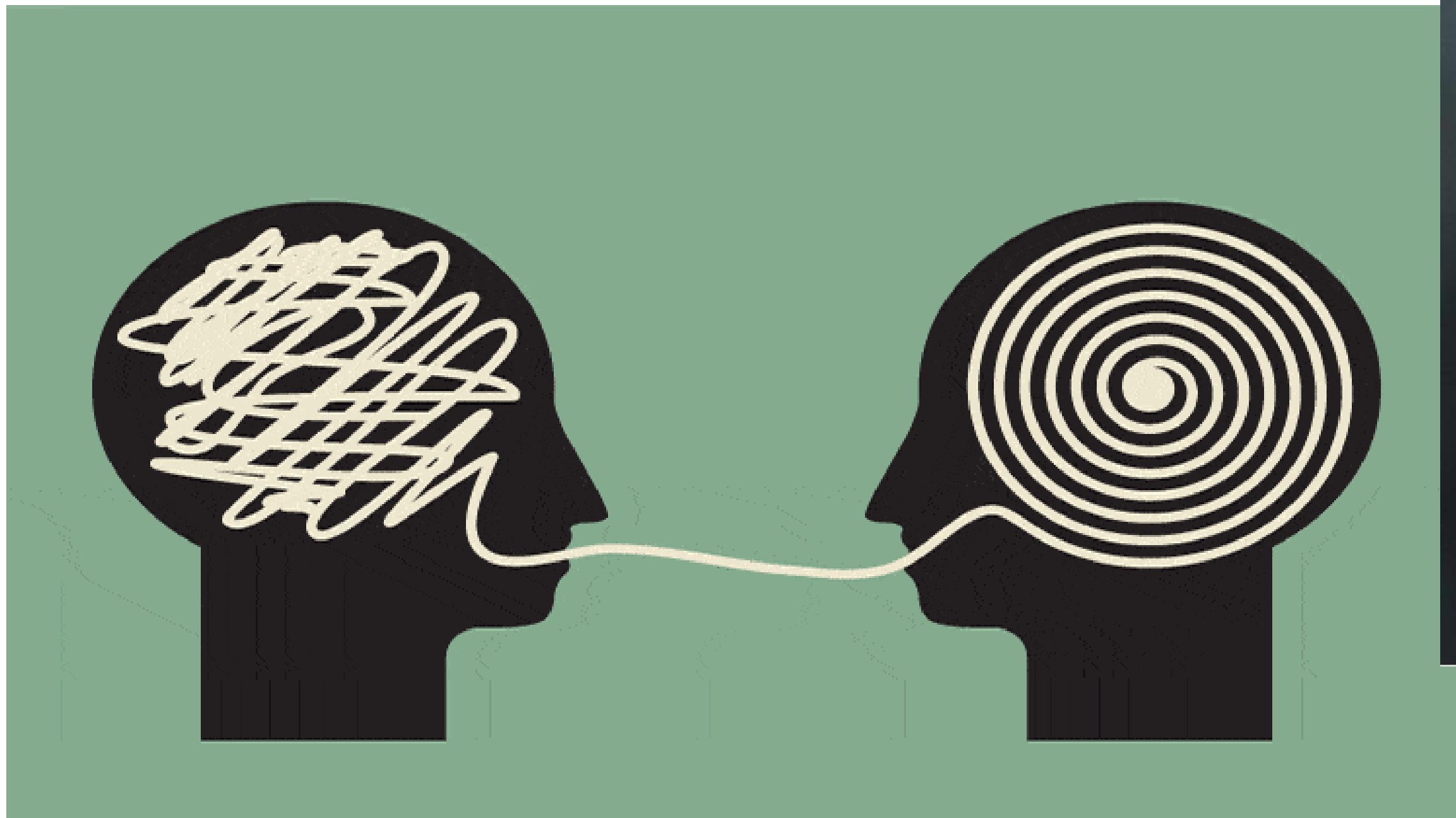
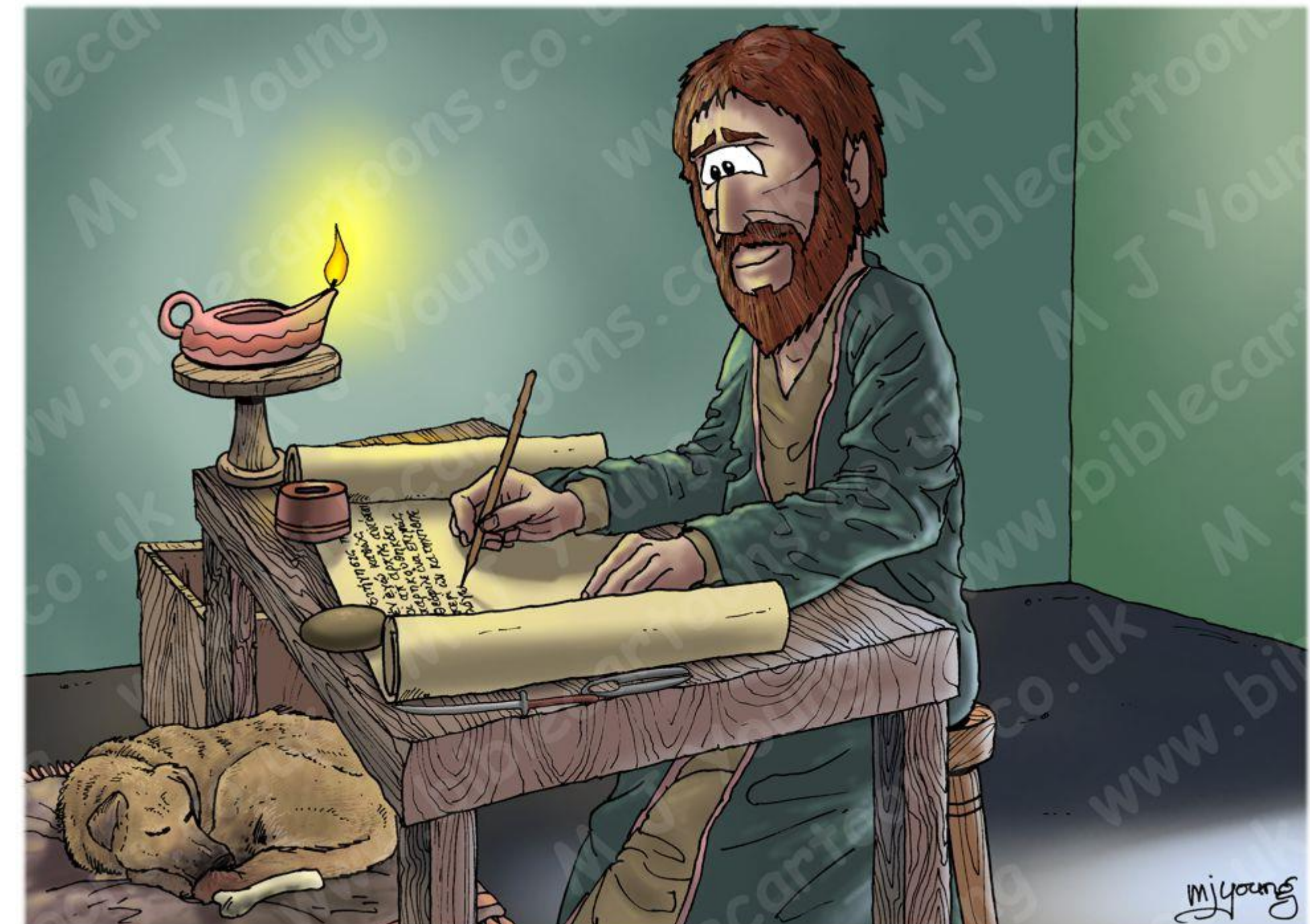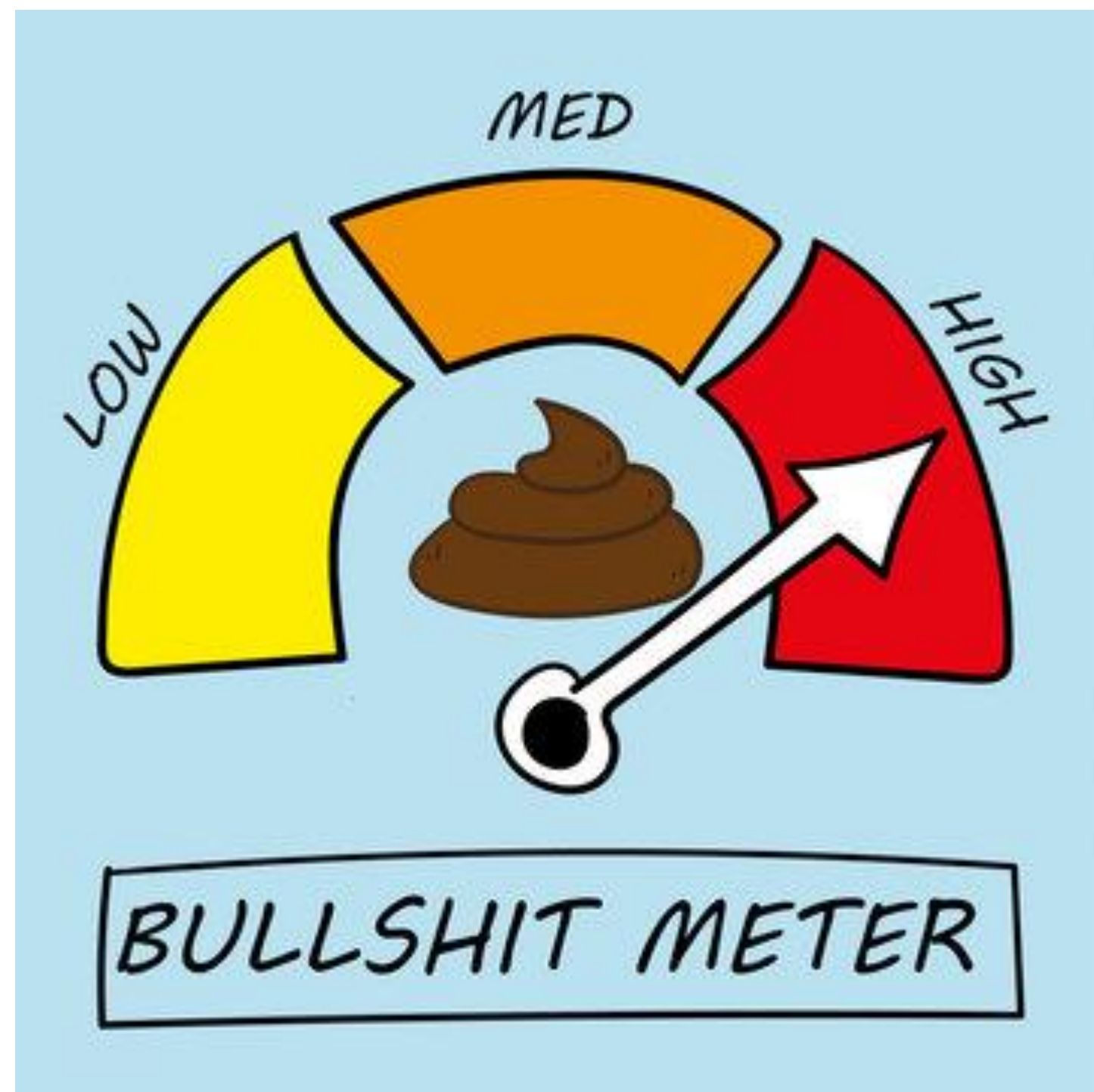- Justification of funding

