Living Knowledge
The International Science Shop Network

CURRICULUM DEVELOPMENT AND POP-UP SCIENCE SHOPS

Horizon 2020 projects with Science Shop participation

Public engagement (PE) forms a key approach in Responsible Research and Innovation (RRI). As called for in the 2014 Rome Declaration on Responsible Research and Innovation in Europe (http://bit.ly/1Bppoyf), early and continuous engagement of all stakeholders is essential for sustainable, desirable and acceptable innovation. In this context it is fantastic news that two projects in the latest SwafS calls in Horizon 2020 which involve Science Shops were evaluated positively and now are invited for grant agreement preparation: EnRRICH and SPARKS.

The EnRRICH project (Enhancing Responsible Research and Innovation through Curricula in Higher Education) is coordinated by the Free University of Brussels (VUB) and will be put into action in cooperation with various members of the Living Knowledge Network. The project will build the capacity of staff in higher education to facilitate their students' development of knowledge, skills and attitudes and competencies in RRI and respond to the research needs of society. It will do this by identifying, developing, testing, and disseminating resources, with specific reference to science and engineering.

SPARKS is an awareness-raising and engagement project to promote Responsible Research and Innovation (RRI) across 29 European countries. It will organise an interactive touring exhibition and innovative participatory activities on RRI (science cafés, pop-up Science Shops, incubation activities and scenario workshops) across Europe. SPARKS will use the topic "technology shifts in health and medicine" to reach out to a wider public, make the RRI concept meaningful to it and establi. SPARKS builds upon a number of relevant EU projects —from RRI Tools to PERARES, from PLACES to VOICES or Twist— and powerful European/ international networks —the European Network of Science Centres and Museums (Ecsite), Living Knowledge and the European Regions Research and Innovation Network (ERRIN).

There are exciting times ahead of us - and of course I would love to learn about more projects with participation of Living Knowledge partners.

Norbert Steinhaus

Video "Responsible Research and Innovation: aligning R&I with European society"

Responsible Research and Innovation (RRI) is the European Union's inclusive approach to ensure that societal actors work together during the whole research and innovation process. The video is now online http://bit.ly/1DXJm9H

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Applying academic knowledge to real worlds situations

– in the context of community-based-learning and community-based-research –

With funding support from the National Forum for the Enhancement of Teaching and Learning in Ireland, in the Dublin Institute of Technology the programme for Students Learning With Communities (SLWC) in the Access and Civic Engagement Office in collaboration with the Learning Teaching and Technology Centre's ran a seminar in January 2015 on the topic of 'Applying academic knowledge to real worlds situations – in the context of community-based-learning and community-based-research'. The majority of the people who attended were lecturers already involved in community-based learning (CBL) and community-based research (CBR), and there were representatives from four Higher Education Institutions on the island including: DIT, ITB, ITT and NUIG, which made for a broad range of perspectives for discussion on the day.

Speakers included: Dr. Catherine Bates, the co-ordinator of the SLWC programme gave an overview of the CBL and CBR activities in the various disciplines across DIT as well as some guidelines on initial planning and implementation, Siobhan Long, community partner, Manager of National Assistive Technology SeatTech Services at Enable Ireland discussed Enable Ireland's very successful partnership with DIT's Product Design programme since 2007, Pearl O'Rourke, DIT PhD student, completing PhD research – A Participatory Design Framework for Customisable Assistive Technology - in partnership with Enable Ireland gave her perspective on the collaborative community based research work, DIT lecturers Dave O'Connor from the School of Environmental Planning and Management and Leslie Shoemaker, from the School of Electrical Services Engineering, both

presented on their community based learning projects and the social, personal and professional development of students that takes place and Dave Kilmartin, Head of the Career Development Centre in DIT, presented on how graduate attribute development during CBL and CBR projects can be maximised and can be recognised by students. Nicola Buckley, Head of Public Engagement

in Cambridge University facilitated a workshop in the afternoon, which highlighted a number of key insights for developing high quality community based learning and research work in the HEI context highlighting the importance of building sustainable long term partnerships between community partners and academic staff, and of having local institutional support mechanisms as well as national policy which support, foster and grow this way of working for all stakeholders.

