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*Living Knowledge*  
*The International Science Shop Network*

## Newsletter 65

June 2020

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### Editorial

Dear readers,

We thought to see all of you in Groningen at the end of this month to celebrate with the 20th anniversary of the Living Knowledge Network. Corona put a spanner into the work. Instead – as it happened with many other events – we will go online. So, the current pandemic gives us a lot of food for thought and discussion. But we can say that we all have learned from a set of unprecedented challenges during the last months and a couple of guidelines and support documents are available – compiled by members of different networks. A few of them are introduced in this newsletter. If you know more, please share your findings and experiences on how to adapt to difficult ways of working, and to conduct engagement ‘virtually’ in available toolkits. We do miss all our global friends and colleagues. So join us and let Living Knowledge’s birthday not just pass without any notice. Join us at our webinar

on Friday June 26th, from 14.00 hrs to 17.00 hrs CEST.

All the best and see you then.

Norbert Steinhaus

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## News on 9th Living Knowledge Conference

We regret to inform you that we have had to decide to **postpone** our 9th International Living Knowledge Conference. Only a few weeks ago we were still very positive and proud of the great programme we were working on. However, the rapid spread of the Corona virus and the resulting severe travel restrictions now made it impossible to go ahead as planned.



Groningen University has suspended all teaching until Sep 1st, all over the world borders are being closed, many countries are in a lock-down... but most important, we want you all to be safe and healthy.

We discussed our options with our international advisory panel and our local committee and came to the conclusion that postponement **with one year** would be the best solution. We considered a short delay, until September/October as we realise that relevance and travel funds from current projects may be limited to 2020. However, it is uncertain whether we can ensure a safe and accessible conference for everyone in that period due to the global Corona situation, and this schedule would cause many logistical problems for our local team. We will have a short online event in June (see below), but decided that as Living Knowledge Conferences are about interaction and not 'just' about sharing information, we do not replace the whole conference by an online event.

Participants that had already registered will receive a mail from the Groningen Conference Bureau regarding the options for a (full!) refund of fees.

We are working hard to set new dates as soon as possible. We will decide on a procedure to renew the call for proposals at a later stage; we both want to honour abstracts already accepted if they are still current in a year's time, but we also want to be open to new or adapted submissions. We will think about the best way to organise that and inform you about it in due time.

This was not an easy decision to take but we hope you understand. We are looking forward to finally seeing you in 2021.

Stay healthy!

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## Webinar Living Knowledge 2020: a 20th anniversary in lockdown

We had hoped to see all of you in Groningen at the end of June to celebrate the 20th anniversary of our Living Knowledge Network. Unfortunately, we had to postpone our 9th

International Living Knowledge Conference to 2021.

Because we do miss all our global friends and colleagues, we decided we should not let this birthday pass without any notice. Moreover, the current pandemic gives us a lot of food for thought and discussion. Therefore we will host a webinar on Friday June 26th, from 14.00 hrs to 17.00 hrs CEST.

**Sign up [here](#)** The webinar will be hosted through Blackboard Collaborate Ultra. No download of software is required; you will receive a link to login. In the plenary you can ask questions and discuss through a chat function. In the sub groups you can use microphone and video as well.

14.00 hrs CEST Opening  
(19.30 IST (Delhi, India); 08.00 EDT (Montreal CAN), 07.00 CDT (Maddison USA); 13.00 BST (UK))

Info on Speakers can be found [HERE](#).  
Exact time schedule to be confirmed.

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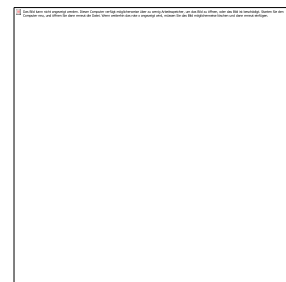
## Corona Special

In this section we would like to introduce our readers to a positive outlook on the effects corona had in our business world. Presented here are best practice stories, success stories, helpful guides and tools to inspire us all. Enjoy reading and happy networking!

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### A situation that InSPIRES us to act locally and globally

Institute Pasteur de Tunis (IPT) is participating in the response plan established by the Tunisian Ministry of Health, with tasks of epidemiological surveillance, diagnosis, research in vaccinology and mathematical modelling as well as delivering messages to all audiences. This last task is mainly performed by the communication responsible of IPT, InSPIRES partner. In collaboration with IPT's young researchers, several [online trainings and science cafés](#) have been organized.



In Italy, the lockdown situation has permitted partner UNIFI to address a social demand and organize a series of online Science Cafés. People at distance have been invited not just to listen to another [webinar](#) but to join the discussion on “hot topics” like Coronavirus. UNIFI is running a science shop with Giotto Ulivighigher education institute, helping to organize a conference for a project on donation blood and stem cells.

In Spain, members of ISGlobal and IrsiCaixa teams, gathered at the Barcelona “la Caixa” Living Lab, are cooperating with the City Council to seek innovative solutions for the local deconfinement. Additionally, María Jesús Pinazo (project's IP) is carrying out her usual clinical care tasks and working extra hours in cooperation with our partner CEADES and other institutions to transfer key information to doctors and public health experts in Bolivia.

In France, UdL has organized two formations to interns of the Science Shop projects regarding the COVID situation; while in the Nederland he VU team is working to adapt their academic content to the online challenge. From Hungary, ESSRG is reinforcing our InSPIRES Open Platform as well as finding ways of continuity for its projects on the field. Locally and globally, our projects keep moving.

[InSPIRES website](#)



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## **TU Dublin hold first ever online community engaged research and learning Annual Awards event.**

The event normally takes place in a large campus venue, with over 100 people attending. In light of Covid-19 restrictions, the team developed the idea of running a 'Twitter Blitz' event.