Challenges & Potential Solutions

Challenge 1: Poor training

- Lack of understanding of what impact is
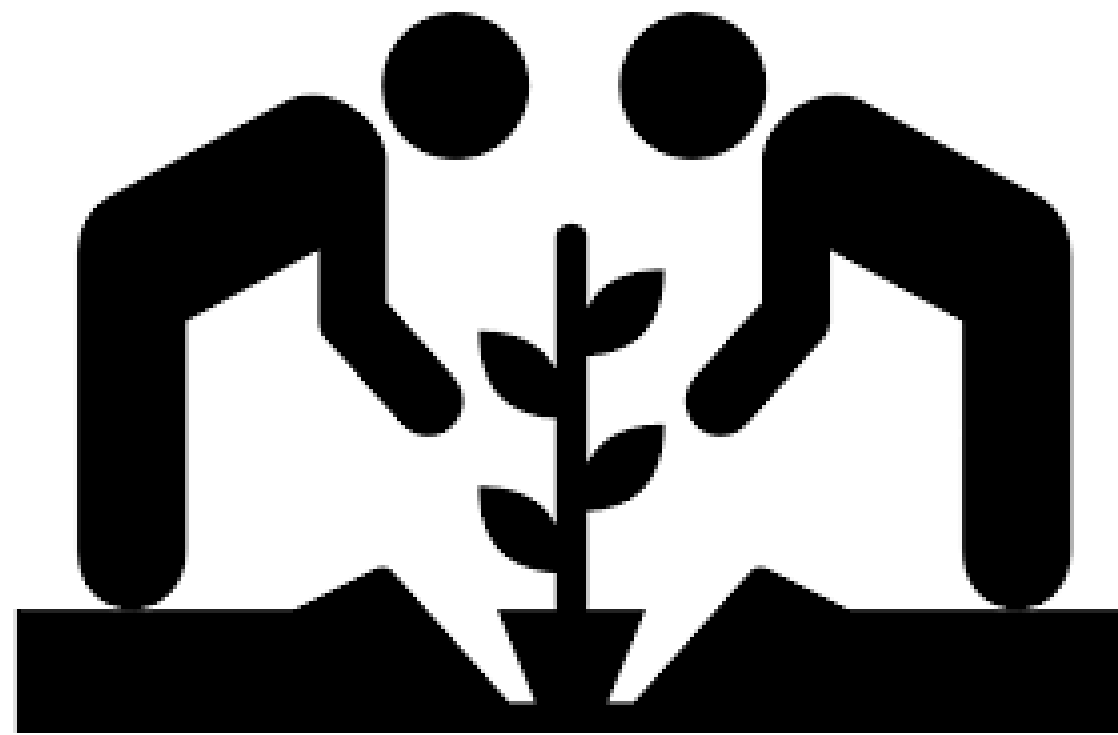- Lack of understanding of what knowledge exchange is

Challenge 2: Poor integration

- Retrofitting / last minute creation
- "BS statements" / how much impact really?