For more information please contact Students Learning With Communities, DIT, www.dit.ie/ace/slwc

Conference Review: Civil Society in Research and Innovation

Public engagement in research has been established as a cornerstone of the responsible research and innovation agenda which pervades all European research funded in Horizon 2020. Such engagement calls for the involvement of a cross section of stakeholders in research such as industry, researchers, policy makers and civil society organisations. The European Economic and Social Committee (EESC) and the CONSIDER project (Civil society organisations in designing research governance) organized a conference on Civil society

in research and innovation held at the EESC premises, in Brussels, on 28 January 2015. The event aimed to highlight work undertaken by EESC and the CONSIDER consortium and stimulated debate between representatives of the main stakeholder groups involved in civil society in research. It has contributed to the development of evidence-based research policy in Europe and its member states. By highlighting current practice and factors that influence the success of civil society organisations involvement in research, the event provided insights into good practice that can be the basis of future policy.

Please check the EN and FR website where all the presentations and photos have been published http://bit.ly/1syUl5E

Community impact made by NI students celebrated at Queen's

University students who are making a positive impact on their communities were being celebrated at Queen's University. The Science Shop, which is now in its 26th year, was celebrating the community impact of university students from Queen's and Ulster University who link their knowledge and skills to the needs of their communities. Students have the opportunity to use the

knowledge they have gained during their degrees to carry out a research project for a community group which can help the group improve their services, boost the lives of local people and support the wider community. In return the students have the chance to gain experience and help make a positive change. Every year Queen's and Ulster University each make a prize fund of £1,000 available to share among thestudents who complete projects with

the best community impact. This year's winner of the Queen's University Science Shop Award is postgraduate student Alison Toogood who is studying childhood adversity in the school of psychology. She worked with Newry and Mourne Young Carers group to help young people caring for their family members feel more in control of their situation. Her research made recommendations about the kinds of support that the group might provide to help young carers develop coping skills. The runner up from Queen's is postgraduate biology student, Geoff Newall, who worked with the Belfast Hills Partnership to identify the range of solitary bees in the Belfast Hills. The research recommended that Belfast Hills Partnership focus on conserving habitat rather than individual species. Ulster University first place went to joint award winners Jennifer Clifford and Lauren Stewart. Psychology graduate Jennifer worked with The Rainbow Project to explore the experiences of and providing an interpretive analysis of Transition of Transwomen. Lauren, a Public Relations graduate, worked with Action Cancer to investigate the use of social media technologies in health care communications. Over the past 26 years the Science Shop has delivered over 2,500 projects and worked with nearly 700 community groups including sports clubs, youth groups and recycling centres. The joint community resource is funded by the Department for Employment and Learning through their Higher Education Innovation Fund.
To read the complete article: http://bit.ly/19dWcEA

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'Learning from success' in social innovation for sustainability

How do we generate relevant and transferable knowledge about social innovation for sustainability? How do we create spaces for mutual learning between social innovators? And how do we share the knowledge created? These were the key questions that led to a learning process at the Heschel Center for Sustainability during 2014 focused on 'learning from success in social innovation for sustainability'.
We chose to use the 'learning from success' method developed, among others, by Jona Rosenfeld. It is a structured method for identifying, making explicit and documenting the tacit knowledge underlying past successes, and we chose to use it for several reasons. First, the method is useful in contexts where the necessary know-how cannot be reproduced by simply applying pre-existing theory. What we needed was a process of reflexive and participatory learning, to translate the tacit knowledge held by the local innovators into actionable and transferable knowledge, which could then be shared in the broader sustainability community. Second, learning from each other's success is a positive and optimistic approach, which is consistent with our vision of sustainability. It also cashes in on often hidden generosity and desire to contribute to others, which are necessary for

a process of mutual learning. Finally, we had the advantage of learning directly from Rosenfeld, and others using his method, with guidance received from the Unit for Learning from Success and Ongoing Collaborative Learning founded by Rosenfeld at the Myers-JDC-Brookdale Institute.
In the first stage of the learning process, we used Rosenfeld's method to learn from two success stories. The criteria for 'success' according to the method is (1) a clear and measur-

able difference between 'before' and 'after'; and (2) The cost of success wasn't too high. We also sought cases that might help us with criteria that we considered important for successful innovation for sustainability: that it be replicable, deal with more than one problem, promote social justice,

encourage action, offer upstream solutions, increase social capital and, if possible, be economically sustainable. We chose an organization working on urban agriculture in a socially disadvantaged neighbourhood and a social business engaging young people in social projects. We interviewed representatives of each initiative focusing on actions conducted, from which we drew 'principles of action'.