On 6 May 2020, TU Dublin's Programme for Students Learning With Communities, which supports curriculum-based community engaged research and learning, moved their annual awards event online for the first time.



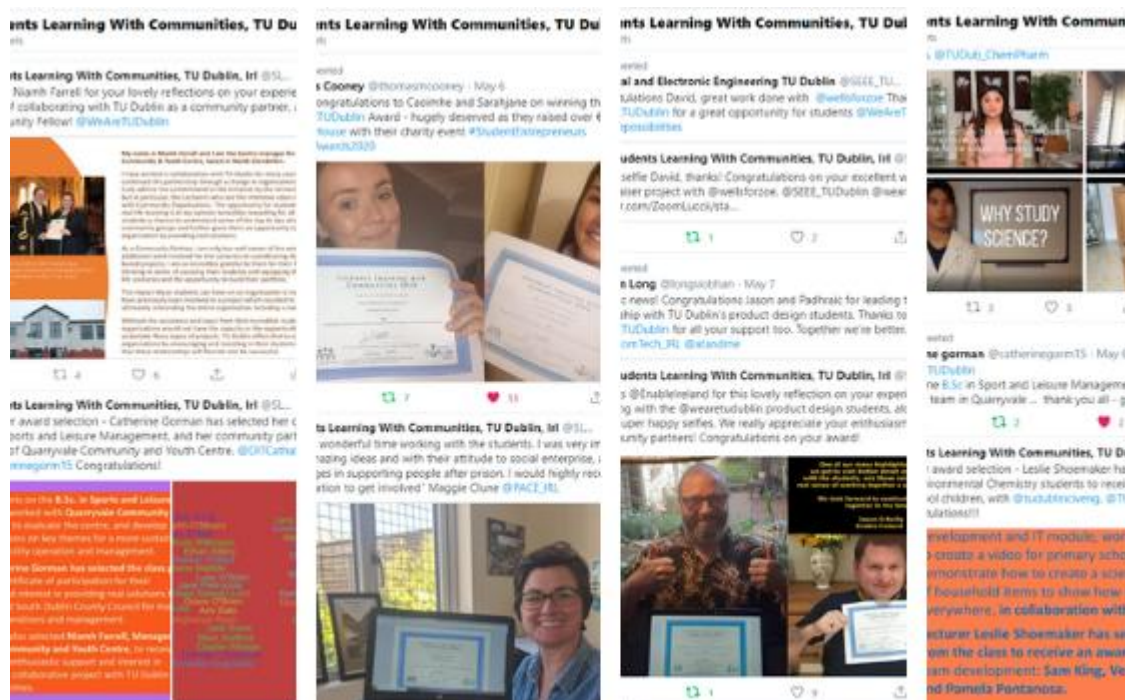
They were delighted to be joined on twitter by staff, students and community partners to celebrate the many community engaged research and learning projects carried out this year in the curriculum.

The President of TU Dublin tweeted his congratulations, highlighting the benefit of these projects to students and community partners. The formal part of the event, where the awards were announced through a series of tweets, was followed by lots of tweeting, retweeting and liking. The award announcements were interspersed with short video interviews with students, lecturers and community partners, selfies of award winners holding their

certificates, snippets of student feedback recorded at last year's annual awards event.

If you missed it you can catch up on twitter by searching for the @slwcTUDublin feed, and scrolling to 6 May - we hope you will be inspired!

The Students Learning With Communities team are also coordinating TU Dublin's involvement in the Erasmus+ CIRCLET project, which is creating new professional development opportunities in community engagement for staff in the 5 partner universities. TU Dublin is leading on developing an online 5 ECTS credit postgraduate module for lecturers. Find out more at [www.circlet.eu](http://www.circlet.eu).



## How to engage online when we cannot meet in person – launch of Falling Walls Engage Hub Sweden

The COVID-19 pandemic took us all off-guard. From one day to another cities, regions and countries closed down. Conferences, science festivals and project meetings were postponed or cancelled. Well into the preparations of the very first [Falling Walls Engage Hub Sweden](#) meeting, we quickly had to adapt to the new situation. In late April and the beginning of May, 25 science engagers from 16 countries participated in an online interactive workshop, marking the launch of the [Falling Walls Engage Hub Sweden](#).

The theme for the first meeting was “[How to engage the public in science when you cannot meet in person?](#)”. The selected participants in the online workshops were invited to pack their mental suitcases and embark on a week-long virtual trip to Sweden. During the first workshop the participants discussed the pros and cons of virtual science engagement, took a look at some good examples, tried some Swedish “fika”, and met in World Café style groups to discuss: how to cultivate the online space together; reaching new audiences and where to find them; and reimagining science engagement in times of crisis. The tools are there, but how do we use them to reach our audience? Learn more about the [discussions](#).

The [Falling Walls Engage Hub Sweden](#) is not merely a Swedish network. Our aim is to become Hub Nordic and connect science engagers across the Nordic and Baltic countries. Do you want to join us? Please get in touch with [Lena Söderström](#) or [Maria Hagardt](#) at [VA, Public & Science](#).