Challenge 3: Poor support

- Conflict with supervisors more interested in academic impact
- Lack of institutional support to link up with potential impact opportunities

Potential solution:
integrated impact / community projects

- What can we learn from others?
- Active listening
- Co-creation; citizen science
- Working in partnership
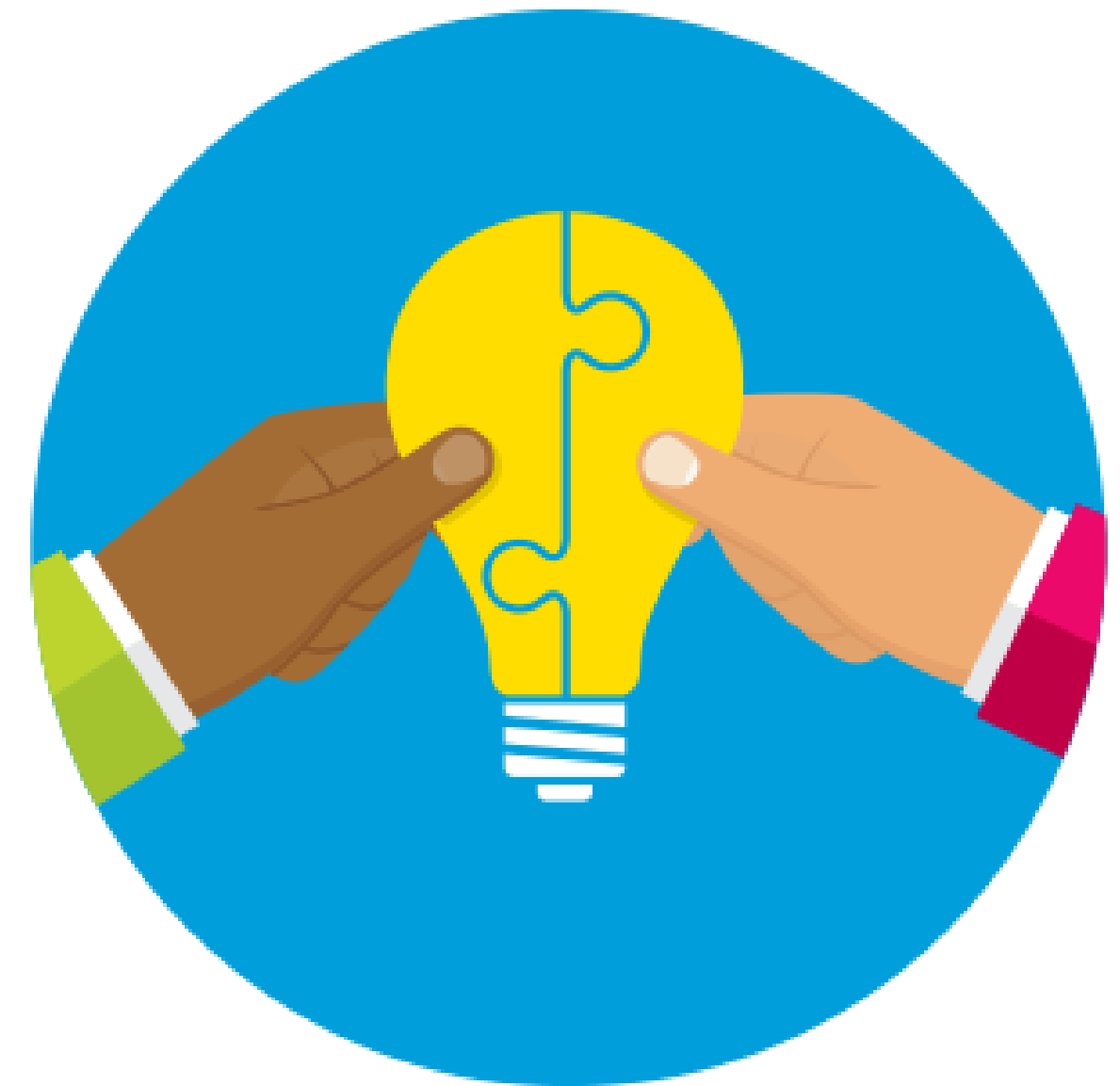
STUDENTS' UNION UCL ADVICE & SUPPORT EAT, DRINK & SHOP MAKE A CHANGE SOCIETIES SPORT & FITNESS VOLUNTEERING
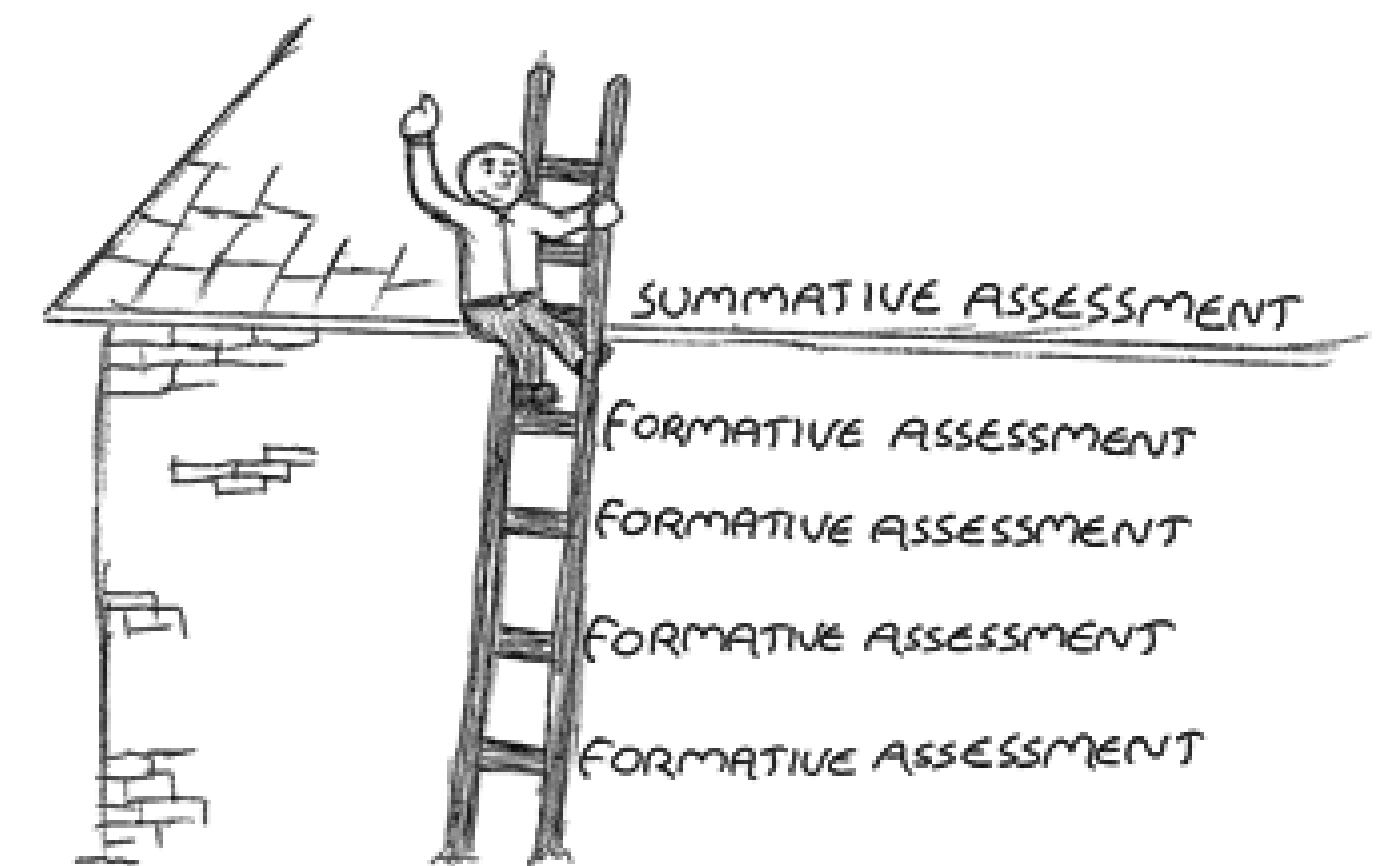
Community Research Initiative for Students

The Community Research Initiative (CRIS) is a way for you to do something exciting with your master's dissertation. We connect you with London's voluntary sector to share knowledge and ideas. This collaboration will help shape your research project. Your work will be directly informed by a current community need in our capital.