In the second stage of the learning process we organized a 'learning from success' study day and brought together 50 innovators involved in fields such as local food and urban agriculture, revitalizing the local economy, educational initia-

tives and alternative transport. Working in groups and trios we focused the day on mutual learning, asking participants to interview each other and try to elicit principles of action to present in a summary session. It was interesting to see that even in a short and focused workshop, there arose several common 'principles of action': among them the importance of professionalism, as well as flexibility in thought and action; the need to spend time and resources studying one's field of action, collecting information and identifying needs; the benefits of identifying people with common interests as potential partners; and the significance of a candid and non-patronising manner in interactions. While these may seem obvious to practitioners, the fact that they recurred shows that there are likely benefits to more in depth collective learning processes, for 'cracking' the tough issues such as the economic sustainability of social enterprises.

At the same time, the benefits of this type of process are not just knowledge creation but also community building among social innovators with a similar agenda (sustainability in this case). The study day went beyond a typical networking event, though more such events are necessary to better understand the benefits of various methods used. The Heschel Center would be happy to cooperate in future joint projects with other organisations interested in these questions.

The activities described here were part of work done during the PERARES project. For further information please contact Meira Hanson, meirahanson@gmail.com

Participation in research and innovation

Recommendations to the Federal Ministry of Education and Research of Germany derived from the strategic dialogue

Between April and September 2014 German BMBF (Federal Ministry for Education and Research) organized a strategic dialogue on 'Participation in Research and Innovation', with interviews and a one day workshop. In Research and Innovation (R & I) an increasingly active role of citizens is emerging. Involvement of civil society ranges from participation during the agenda-setting through dialogue formats on ethical, legal and social aspects up to direct involvement in specific projects (e.g. crowdsourcing) and innovation processes (e.g. open innovation, open workshops, exchange rings). Objectives of integration are the inclusion of substantive potential of citizen knowledge and increasing the relevance, legitimacy and acceptance formation of R & I.

The array of participatory methods and formats is great and the experience - even in Germany - diverse. With regard to the effectiveness of participation always gets the question of the appropriate level of participation in the spotlight. If the degree of participation is too low, there might be no acceptance forms in civil society; is it too high, it might paralyze the feasibility and implementation of policy projects, R & I processes or specific projects. The de-

cisive factor is always the type of communication whether participatory research and innovation is successful - or not. Therefore, there is need for action: On the one hand in a parent systematization and standardization of participation methods to detect the existing and structure according to the efficiency - On the other hand in the actual design of new participatory processes, which also lead to a high goal setting specific effectiveness of participation.

The results of preliminary research, interviews and the workshop as well as recommendations on choosing the right participatory format, quality standards and evaluation criteria for participatory procedures can be read here: (in German): http://bit.ly/1BpJEzE

PUBLICATIONS and ARTICLES

The public should have a say about research

There has traditionally between a large gap between academic research and civil society. Recently, however, EU policy has encouraged researchers to interact with the public and vice versa. The EU-funded 'Public engagement with research and research engagement with society' (PERARES) project aimed at supporting this engagement by setting research agendas through engagement with civil society organisations (CSOs) at a regional (Europe-wide) level.A web portal has been established

to host online debates around specific science or social science topics. The first focused on nanotechnology, and PERARES found that although it proved a successful interaction platform, the topic could have been more socially relevant. CSOs and researchers have also participated in scenario workshops, which were used to develop a standard methodology for future workshops. Another aspect of the project focused on investigating funding for research cooperation with CSOs. Pilot studies to assess the global applicability of community-driven research were performed as well, and 'Science Shops' were established in various EU communities. PERARES thus already had success in bringing together researchers and CSOs to discuss and inform future research and community engagement. The resources developed in the project will be useful for scientists around the world to engage with civil society on important research topics.
Download periodic report: http://bit.ly/1Aiimee

Action Research for Sustainability – Social Imagination Between Citizens and Scientists