## OUR ZOOM JOURNEY

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**How can we engage the public with science when we cannot meet in person?**

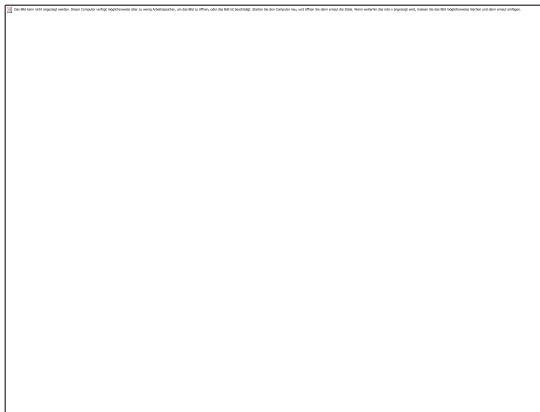


## Not taking advantage of this Covid19 chance is wasting a crisis!

*by Frank Becker*

Since 20 March TU Berlin is closed. The first week of involuntary home office was hard for me. It felt like car crash on the highway – nothing was “normal”! The only comparable experience in my life is how it felt with the Chernobyl accident. But when I stopped pretending business as usual – I found my own new balance between family, household and work. And I love it that way. It was good to be in touch with friends and colleagues in other countries, feeling connected – getting uncensored information. [Martine \(BdSL\)](#) made me look at an [article by Bruno Latour](#). We translated it into English and German circulated it to friends and colleagues. Latour’s questions resonated my thoughts: “Not taking advantage of this chance is wasting a crisis.”

In parallel [kubus](#) is co-working a student’s citizen science project – now done online – about DIY climate-measuring-devices, fine-dust-pollution and climate-data measurements. One citizen came up with a newspaper-article about the correlation between fine-dust-pollution, thermal-inversion and Covid19 mortality rate. We consider how to pursue this question in the project.



How to incorporate Bruno Latour's questions into kubus' organizing dialogue with citizens?: "Which suspended activities should not be resumed in your opinion?", "What measures do you recommend to ensure that people who will no longer be able to continue the activities that you want to see abolished are eased to transfer to other activities?", "Which suspended activities do you wish to resume?", "What measures do you recommend to help people acquiring capacity and instruments to develop this activity?". I think: "Above all, don't!" when "Let's restart business as usual quickly" is requested. Two month "under war against the virus" more and more people in Germany feel democracy and participation under pressure. I encourage you translating Latour's questions into your work. Debates are necessary how to design European society. Science Shops should promote it.

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## It's historical !

*by Martine Legris Lille University, and Lille Science shop*

That's what my fourteen year old son told me when we learned we would have to stay home for a while. He was happy : no school ! I was worried, trying to figure out what would be my next move. It's been two months now I am working home. I can go out but not farer than 100 kms away from home. At Lille science shop we were starting new projects. We just selected them when everything was shut down. I had a dream (literally). I dreamt I was writing a newsletter, in order to get news from my colleagues at university. I also wanted to think collectively what this "suspended time" could reveal about us about our routines or about new ideas. I started to edit this newsletter, with the agreement of my unit management. It is weekly and we discuss in an informal manner different topics. The first column is about "working home" : someone explains what he/she is doing and what are his/her impressions. We also have a topic on team work : decisions, recruitment, plans. Then we have texts of demands or dealing with specific stinking points inside the team. In the last issue, someone continued the reflection started in the previous issue on the gender balance and gender inequalities in times of lockdown. This experience is very positive. I received a lot of warm encouragements. Our science shop has organized visio conferences with our partners in order to help them better define their project's aims and research questions. It is a new experience as those meetings are usually face to face, and it helps establishing the dialogue. Nevertheless, we managed to go on. We hope we will be able to meet them soon. We were also in Link with KUBUS science shop and started discussing Bruno Latour's paper (see previously Frank Becker's article).

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## Science shops go online! But what tools to use?

*by Uni versity of Vechta*

Stakeholder meeting? Cancelled. Conference? Cancelled. Local Activity? Cancelled. Right now, this happens almost all over the world. Nevertheless, the work of the science shops must go on and with all the existing online tools, it is, for sure, possible. However, what are suitable tools to connect a group of people for an interactive digital workshop? What other tools exist to support an online discussion round and what do they offer? Since we are all facing similar questions and problems but also gathering valuable new experiences, let us start sharing our new insights within the science shops community! For this, we have set up a tool collection pin board and invite everyone to contribute to this [collection](#).

We are aware that already many collections and lists about online tools exist, but – with your help - we would like to gather supportive links and information especially for the needs of science shop related activities. For more information, have a look at the [tool collection pin board site](#)!

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## UW-Madison contributions in time of COVID:

Our Center is coordinating efforts for faculty, students and community partners; providing virtual community activities to fulfill course requirements, sharing resources and virtual spaces for instructors, and compiled resources to support students, faculty/staff, and community partners [here](#).

We are also supporting a [messaging project](#) to encourage safe behavior and hosting web discussions with neighborhood organizations to sustain the current empathy beyond the crisis stage, knowing that many families were already living in a climate of uncertainty and insecurity and will be even more challenged now.

There are over a hundred researchers all over UW working on the pandemic. At Wisconsin IceCube Particle Astrophysics Center, home lab of the South Pole's Neutrino Observatory, [computing power](#) will be used study the protein folding of SARS-CoV-2, which has big effects on biological interactions like those between a virus and its host. These simulations will help researchers understand how the virus compromises immune systems and reproduces. This citizen-science distributed-computing project crowdsources computationally intensive tasks like simulating protein dynamics. Others include:

- Evaluating forecasting models being used to predict the virus' trajectory
  - Information, misinformation and public understanding; fact-checking and conspiracy theories; preparedness and informed decisions
  - Impact on economic stability and effect on labor force; health equity
  - Parenting, relationships under stress; managing childcare under quarantine; keeping children active
  - Impacts on farms and agricultural businesses and rural economies
  - Global air quality improvements; ozone precursor emissions observed from space
  - Healing and restorative powers of greenspace; gardens
  - How third-sector agents have stepped up to address communities' needs, including across borders, even as they brace for severe funding challenges
  - 3D printing to produce critical medical equipment including vent splitters, swabs, face shields
  - Health and behavioral impacts of stress and the perception of stress
  - Global human-wildlife interactions; how zoonotic diseases emerge
-

## Doing community-engaged research online

The [McMaster Research Shop](#) (located in Canada in the city of Hamilton, Ontario) recruits, trains, and supports teams of graduate and upper-year undergraduate students to conduct research for local community organizations. Every semester we support roughly 20 volunteers across 5 community-engaged projects.