How to implement

➢ Step 1: initial training and writing of pre-emptive impact statement
➢ Step 2: identifying potential impact project & possible collaborators
➢ Step 3: reflection / evaluation of research and impact projects
➢ Step 4: writing final impact statement for thesis
➢ Step 5: institutional mapping of doctoral impact outcomes

SUMMATIVE ASSESSMENT
FORMATIVE ASSESSMENT
FORMATIVE ASSESSMENT
FORMATIVE ASSESSMENT
FORMATIVE ASSESSMENT

Case studies

Responding to Disagreement in Liberal Societies: Legitimacy, Respect, Toleration

I suggest something different. ==Instead of focusing on the possibility of finding a consensus on principles of justice, or on justifying each other the norms we use to regulate society, we should instead follow certain virtuous attitudes when dealing with diversity in a democratic society.== The first attitude is equal respect: we should respect others' willingness and capacity to form their own conception of what matters in their life. We should not try to hinder them in this fundamental pursuit, for example by misconstruing or manipulating what they are saying when they advance their claims publicly.

The second attitude is toleration: we should accept that other we disagree with are as entitled as we are to try to define what our society will eventually look like. That means that we should also accept, and not too grudgingly, that our ideal model of the perfect society is not going to be realised.

All of this is good, someone might counter, but aren't you taking an overly idealised view of politics? I reply to this in the very last parts of the work. I show there that a just society can do a lot to promote these virtuous attitudes, at least in the sense that it can render them convenient options. Hence, I conclude, the concrete justness of the public institutions we live in, and not their abstract legitimacy, is what we should focus on, when we deal with diversity and disagreement.

Workshop with A-level students on democratic values, splitting them into teams and trying to get policy consensus when each team holds wildly different views

SENSE, SPACE, AND SELF

Object cognition is a basic capacity shared by many creatures in the animal kingdom. Self-consciousness or self-awareness, by contrast, seems to be a rather advanced capacity that is enjoyed only by relatively fewer beings.

There are also non-academic benefits that stem from this dissertation, mainly in the educational field. There are many unsettled issues concerning the cognitive capacities of human infants and children, including both external and internal cognitions. To further understand these capacities is crucial for education. For example, children in kindergartens and in primary schools are at different developmental stages, and there are always issues about how to design classes for children at various stages. It is true that normally these concerns are covered by developmental psychology and neuroscience, but it has proven to be extremely beneficial to study these phenomena in interdisciplinary settings. This research seeks to show that philosophy also has a place in these areas. In particular, philosophy can step back and reflect on connections between phenomena that are usually studied separately.

Collaboration with researchers in education/developmental psychology, trying different classroom designs in primary school based on research hypothesis; being assistant in primary school class for a week, making observations

# Archaeological deposits, environmental impact and local soil formation at Marco Gonzalez, Belize

My research evaluates ancient human activities, with emphasis on waste outputs, to identify potential features that could affect environmental impact in the long-term. The research is a pilot project that examines different datasets and approaches for their value to the research aims.

Work with community group on how waste management, e.g. littering, is affecting their local environment

Topics in the arithmetic of polynomials over finite fields

Many of the important questions in Number Theory are intrinsically related to the statistical properties of the integers. Some of these, such as the <mark>Riemann Hypothesis, which is a claim about the distribution of the primes</mark>, are long-standing open conjectures whose proof would have far-reaching consequences for our general understanding.
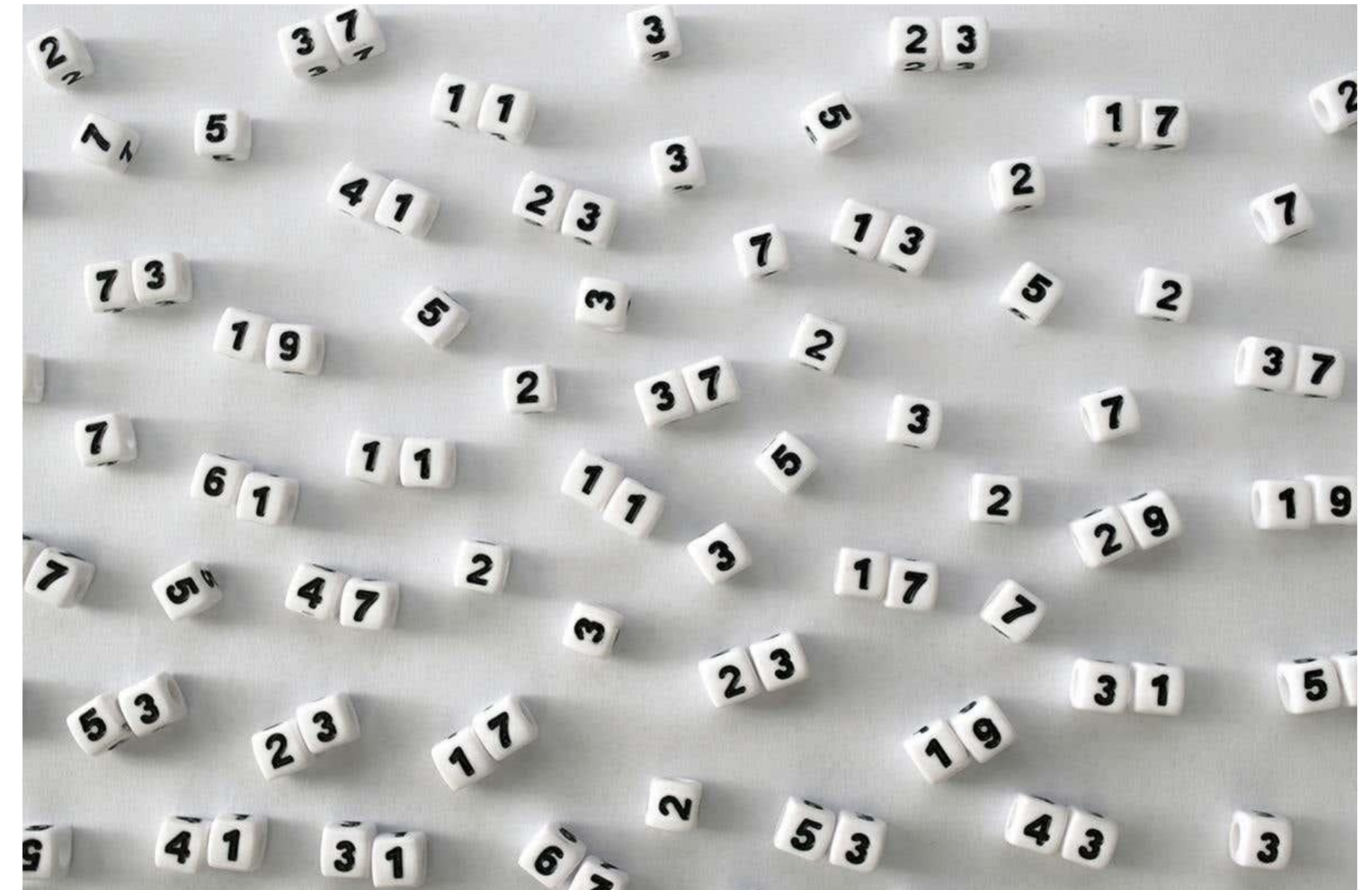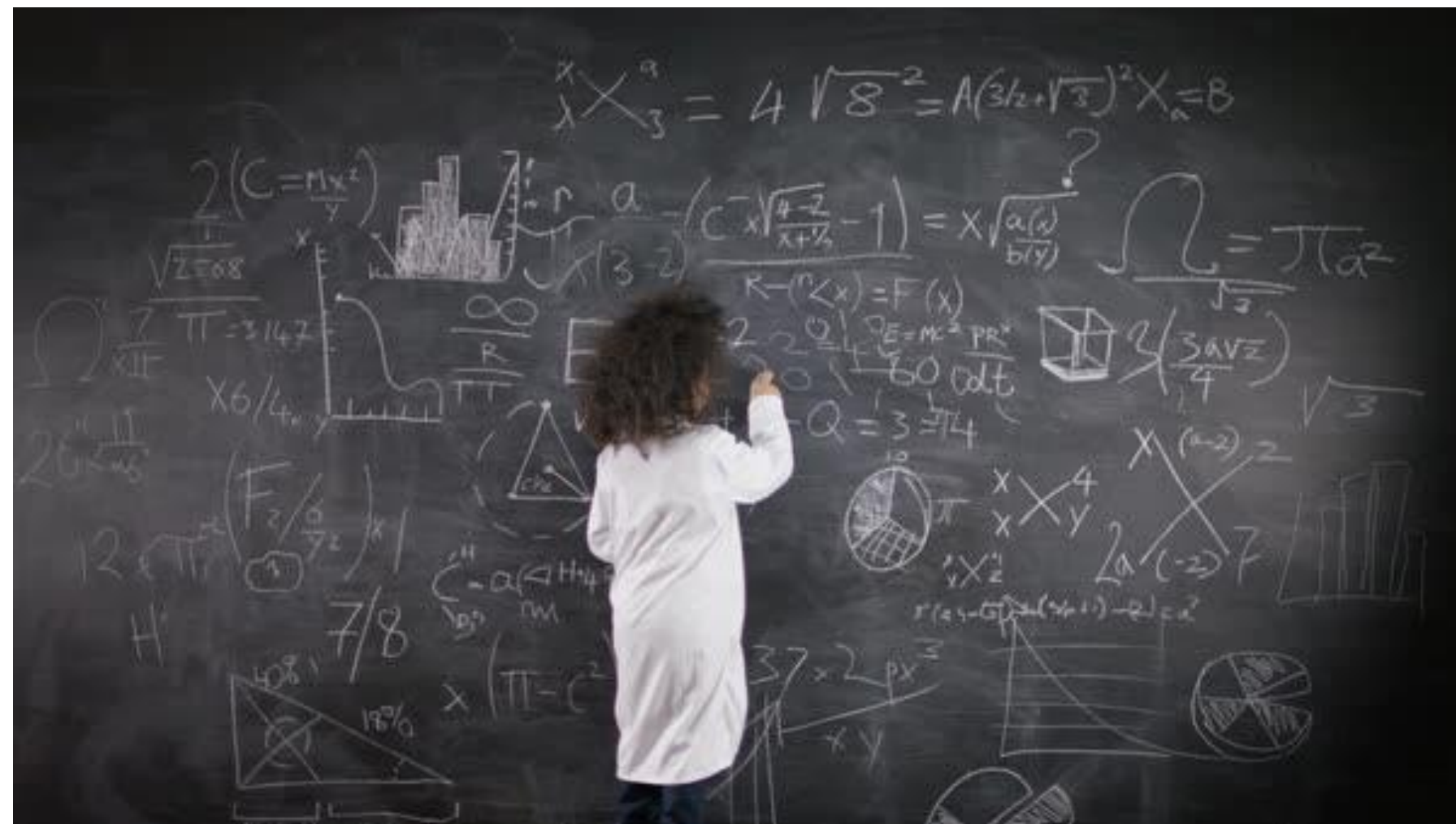
Workshop with GCSE students on prime numbers-why they are important and interesting to study