By Jonas Egmose, Roskilde University, Denmark
How can action research further new research orientations towards sustainability? This book, empirically situated in the field of upstream public engagement, involving local residents, researchers and practitioners in bottom-up processes deliberating on urban sustainability, answers this question by analysing processes of social learning. For orders of the copy, we offer our readers of the Living Knowledge Newsletter a discount of 20%. The code ist A15JFU20 and will be valid until 30/04/15.
More information under http://bit.ly/1FKNqYE

New Scheme for Community Engagement launched in India

The vision for community engagement in HEIs, as outlined in the 12th Five year plan document, has been finally operationalized. The University Grants Commission (UGC), India, has rolled out a new scheme in October'2014, for supporting universities to strengthen community engagement. Under this scheme, the UGC will be financing the selected Universities for establishing a Centre for Fostering Social Responsibility and Community Engagement. Through this scheme, the UGC intends to provide a road map for community university engagement activities, along with promoting community university partnerships.
More information at: http://bit.ly/1wT2J1m

Citizen Science and Policy: A European Perspective

By Muki (Mordechai) Haklay: Citizen Science and Policy: A European Perspective, written by Dr. Muki Haklay of University College London, examines European citizen science projects to understand how they can support or influence public policy (and how policy can support or constrain citizen science). The report concludes with suggestions for how projects around the world can be structured to meet policy goals—for example, through strategic partnerships, and by developing guidelines to facilitate the use of citizen science data. Download report: http://bit.ly/1NIZ2B1

Higher Education and Community-Based Research - Creating a Global Vision

The practices of community-based research spring from the understanding that research and knowledge are not created and stored in the university, then disseminated to the general public, but that research and knowledge are influenced by and created in response to community needs and contexts. This book describes, analyses, and points a way forward for the field of community-based

research as practiced within higher education. It sets the historical background for current debates and engages the leaders in this field to create an imagination-driven agenda for transformation. It surveys the rich experience of community-based research participants across countries and regions, stressing both the diversity of these experiences and their common themes. Finally, it sets forth visions of how higher education and community-based research can together move forward, to the benefit of all society.
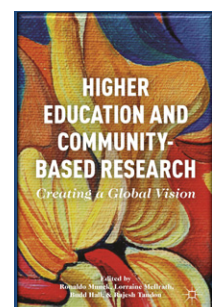
VA (Public & Science) promotes dialogue and openness between the public and researchers

VA is a Swedish non-profit membership organisation that works to promote dialogue and openness between researchers and the public. VA's members consist of some 80 organisations, authorities, universities, companies and associations. In addition, it has a number of individual members. The organisation was founded in January 2002 and is funded through membership fees, project grants and a grant from the Swedish Ministry of Education and Research.

- Twice a year VA issues an international newsletter in English http://v-a.se/subscription
- More about VA http://bit.ly/1B7Z9vP

Maximizing the Policy Impacts of Public Engagement

A European Study by Steven B. Emery (School of Geography, Earth and Environmental Sciences, University of Birmingham, Edgbaston, Birmingham, West Midlands, UK), Lynn J. Frewer (Centre for Rural Economy, School of Agriculture Food and Rural Development, Newcastle University, Newcastle upon Tyne, UK), Henk A. J. Mulder (Science and Society Group, University of Groningen, Groningen, the Netherlands)

Abstract: There is a lack of published evidence which demonstrates the impacts of public engagement (PE) in science and technology policy. This might represent the failure of PE to achieve policy impacts or indicate a lack of effective procedures for discerning the uptake by policy makers of PE-derived outputs. While efforts have been made to identify and categorize different types of policy impact, research has rarely attempted to link policy impact with PE procedures, political procedures, or the connections between them. In this article, we propose a simple conceptual model to capture this information, based on semistructured interviews with both policy makers and PE practitioners. A range of criteria are identified to increase the policy impact of PE. The role of PE practitioners in realizing impacts through their interactions with policy makers in the informal "in-between" spaces of public engagement is emphasized. However, the potential contradictions between the pursuit of policy impacts and the more traditional conceptualizations of PE effectiveness are discussed. The main barrier to the identification of policy impacts from PE may lie within policy processes themselves. Political institutions have responsibility to establish formalized procedures for monitoring the uptake and use of evidence from PE in their decision-making processes.