With COVID-19, social distancing policies, and the concomitant impact on community organizations, the Research Shop has moved its work online. This involved reaching out to our partners, asking them if their priorities have changed as a result of COVID-19, and re-scoping research questions and activities as necessary. Our teams will be using Zoom, Google Drive, and other digital tools to communicate with project partners and carry out their work.

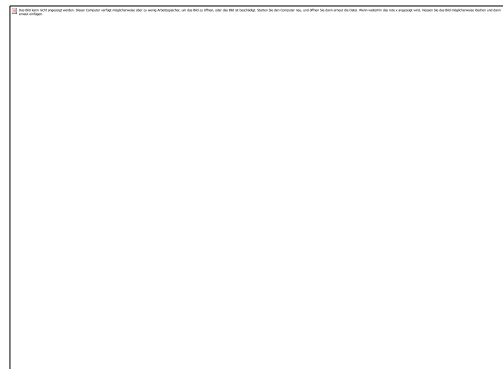
We've been concerned about how moving our work online implicates the tangible, "face-to-face" aspect of community work. An appeal of our program is the ability for volunteers to get off campus and immerse themselves in an unfamiliar context. We're also concerned about how working online might create a disconnect between team members and their ability to support each other. One helpful resource we've found really helpful is [Leading Groups Online](#). It has lots of really practical suggestions for engaging folks at a distance and considers equity issues throughout.

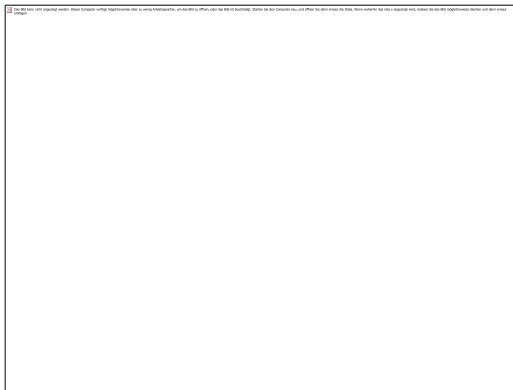
Through this unprecedented experience, we've learned that our program needs to be flexible and adaptive to both environmental circumstances and emergent community needs—lessons that will strengthen our ability to proactively respond to community needs in the long run.

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## APP for the homelessness project in Pretoria, South Africa

Two students, David de Villiers and Kian Strydom, who are enrolled in [Community-based learning](#) (code: JCP), a compulsory course of the Faculty of Engineering, Built Environment and Information Technology, at the University of Pretoria, South Africa, have assisted PEN NGO shelters and communities across the greater Pretoria, Tshwane, by developing an app for use by the Tshwane Homelessness Forum. During the lockdown for the COVID-19 epidemic, the homeless community were relocated in various shelters across Tshwane. The purpose of the app is to assist workers in their management of shelter needs and supplies during the COVID-19 epidemic so that they can optimally provide for and assist their communities.





David and Kian, who are both second-year Computer Engineering students, reflected on the project as follows: 'We felt that we could really make a difference in our community, especially during the ongoing pandemic, by assisting with efforts to offer homeless people a safe place to stay. This was our way of giving back to our community by using the skills we have acquired. Undertaking the project during the lockdown period was challenging as we couldnot communicate and collaborate face to face, but had to rely on online resources. We decided to split tasks and developed the front and back ends of the app separately before combining the code to make a fully functional app. During the process we learnt a lot from one another and on its completion, we had greatly increased our knowledge of, and skills in the technical development of an app.

Most importantly, we learnt about the issues facing our community and how important it is to help in any way possible, in this instance, by incorporating technology to find solutions to current problems.'

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## Turning Difficulties into Possibilities: The experience of FACEPA in COVID-19 times

The Federation of Cultural and Educational Associations for Adults (FACEPA), based in Barcelona, Spain, brings together cultural and educational associations of adults. In all its activities, Facepa maintains its commitment to social transformation, mobilising participants and associations to promote their direct involvement and generate spaces for dialogue and collective learning based on scientific evidence.



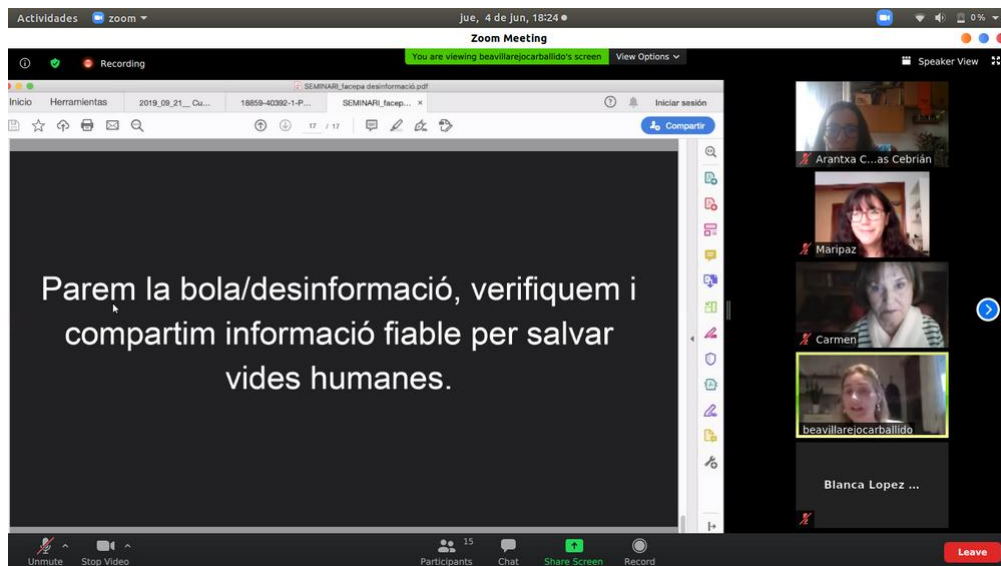
During the confinement we adapted our activities to an online format, working hard to keep in permanent contact with the participants and the federated organisations, ensuring technical support and creating resources to democratise the use of digital platforms that allow connection to ensure that no one is left behind.