Acknowledgements

- Professor David Bogle and my team in the Doctoral School

- Dr Tadhg Caffrey

- Dr Alison McAnena

- June Hedges

- Dr Anne Laybourne

- Dr Regina Reynolds

- Dr Phoebe Walsh

- Dr Christopher Hardy

Other ideas? Questions?

Interdisciplinary approaches and team-building for training & skills

Eiríkur Smári Sigurðarson

Research Specialist at University of Iceland, Iceland

AESIS

#SSHA22

Knut H. Sørensen and Sharon Traweek, *Questing Excellence in Academia. A Tale of Two Universities* (2022)

Indeed, it is the growing significance and power of universities that have led many others increasingly to seek <u>control over universities' rapidly expanding resources</u>.

The voices of celebration and outrage agree that by now three longstanding characteristics of universities, <u>the traditional boundaries between universities and wider society, academic freedom, and their epistemic authority all have been altered significantly</u>.

The more recent expectations of universities to provide new kinds of public and private goods, such as innovation, spin- offs, and <u>engagements with a variety of social actors</u>, represent yet another set of drivers of change.

UNIVERSITY OF ICELAND

Societal impact readiness

- Phase 1: Problematisation

- Phase 2: Impact infrastructure

- Phase 3: Impact case study as a genre

- Phase 4: Academic uptake

  - Wróblewska, M. N. (2021). Research impact evaluation and academic discourse. *Humanities and Social Sciences Communications*, 8(1).

- University of Iceland (and Iceland) is still at the "problematization phase", but development of "impact infrastructure" is well advanced.

  - Sigurdarson, E. S. (2023). From moral panic to accountability: Societal impact, evaluations and bibliometrics in Iceland. *Accountability in Academic Life: European Perspectives on Societal Impact Evaluation*. Edd. Michael Ochsner and Zoe Hope Bulaitis. Edward Elgar Publishing.

Working on phases three and four

University of Iceland logo

Societal Impact of Research website screenshot


At a glance (short postcards)…

University of Iceland´s Aula þriðjudaginn 11. október

13.00-13.20: Jón Atli Benediktsson: *Societal impact and value of research in the context of the University of Iceland*

13.20-13.35: Group discussions

13.35-13.55: Ellen Hazelkorn: *Why Societal Impact Matters and What It Means for Research and Researchers in Iceland*

13.55-14.15: Group discussions

14.15-14.30: Coffee break

14.30-14.45: Jacqueline Broerse: *Public engagement and co-creation of research*

14.45-15.00: Group discussions

15.00-15.30: Short presentations of socially engaged research in Icelandic context:

Finnborg Salome Steinþórsdóttir

Gígja Gunnarsdóttir

Þorvarður Árnason

Ásta Kristín Benediktsdóttir

Rannveig Björk Þorkelsdóttir

15.30-15.45: Final group discussions

Ellen Hazelkorn padlet screenshot
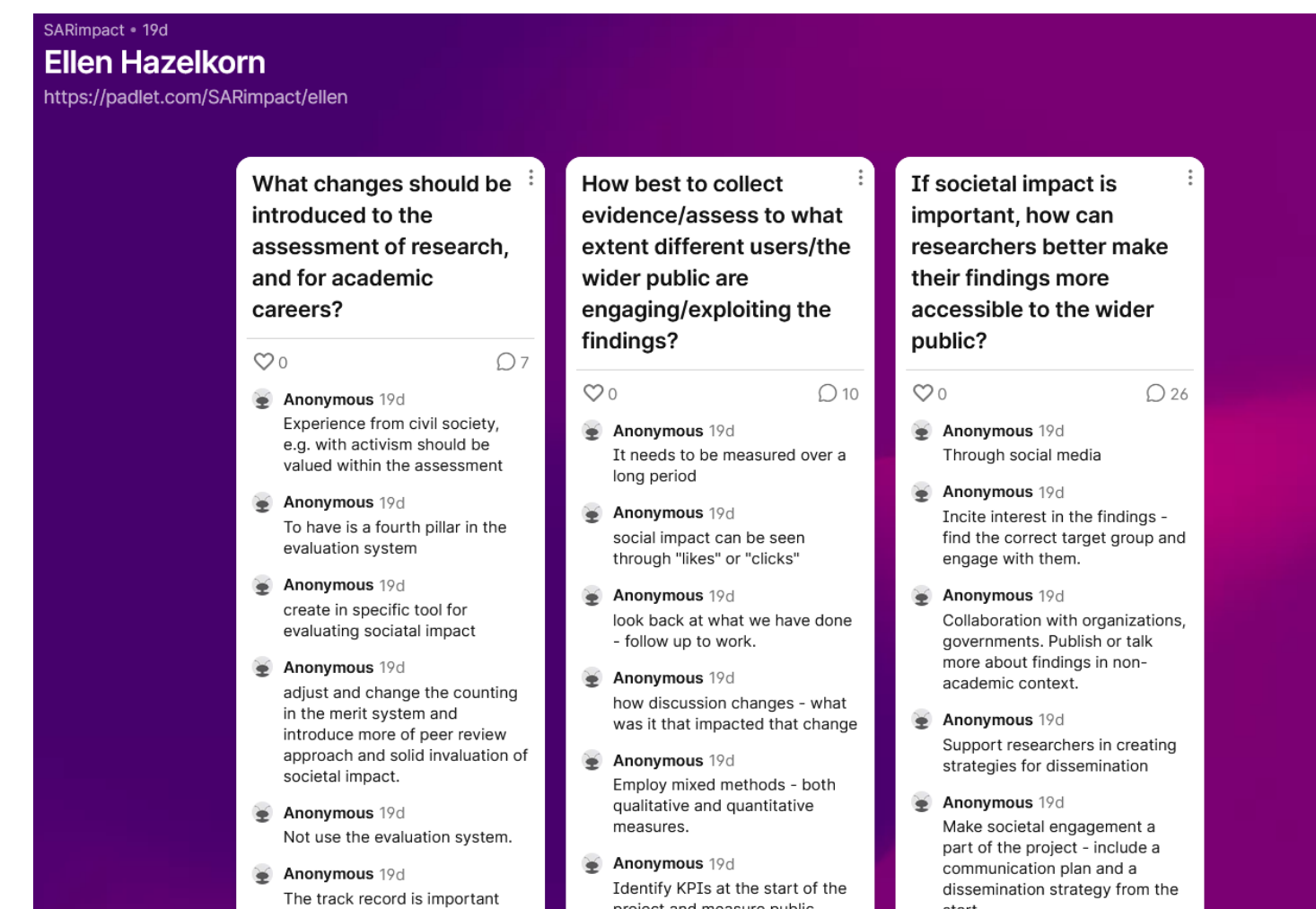
New expectations

- New regimes of evaluation, new rankings – the corporate machine again offering its servises.

- Evaluations of SDG contribution:
  - Societal impact rankings (THE)
  - "Bibliometrics of relevance"
  - "Gross academic value"

- Focus on outputs.

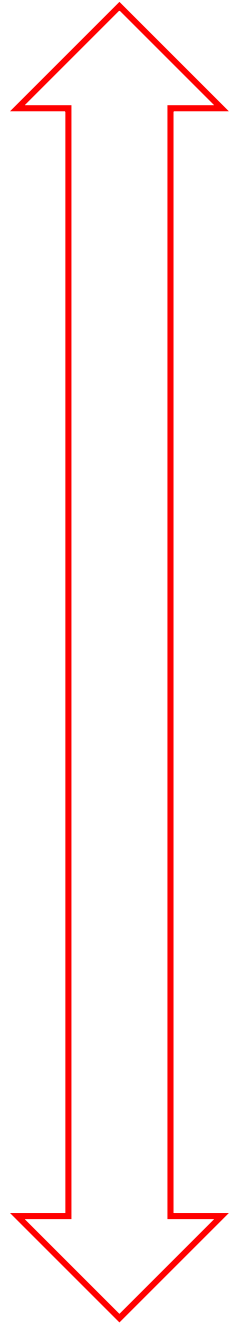- "Performative accountability" – Alis Oancea.
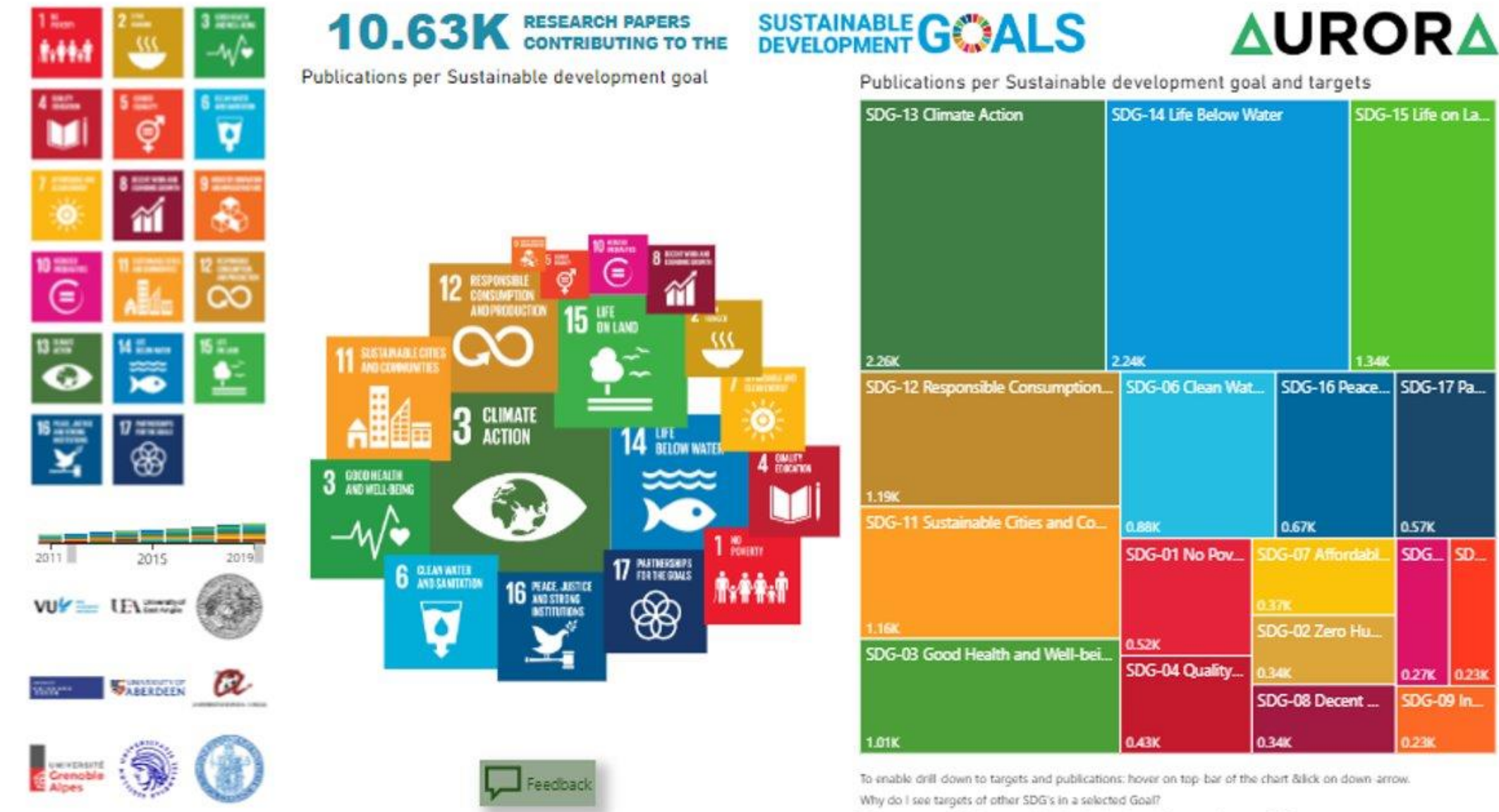
Jordi Molas-Gallart et al., "A formative approach to the evaluation of Transformative Innovation Policies" (2021)