Read More: http://bit.ly/19dJt4F

Volume 3 of Undergraduate Journal of Service Learning and Community-Based Research (Fall 2014)

The Journal is a refereed, multidisciplinary online undergraduate journal publishing intellectual and reflective work on service learning and community-based research. It is open to undergraduate students in the U.S. and across the globe. Volume 3 includes 20 essays by students from 19 colleges and universities in a wide range of disciplines. The journal is published through the Penn State University, Berks Center for Service Learning and Community-Based Research. The articles published in this volume represent research and reflections by a very talented group of undergraduates and celebrate student experiences. These undergraduate authors ask hard questions related to their education and their communities. For example, Cynthia Maceda shares her experience conducting academic service learning in a local jail with incarcerated juvenile males. An article by Calleja Smiley and one by ErikaGrace Davies deal with issues of homelessness and charity. Alex Dinsmoor's piece and Taliah Miralek's article discuss issues of social justice and societal norms and structures. Alexander Tougas discusses the importance of urban planning in Portland, Maine. Lauren Reichart and Griff Shelley's article tackles the inherent challenges that occur while undertaking service learning and community-based research in the college classroom. All of the authors who submitted a piece worked closely with a faculty mentor on revising and editing their work.

We invite you to read it at http: http://bit.ly/1MtBcWo

Research Media celebrates pioneering innovation in UK universities

Research Media will launch the first of three chapters in their exclusive 'UK Innovation Hub' series. Sitting under their flagship publication, International Innovation, the series will showcase the innovations and breakthrough scientific studies taking place at universities across the UK. With a focus on the extensive areas of research that have made a significant impact on society, industry and the economy, attracting both national and international recognition, the primary chapter will explore research undertaken at diverse universities in the UK. The series will be released to coincide

with the Research Excellence Framework (REF) results, the new system for assessing research in UK universities, and the chapter will include highlights of the results.

Download: http://bit.ly/17cB7Jo

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RRI Tools, fostering Responsible Research and Innovation (RRI)

The first edition of the RRI Tools newsletter is out now. Here you will get to know the latest news on the RRI Tools project, the interesting events related to responsible research and innovation, and how to join the RRI Toolkit community. http://bit.ly/1Dezshl

In the autumn of 2014, the RRI Tools project partners have started to involve first members of the Community of Practice to stakeholder workshops. Between September and November 2014 the consortium has organised 27 stakeholders' consultation workshops gathering 425 participants from more than 400 organizations in 24 different countries. Report at http://bit.ly/1GeIITb

Whether you are a scientist, a citizen, an educator, a policy maker or an industrialist you can definitely play a part. Please join the RRI Tools community! Join and contribute to the RRI Toolkit, visit our website: www.rri-tools.eu

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National research group on Participatory Democracy and Public Participation in Decision-Making

The group, chaired by the Institute for Humanities and Social Sciences of CNRS (National Center for Scientific Research), aims to develop research on participatory democracy and public participation in decision-making processes. It promotes the coordination, the exchange and the sharing of research work that each associated Partner and laboratory undertakes.

The Group thus constitutes the favourite tool for dialog between the community of social scientists (at CNRS, INRETS, CEMAGREF, CIRAD, INRA), the institutions and companies that have to implement public participation in decision-making processes (ADEME, the French Environment and Energy Management Agency; ARF, the Association of French Regions; CNDP, the National Commission of Public Debate; RFF, the National Rail Network; RTE, the French Electricity Transport Network, EDF Inc., the French Electricity Board), and the civil society.

The Group focuses on citizens' contribution, beyond their usual involvement in the institutional political life, to choices about society — sustainable development, social equality, redistribution and solidarity, public engagement with science, freedoms and civil rights, local and metropolitan issues, globalisation, etc. The Group studies their discussion in multiple civic spaces and the public policies implementation of these citizens inputs. Its research work covers all the fields where collective movements meet processes of institutionalization aiming at the inclusion of the citizens in the working-out and the implemen-

tation of public action and decision: democracy in social, health and technical issues, opening expertise to public participation, local democracy and community management, public interest and dialogs led at various territorial scales in multiple fields (public utilities, risks, food, school, social policies, environmental health, etc). More information: http://bit.ly/1Bvckfm

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UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

We would like to thank you for taking part in our survey, and letting us know what you think!