This process has generated surprising results, allowing people who had never used ICT resources before, to have the possibility of interacting with other participants improving the participation that sometimes due to work or displacement they could not participate, thus overcoming situations of loneliness or isolation and having access to learning spaces such as cinema forums, literary dialogic gatherings on classic works and reflecting in the group of women on issues of social urgency such as misinformation or models of new masculinities. These activities dismantle myths and prejudices about people's difficulties to update themselves and participate actively in virtual spaces.

In this way, our federation continues to build a network of people who continue to interact to achieve social transformation more committed than ever to the fight to eradicate social exclusion, prevent gender violence and promote a democratic educational model. The social consequences that the pandemic is generating and will generate in the long term strongly

reaffirm these priorities.

For further information, please, check our [website](#) or get into [contact](#).



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## Projects

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### Visions of European climate landscapes for 2030

#### *Developing climate change adaptation scenarios in TeRRIFICA's summer schools at the 2nd GUNi International Conference on SDGs and Higher Education*



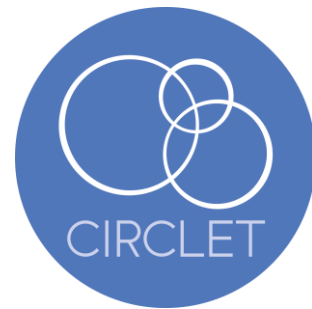
The 2nd GUNi International Conference on SDGs and Higher Education put the Agenda 2030 at the centre of the work of higher education institutions towards sustainable development and social transformation. The Conference counted on the participation of over 230 attendees from all over the world in Barcelona.

The [TeRRIFICA](#) (Territorial RRI Fostering Innovation Climate Action) project was presented by representatives of the project's pilot regions in this international event hold at Universitat Pompeu Fabra in Barcelona. The session counted on a [group dynamics](#) to design the approach and guidelines of the different summer schools on climate change mitigation and adaptation that will be organized in the framework of the project, both nationally and internationally. Read the summary of the GUNi International Conference on SDGs and Higher Education 2020 [here](#).



## CIRCLET recruits first cohort

The Erasmus+ funded CIRCLET project, co-ordinated by The Science Shop at Queen's University Belfast, has just closed its first call for project participants, with 61 applications from across the 5 partner institutions. Students Learning with Communities in TU Dublin is currently developing materials for an online continuing professional development module, whilst The Science Shop at Corvinus University Budapest is developing protocols for learning circles. Both of these project activities will support academics to build Science Shop type projects into curricula.



The Consortium is also thinking hard about moving project activities online, assisted by the expertise of the Open University of Catalonia. Resources from the project will be shared across the wider Living Knowledge community as they are developed. If you are interested in finding out more about the CIRCLET project, visit our website, which has been developed by The Science Shop at Vrije Universiteit Brussel: [www.circlet.eu](http://www.circlet.eu)

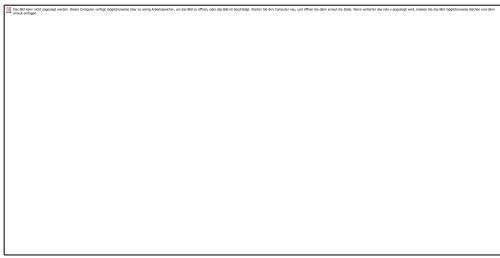


## New ways to open up life sciences research *From public dialogues and arts, to citizen science and gamification*

How to establish cultural change? How to implement and embed Open Science and Responsible Research and Innovation (RRI) in your organisation? Those are the questions that the Horizon 2020 [ORION Open Science](#) has been exploring in order to develop methods and processes to establish an open dialogue with society on relevant research topics.

The ORION project has investigated the [public's attitudes towards life sciences](#) and genome editing by interviewing 6000 Europeans. Building on these findings, the project has developed and tested different activities on how to bridge the gap and to increase science society collaborations. One of these activities was a series of [public dialogues on genome editing](#) with citizens and experts from four partner countries. During the dialogues the participants were shown an art exhibition - [AEON Trajectories of Longevity and CRISPR](#) as communicating cutting-edge research through art helps to increase the breadth of communication.





Another way to make scientific research more participatory is through citizen science. The ORION funded [Genigma game](#) has been a co-creation between scientists, gamers, game developers and citizens. The new game, which will be launched in autumn 2020, will help researchers to explore genomic alterations in cancer cells. To enable cultural change, organisations also need to empower their staff with new skills and knowledge. Within ORION new [educational materials](#) including a MOOC and podcast on Open Science have been developed.

All training materials are available free to use and can be downloaded from the open source platform [Zenodo](#). Learn more about the [ORION co-creation activities](#).

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## Short News:

### New in the RRI Toolkit:

Now what? ClimateChange & coronavirus. What can be learned from the current COVID19 crisis that can be transferable to the climate emergency? [Report by the IpsosGreenEconomy group based on Ipsos-MORI data](#).

[A guide to creating & running meaningful virtual meetings & events](#) will help you with online engagement in times of covid19. A crowd-sourced effort led by NCCPE with contributions from the publicengagement sector .

**BLOOM** launched the Bio Messages Campaign to boost knowledge of #Bioeconomy, Sustainable Development and the Climate Emergency across Europe. Find out more about the project and have a look at the full set of the Bioeconomy Key Messages at the [BLOOM website](#).