It is noticeable that, although there is a large literature on the impact assessment of research and innovation policies, it <u>is not focused on assessing transformative approaches to innovation</u> aiming at systemic transitions.

Zooming in on transformations – processes

- Instead of focusing on outcomes and attributing cause:
  - Looking at transformations *as and where they happen*.
- Transformative Innovations Policy (TIP) and Experimental Policy Engagement (EPE):
  - "[A]ddressing the key challenges currently facing our societies requires profound changes in current socio-technical systems." (idem)
  - "Societal experimentation" is necessary. (idem)
  - Influenced by a complex mix of actors and factors.
  - Non-linear connection between research and transformations.
- Sustainable change requires developing capabilities; changing what people *can do* and then *actually do*.

Multi Level Analysis

- <u>Landscape</u>: "[E]xternal, powerful, and long-term economic, social, cultural, or environmental trends."
  - General cultural and environmental trends. E.g., global warming or the SDGs.

- <u>Regime</u>: System of rules containing "behavioural instructions, beliefs, and values concerning all system dimensions."
  - How we think and behave; written and unwritten rules.
  - At the level of the institutes (Universities) or parts of institutes (Schools, Faculties): Evaluation systems; incentives; tenure; funding opportunities; …

- <u>Niche</u>: "Niches are protective spaces where different ideas, models, configurations, and ways of doing try to survive and develop."
  - The research team, the project, …
  - Space for development and experimentation.

- <u>Main idea</u>: Experiments in niches lead to changes within the niches; the changes – ideally – disrupt the regime, changing the perception of the landscape.

Sign language

- Small scale international network.

- Associated with other national projects within linguistics.

- Stakeholders among partcipants. Policy makers to a limited degree.

- Regime change: New law on sign language; empowerment of the sign language community; epistemic justice.

- The niche:
    - Shielding: Limited scope. Limited funding. Unclear timeframe.
    - High level of learning among most stakeholders.
    - Strong networking – based on prior contacts.
    - Sense of direction and alternative pathways open.

New constitution

- Large scale collaborative project.

- Variety of stakeholders: Researchers, students, NGOs, Prime Ministers Office.

- Regime change: Disrupt the constitution and the *constitution making process*.