You might be interested to know more about our organization and its efforts in supporting the UNESCO global lead to assist countries in building knowledge societies. The UNESCO Chair creates a Co-Chair mechanism in two different institutions, the University of Victoria, which is a university of excellence in western Canada and Society for Participatory Research in Asia (PRIA), based in India. We are a young organization and would love to reach out to more people like you, because it is important for us to get our message across to as many people as possible across different nations and forward our cause.

- You can receive the latest updates about our activities and events by following our Facebook www.facebook.com/CBR.UVIC
- We are on Twitter as well! Follow us to see the latest tweets: Coordinator@UNESCO
- You can get a lot more information on our website: http://unescochair-cbrsr.org

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UCL ENGINEERING - Change the world

How can local communities access technical expertise in a world-class university? How can engineering research be shaped by community needs?
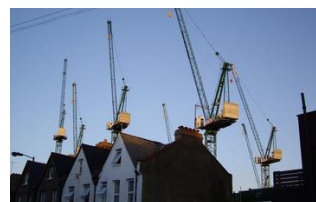
These are the challenges driving the Engineering Exchange at UCL. If you are a community group in London with an idea for a project, a question you think we might be able to help answer, or a technical problem that is hard to solve, we would love to hear from you. We will try to match community groups with engineering experts to work together to find solutions to problems or answers to questions.

As engineers we specialise in solving problems related to technology, infrastructure and the environment. This includes issues such as energy, water, waste, information and communications technologies, noise, pollution, buildings, transport, and mapping. We may not be able to solve everyone's problem or have the expertise for every project idea, but we will do our best to help.

More information under http://bit.ly/1EewOJd

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Calls

Special Issue on Citizen Science

JCOM, an open access journal on science communication, seeks insightful and thought provoking papers for a special issue on Citizen Science. The submission deadline is 1st May.Full call details are available at: http://bit.ly/1BRRngp

UCEC 2015 - Call for papers

1 – 3 November, 2015, Gold Coast, Australia.
The theme of the Conference is "Enhancement and Innovations in University-Community Engagement". The Conference sessions will focus on the following sub-themes:
- Innovative Approaches to Community Engagement
- Higher Education Transformation and Sustainability through Community Engagement
- Transforming Communities through the Scholarship of Community Engagement

More information: http://ucec2015.com/submissions.html

ESOF 2016 - Call for proposals

22 -27 July 2016, Manchester, UK.
EuroScience Open Forum will tackle general research, innovation and science policy subjects. Responsible research and innovation will be one of its main cross cutting topics as well as several others that might be of your interest. The call for proposals is open from 2nd March until 1st June 2015. More information at www.

Conferences

Participatory Action Research, Planning and Evaluation: A hands-on learning event

22 – 24 April 2015 in London, UK
More information: http://conta.cc/1HIRjyM

2015 Canadian Knowledge Mobilization Forum: "Creativity as Practice - Mobilizing Diverse Ways of Thinking"

14-15 May, 2015 in Montréal, Québec, Canada
More information: http://www.ckf15.org/

EFC AGA & Conference

20-22 May 2015 in Milan, Italy
European Foundation Centre's (EFC) 26th Annual General Assembly (AGA) and Conference. Its topic is "Philanthropy, vision and energy for change".
More Information under http://bit.ly/1NcoiQ0

C2UExpo 2015

25-29 May 2015 in Ottawa, Ontario, Canada
More information: http://cuexpo2015.ca

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Going Global 2015 - Connecting cultures: forging futures

1-2 June 2015 in London, UK
http://www.britishcouncil.org/going-global

The Journées Hubert Curien International Conference

1-6 June 2015 in Nancy, France
More information: http://bit.ly/1hsRjov

2015 Ecsite Annual Conference

11-13 June, Trento, Italy
More information: http://bit.ly/17uj15l

IPA 2015 - Policies and their publics: Discourses, Actors and Power

8 July 2015 to 10 July 2015 in Lille France
More Information: http://ipa2015.sciencesconf.org

Perspective on community practices – Living and learning in Community

18t-20 June, University of Ljubiliana, Ljubiliana, Slovenia
More information: http://bit.ly/1E5ikJ1

ALARA 9th World Congress on Action Learning and Action Research

4 - 7 November 2015 in Pretoria, South Africa
For details go to http://bit.ly/1AAf1dO

SAVE THE DATE: 7th Living Knowledge Conference 2016

22-24 June 2016 in Dublin, Ireland
www.livingknowledge.org

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Editors