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## Related News

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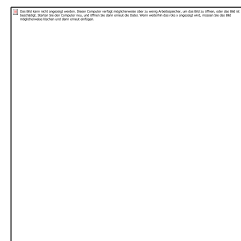
### Higher Education after the Covid-19 Crisis.GUNi Call for contributions is now open!

**Submit your contribution and join our initiative to build and share knowledge in the post-crisis situation.**

The world will not be the same after this crisis. New expectations will be put on higher

education institutions in terms of their links to communities, teaching, international strategies and mobility and in terms of values themselves. Evidently, higher education institutions will have to operate in a quite different economic, social and political climate. The crisis might as well give us the opportunity to improve and grow, with a stronger focus on public service and social responsibility.

At the [Global University Network for Innovation \(GUNi\)](#), we have set out to create a special section for joint reflection given the current context that demands new questions and answers, and probably new values and criteria for teaching, for research and for the internal governance and organization of HEIs. The reflections and ideas developed will be key for the edition of the Higher Education in the World Report-Special Issue on “The Future of Universities and the Universities of the Future” that will be published in late 2021.



To start with this process, we would like to kick off a joint reflection on the current context. The call for contributions "[Higher Education after the Covid-19 Crisis: a GUNi initiative to build and share knowledge all over the world](#)" is now open. Submit your contribution!

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### Introducing the European citizen science platform - now live!

The platform is designed to be a reference point for citizen science participants, practitioners, researchers, policymakers and society - across Europe and around the world. [Go to EU-Citizen.Science](#) **Anyone interested in citizen science can:**

- Search for [citizen science projects](#) by title or keywords, or browse by country, activity status, or topic of research - such as biology, education, or physics.
- Browse and search for a [wide range of resources](#) that are useful in various stages of planning and running citizen science projects.
- Sign up to become a [member of the community](#), to rate resources or comment on their use in practice.
- Share more information about yourself in your profile to help others in the community to find you and connect with you to compare notes, or start new collaborations.
- Share your own citizen science projects, get in touch with other project managers, and collaborate on new initiatives.
- Share your own resources with the community – such as tools, guidelines, policy briefs, training resources, publications, and more.
- Build your own library of resources in your personal area on the platform by selecting your favourites.
- Keep track of interesting projects by following them.

There will be other releases over the summer and soon features such as a community discussion forum and training resources will be added.

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### RISS - the Italian Network of Science Shops

***The Italian Network of Science Shops is born: it unites realities which collect and carry on ideas for scientific research proposed by citizens***

Promoting and carrying out coordinated participatory research initiatives: this is the spirit of “**RISS**”, the **Italian Network of Science Shops**, presented on 12 February 2020 in Rome at the [Binario F](#) venue. The network – which includes the universities of Florence, Brescia and Sassari and the Bruno Kessler Foundation – connects the Italian realities that directly involve citizenship, and in some cases also school, in scientific research activities, experimenting in particular the modality known as “**science shop**”.



The science shops, born in the 70s in the Netherlands and now widespread in most of Europe, are structures that bridge the world of scientific research and that of the so-called “**civil society**”, collecting ideas and research proposals from citizens and bringing them to the attention of researchers, who in some cases transform these ideas into real **research projects**. It is something different, therefore, from the best known citizen science, where citizens and enthusiasts participate in a research project joining in “after the game started”, for example with the remote collection and analysis of data (as in many **astronomy** projects) or even with field observations (especially in **naturalistic** or **environmental** projects).

In science shops instead citizens themselves propose the **idea** for the research project, while usually it is only the researchers who carry out the research (although there are cases in which the proposers may have an active role even in the implementation phase). In many cases then, especially with regard to science shops that rely on public universities (which are the majority), research projects in the name of citizens are carried out by **PhD students** or even by **university students**, who often base their final dissertation or pre-graduate internship on such projects, as happens for example at the [University of Lyon](#).

In recent years, the creation and growth of numerous European science shops have been supported by many projects funded by the **European Union**. There is also a network, called [Living Knowledge](#), which unites the science shops of the old continent.



## Open Up! Collaborations in Research, brings together researchers and publics in an innovative approach to socially engaged research

Open Up! is an innovative engagement format where researchers can conduct socially engaged and collaborative research by keeping an open conversation about their research process through sharing parts of their 'Digital Research Notebook', inviting queries, reflections and collaborations.

Researchers can create and manage a 'Digital Research Notebook' to share the 'Where, What and How' of their everyday work: their questions, processes, data, responsibilities, reflections, etc. It is a flexible approach, allowing for different degrees of openness and collaboration according to the purpose, project phase, and type of stakeholder. Through the 'Digital Research Notebook', stakeholders can access and contribute to the questions, methodologies and data, discuss interpretations and follow the rationale of decisions through the process. Publics can imagine themselves as researchers through a glimpse at the researchers' processes, express their ideas and participate.

Open Up! uses digital tools familiar to many researchers and publics, Office 365, Teams and OneNote, to allow them to rapidly develop the skills needed to share and collaborate in a digital environment, in an inclusive way.

We are very keen to engage new partners to create Open Up! environments bespoke to their research projects and/or online training courses for all users.

To discuss the Open-Up! approach and how a bespoke course can be implemented in your institution or project, see [their webpage](#) or contact: [luisbarbeiro@blend-ed.org.uk](mailto:luisbarbeiro@blend-ed.org.uk)

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Analysis of Ph...

Proposed Rese...

Open Up! Training Course

Add any type of files, Office files, PDFs, online videos, etc., with preview.

BES Training Proposal in...

Open Science...

Teams + Accessibilit...