- The niche:
  - Limited shielding: Ample funding, short time period.
  - Potential learning within the niche; but expectations of short term outputs.
  - Strong networking. Everyone participating?
  - Clear sense of direction; but limited exploration of alternative pathways.
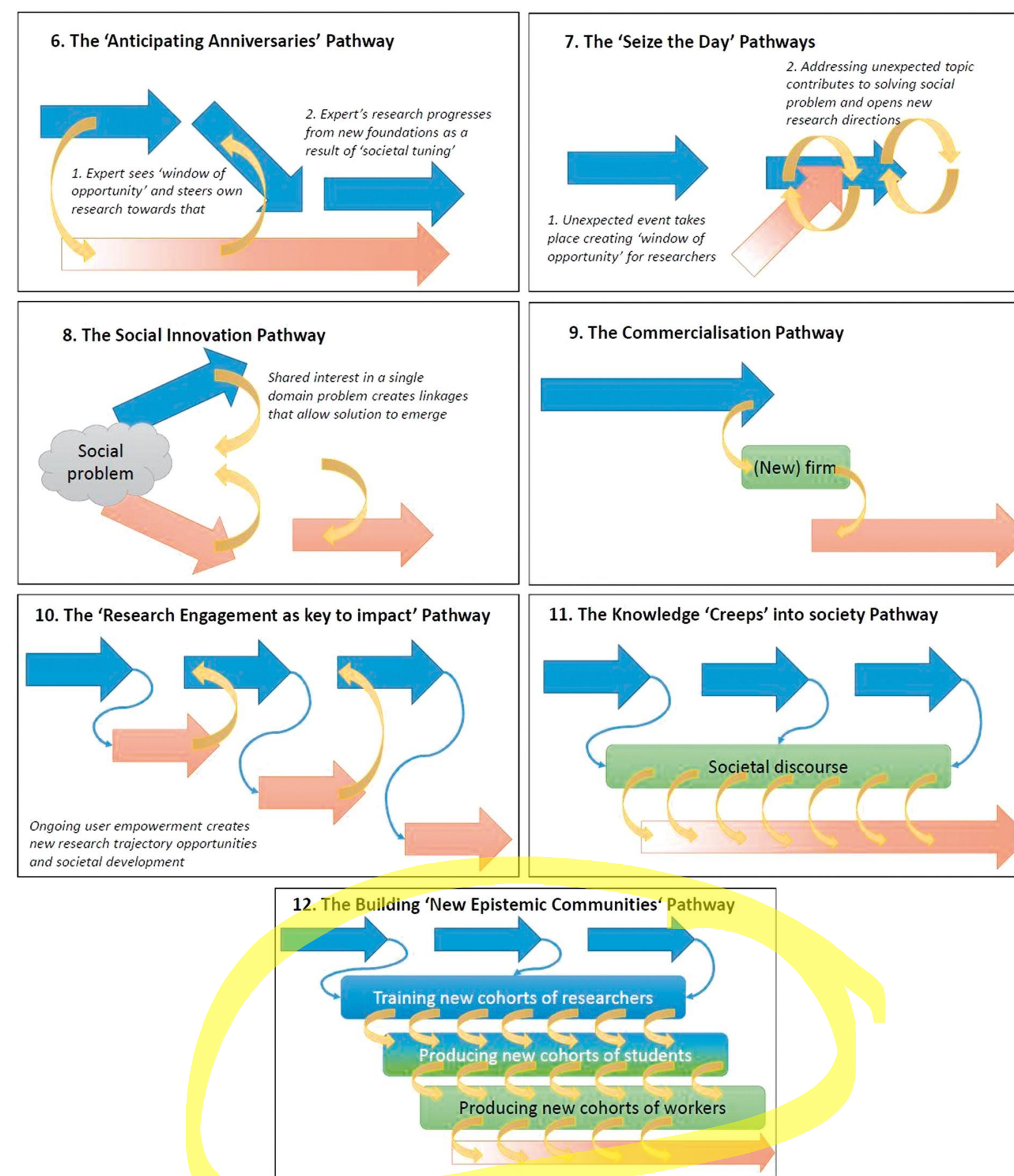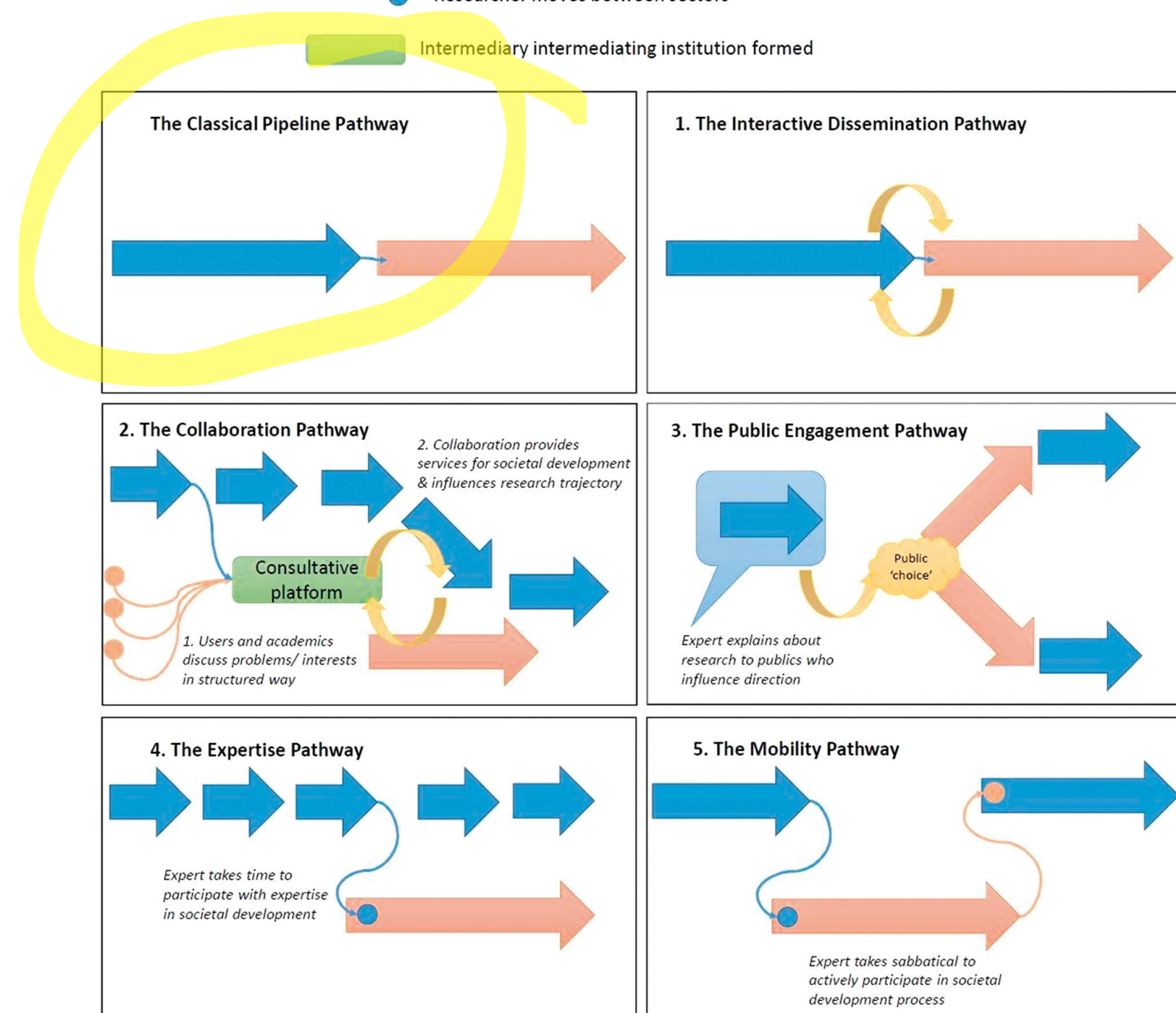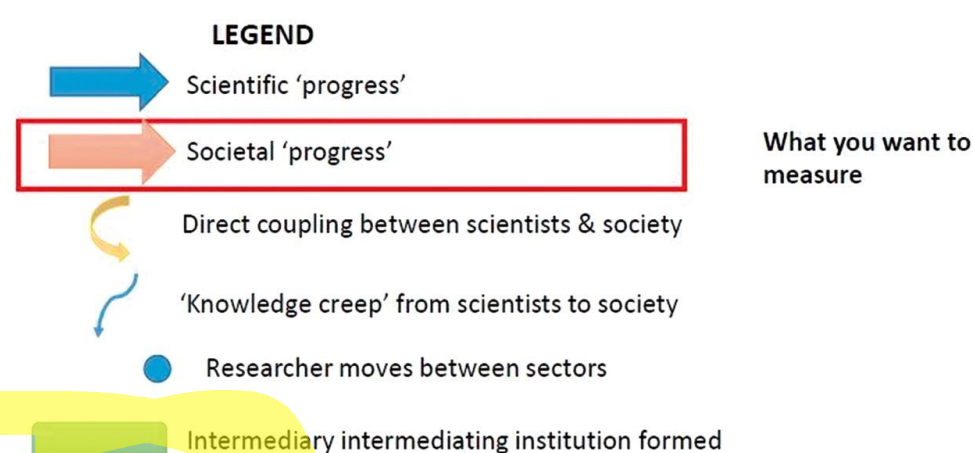
Nation state

- Long term; one man; many different manifestations.

- With students, researchers, stakeholders, policy makers. No fixed group. No form of central organisation.

- Objective: Disrupt a regime!
  - Understanding, perceptions, discourse about the nation and nation state (with some success it seems).

- The niche:
  - Shielding: Institutional, secure employment, academic freedom, access to funding, students, sabbaticals etc.
  - High level of learning at individual level.
  - Limited networking.
  - Goals and pathways constantly renegotiated.

Characteristics and capabilities – the cases again

- Clear niche elements in all cases.

- Regime change an objective.

- Pathways to impact long and winding.
  - Typical for research in the Humanities (and Social Sciences):
    - Benneworth, P., Olmos-Peñuela, J., Muhonen, R., "From productive interactions to impact pathways" (2020).
  - A key characteristic of niches.

- Capabilities:
  - *Positive* collective capabilities (or, following Sen, "socially dependent individual capabilities") needed to foster niches.
    - Capability to form groups – affiliation (Nussbaum).
    - Sympathy and commitment (Sen).
    - Trust.

Pathways to impact – SSH

JER — Journal of Embodied Research

News Issues Articles Submissions About ▾ Login Register

UNIVERSITY OF ICELAND

Video Article

How Little is Enough? Porous & Embracing Dramaturgy for Transformative Encounters

Abstract

The article gives an insight into the dramaturgical tools that are applied in the site specific and participatory performance *Island,* that was performed in Hrísey, an island north off the coast of Iceland in 2020. The project is a part of the artistic PhD research *How Little is Enough? Sustainable Methods of Performance for Transformative Encounters,* at Malmö Theatre Academy, University of Lund, that explores sustainable methods of creating transformative encounters with an audience through participatory and site-specific artworks, with a particular focus on how minimal and sustainable the framework for the encounter can be. The article asks what dramaturgical tools can create condition and provide triggers for transformation through minimal means and introduces two dramaturgical tools, POROSITY and EMBRACE, that can be understood as enablers for transformative experiences. While Cathy Turner who coined the term porous dramaturgy, uses these two terms to describe the same tool, this article argues that porosity and embrace have separate functions. The video unpacks the distinction

Share

Authors

Steinunn Knúts Önnudóttir (Lund University) ✉

Download

Download XML
Download PDF

Issue

Thank you!

Effectively Demonstrating & Amplifying the Impact of Research

Panel discussion and Q&A

Noel Klima(Chair)

Elizabeth Halton

Eiríkur Smári Sigurðarson

AESIS

#SSHA22