'Open Up!' is based on three stages:

1. Maintaining a Digital Research Notebook for an open and collaborative research process
2. Sharing the research process through selectively displaying parts of the Digital Research Notebook with different groups.
3. Collaborating on the Research Notebook content and/or keeping an on-going conversation about the research process through a group chat room (e.g. Teams) and/or social media posts, using the Research Notebook as the focus.

More about our approach:

Coordinating diverse research practices using Digital Research Notebooks - a case study in Science Education. SAGE Research Methods. <http://dx.doi.org/10.4135/9781473993983>, Fernandes, J. & ...

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To-Do boxes or visual tags can be added to any text.

☐ You can manage your tasks close to the content

☒ Besides To-Do boxes you can also add other tags

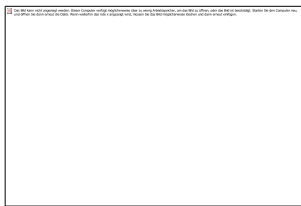
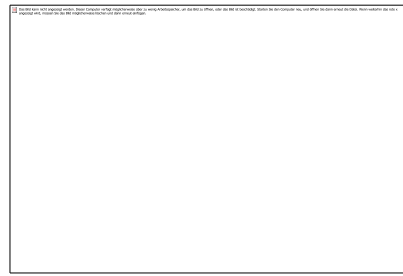
- ★ Important
- ❓ Question
- 📝 Note
- And many others

As versatile as a paper notebook where you can collab any type of document

Authors are identified

## Pop-up Science Shop on the island of Borkum

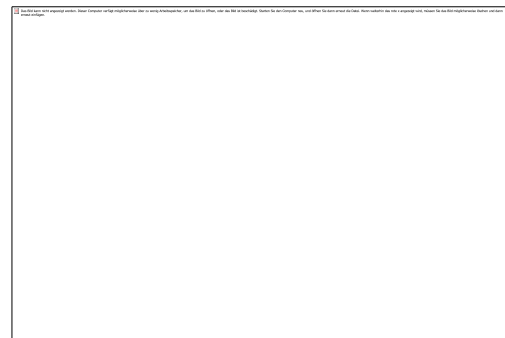
Get in touch with science on a holiday island? Leisure activities with integrating an expert exchange? Being eager for knowledge and new research findings during a vacation? Last year, the University of Applied Sciences Emden/Leer conducted an **"Island University"** in a mobile pop-up science shop on the East Frisian island of Borkum over several weeks at a stretch. Tourists and islanders alike were equally welcome to get to know various fields of knowledge and research topics from all four faculties of the university in individual events.



As a "showcase of science", as project coordinator Dagmar Köhler called it, a total of 54 individual events provided insights into current research and innovation topics for young and old alike. These ranged from lectures on green-shipping or laser technology in medicine, to building small solar boats with children, or manufacturing components in 3D printing on site. A special event container was particularly tailored for the project, inside and in front of it the activities took place.

The target of the "Island University on Borkum" was to share current topics from research and teaching at the University of Applied Sciences Emden/Leer with civil society and also to advise citizens of the latest scientific findings concerning the shaping of our future.

The project implementation is embedded into the **ERDF project "ReCuTe - Participatory Science in Region, Culture and Technology"**, which pursues the strategy of expanding the exchange between the scientific activities of the university and regional civil society. More than 3,000 participants used the mobile pop-up science shop as a platform for information and communication. According to a survey, the events themselves were mostly very well received by the visitors. University President Prof. Dr. Gerhard Kreutz as well as project partners underline the desire for continuity. Plans for 2020 have initially been downgraded due to the Covid-19 pandemic, but on behalf of citizens the desire to learn from new research findings remains unaffected.



A review can be found [here](#). Further information of the "ReCuTe-Project" is available [here](#).

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## Publications

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## Co-Creation in climate change adaptation

### *The Project Repository Journal*

The fifth edition of The Project Repository Journal is now live and freely available to [download and read here](#).

It contains a special feature on Environment & Sustainability by pulling together some of the most influential projects in the field from chemical science to innovative and sustainable building solutions. Projects such as [TeRRIFICA](#) look to embrace wider stakeholders by encouraging members of the community to get involved in crowd mapping, highlighting that environmental issues are not just important to the scientific community but also to society.

Also included in this edition we feature the latest information regarding Europe's reaction to the global COVID-19 pandemic and some of the innovative solutions that are being explored to address this. Please make sure you also read all the dissemination articles from all the wonderful and potentially ground breaking projects we have worked with in this issue and [get in touch](#) with the EDMA team if you require further information about any of our contributors.

Read the article about TeRRIFICA [here](#).

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## FIT4RRI Guidelines are now live

The Guidelines on governance settings for responsible and open science “**Starting the process**”, drafted by Luciano d’Andrea and Federico L. Marta (K&I), are online now. They are available for online browsing and for download as full PDF or as Executive Summary PDF.

The guidelines mark one of the main results of the FIT4RRI project and are intended to deal with the complex set of issues related to **how to effectively embed RRI and Open Science in research funding and performing organisations**. Implementing RRI and OS for research funding and performing organisations already exposed to rapid and sometimes painful transformations is often quite difficult. Therefore these guidelines provide orientations on how making RRI and OS practically feasible for them. It starts from the analysis and interpretation of the actual situation of the research organisation, gives background on the decision process and goes into the details of the activation of the institutional embedment of RRI and OS.

The Guidelines also provide a rich set of resources.

Access the Guidelines [here](#).

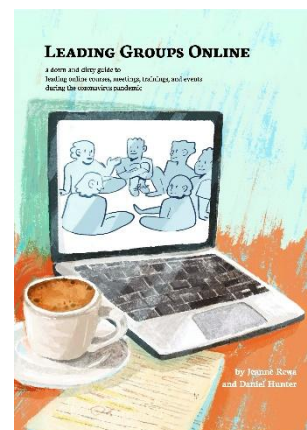
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## Leading Groups Online

*A down-and-dirty guide to leading online courses, meetings, trainings, and events during the coronavirus pandemic*

The coronavirus pandemic has created new challenges for facilitators and educators. Across the globe, people are being asked to lead groups online: teachers, trainers, professors, event managers, organizers, activists.

Jeanne Rewa and Daniel Hunter swiftly wrote this booklet for this moment. Using their combined two decades of online facilitation, Jeanne and Daniel walk you through the basics of how to lead sessions online. They give you their top 10 principles for leading online groups, introduce you to interactive tools you can lead online, and answer commonly asked questions. With this guide, you will be ready to successfully transition your face-to-face events for warmer online spaces. The journey to leading groups online can be a challenge — but it is made much easier with these tips.



Download for free [here](#).

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## JLER Vol 6 No1

### Andean Pedagogies Intersecting the Photovoice Process

*by Yuliana Kenfield in JLER - Journal of Leadership, Equity, and Research Vol 6, No 1 (2020)*

For decades social researchers have explored indigenous knowledges and practices, yet decisive input by Quechuan peoples in the research process has remained minimal, nearly non-existent. This non-participatory approach to research about Quechuan peoples, cultures, and languages has reproduced asymmetric relationships between subject and expert, enabling a prescribed set of research which obscures Andean methodologies. For informative results which truly represent Andean pedagogies, couple decolonial thinking with photovoice, a visual participatory methodology rooted in Freirean thought. Participatory research prevents the disregard of cogent, pre-colonial ways of knowing.

This paper conceptualizes Andean pedagogies, indigenous-mestizo practices that emerged during a photovoice study with Andean college students in Cusco, Peru. Acting as collaborators as well as participants, these students helped determine the scope, goals, and actions of this work. Andean pedagogies such as *muyu muyurispá*, *tinku*, and *kuka akulliy* reconfigured this photovoice process and disrupted coloniality processes which obscure research with Andean peoples. The practice of decolonial thinking during participatory research projects disrupts asymmetric, deliberate, or unintentional power relations between participants and investigators.

Read the article [here](#).

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## Conferences & Events

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### **Webinar Living Knowledge 2020: a 20th anniversary in lockdown**

*26th June 2020, from 14.00 hrs to 17.00 hrs CEST*

We had hoped to see all of you in Groningen at the end of June to celebrate the 20th anniversary of our Living Knowledge Network. Unfortunately, we had to postpone our 9th International Living Knowledge Conference to 2021.

Because we do miss all our global friends and colleagues, we decided we should not let this birthday pass without any notice. Moreover, the current pandemic gives us a lot of food for thought and discussion.

Sign up [here](#)

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### **ESOF2020**

*+++ New date: Postponed to 2nd - 6th September - Trieste, Italy +++*

The 9th edition of ESOF will attract thousands of delegates to Trieste, the host city of ESOF2020 and the European City of Science 2020, during the week of the conference. Along side with the Forum, the Science in the City Festival will be held between 27 June and 11 July 2020.

Read more [here](#).

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### **A citizen science decade (2020-2030) in support to the Sustainable Development Goals**

*October 14-15, Berlin, Germany*

In October 2020, the Museum für Naturkunde with many partners, supported by the European Commission and the Federal Ministry of Education and Research (BMBF), will run a large conference in order to showcase, evaluate, and discuss the contribution of citizen science to frame and achieve the SDGs. At this conference, citizen scientists as well as institutional linked scientists, politicians, NGOs, economists, and the civil society will discuss and experiment citizen science and its link to sustainability. In addition, a citizen science festival will take place.

More concrete planning follows, if you are interested to receive more information, you are welcome to leave your email [here](#).

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### **Conference Postponed | »Self-known! Creating knowledge together«**

*+++ Expected date: 16th - 17th October 2020 – Cloppenburg, Germany +++*

Due to the Covid-19 situation and after careful deliberation we have decided to postpone the conference »Self-known! Creating knowledge together«. In consideration of still unknown future developments the conference will probably take place on October, 16-17 2020 at the Museumsdorf Cloppenburg, Germany.

The conference, organized by wissnet, the network of German speaking Science Shops, and the joint project »ReKuTe – Participative Science for Region, Culture, Technology« seeks to bring together anyone who wants to share knowledge on discovering ways, ideas and possibilities to move civil society to action. Examples and approaches on how communication between science and society can work will be presented – locally, nationwide and globally.

Please find updates on the current situation and further information on their [website](#).

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### **Conference „Revitalising Democracy in Times of Division“**

*28th - 29th October 2020, Bonn*

Democracies in Europe are challenged by declining trust in democratic institutions, the rise of populism, and an increasing polarization of societies. Social sciences and humanities research is needed to better understand the characteristics, origins and consequences of these developments.

The overall mission of the conference will be to provide an international platform for academia, research policy/management, and stakeholders from civil society to discuss the contributions of social sciences and humanities with regard to addressing the above described challenges to European democracies. A specific focus of the conference will be on the identification of future research topics.

For more information click [here](#).

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**Wissenschaftsladen Bonn e.V.**  
Reuterstr. 157  
D-53113 Bonn

Tel +49 228 201 61 22

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The newsletters are archived on the Living Knowledge website. Please recommend this newsletter to your colleagues and partner.

Editors:

[norbert.steinhaus@wilabonn.de](mailto:norbert.steinhaus@wilabonn.de)

[michaela.shields@wilabonn.de](mailto:michaela.shields@wilabonn.de)

[laura.steinhaus@wilabonn.de](mailto:laura.steinhaus@wilabonn.de)

You can **subscribe** or **unsubscribe** to the newsletter at any time by sending a message to [livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de)

[Deutschland](#)

[livingknowledge@wilabonn.de](mailto:livingknowledge@wilabonn.de)