BOOK OF ABSTRACTS

10th Living Knowledge Conference

Universitat de Girona

10th Living Knowledge Conference Girona 2024

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1. Tuesday 25 June

1.1. Science Shop Summer School 2024

Speakers: Henk Mulder, Norbert Steinhaus, Emma McKenna, Jozefien De Marrée, Catherine Bates

Abstract: This summer school aims specifically at those who are interested in or (wanting to become) involved in facilitating research with and for civil society, as a broker, intermediary, or process manager. If you have little or no experience in or knowledge of Science Shops or similar brokering organizations, if you want to know more about it, or want to learn from the practices of your colleagues elsewhere, we welcome you to this summer school. Participants will also get the chance to exchange experiences.

By participating in this 'crash course' you will be able to engage in follow-up discussions during the conference more easily. It will also allow you to access options for yourself to start or work in a Science Shop or similar organization, if you wish to do so. The workshop will be facilitated by Science Shop coordinators with long experience, from the Netherlands and other European countries. If you attend the Living Knowledge Conference afterward, you can meet and talk with many more Science Shop staff worldwide.

The following topics will be addressed

- Introducing the Concept of Science Shops

- Working with Civil Society Organizations (CSOs)

- Working with Higher Education Institutes

- Operational options to design your Science Shop

- Sustained Partnerships

- Network and Practical Resources

1.2. Authentic or tokenistic Community-University Research Partnerships? Enhancing academic and community capacity for impactful community-based research.

Speakers: Joanna Ochocka, Amanda Demmer

Format: Workshop: Skills Training (120 min)

Abstract: Practitioners and academics continue to problem-solve to adequately prepare students for attempting to conduct research or other types of community engagement. How can students/universities be engaged in capacity-building processes to prepare for community research? To do so, it must be clarified what "community" is, what community-based research really means, and how the value-laden principles of this approach can be practically implemented so the reality matches the rhetoric.

In addition, many communities face constraints and capacity restrictions that create barriers to genuine cooperation in co-designing and running community research. Researchers may not be equipped to involve local communities to overcome these barriers, particularly communities that are marginalized, culturally diverse or under-resourced. Researchers often struggle to get buy-in from community, feel pressure to perform, and sometimes not validate other types of knowledge. How can community capacity be assessed and enhanced for meaningful working partnerships with academic, and how can meaningful community research beyond community engagement be facilitated?

In this skills training workshop, leaders in Community-Based Research from Canada's national "Community-Based Research Canada" organization will address issues of community/students' readiness and capacity when on the move towards building genuine research partnership (driven by community players and celebrating true relationships of all involved).

Participants will interactively learn to:

1. Assess community readiness for genuine engagement in community-based research.

2. Adjust models of research engagement and collaboration to meet communities where they are at.

3. Embed community empowerment / community capacity-building into community research projects.

We will set the stage with some general "research partnership and "community research" concepts as well as with an interactive story telling/case study. Then we will

introduce the group exercise (two groups to wear the 'academic researcher, student hat' and two groups to wear the 'family, community research partner hat') when thinking about the case example…what are the barriers, challenges, and considerations. We will have a full group discussion about solutions and a bit of theory about assessing readiness by indicators of community research excellence.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2. **Wednesday 26 June**

2.1. **OEIAC: Towards "Better AI" in Catalonia and beyond**

Speaker: Albert Sabater Coll

Format: Conference Plenary Sessions

Abstract: The Observatory for Ethics in Artificial Intelligence of Catalonia (OEIAC in Catalan) aims towards a framework of "Better AI" using an interdisciplinary, intercultural and technology-based approach to promote the development of ethical, responsible and sustainable AI technologies. As part of the AI strategy of the Government of Catalonia, we focus on knowledge transfer activities related to the ethical, social and legal aspects of AI design and implementation with diverse stakeholders as well as with the provision of tools that aim at improving AI assessment, identifying potential risks and opportunities and co-creating solutions that are equitable and culturally sensitive.

2.2. The Advisory Committee: An example of inclusive research at the University of Girona

Speaker: Maialen Beltrán Aguirre

Format: Conference Plenary Sessions

Abstract: The Advisory Committee of the University of Girona, made up of people with intellectual disabilities, has been carrying out inclusive research for 12 years with the support of the Diversity Research Group. This experience shows that the inclusion of people with intellectual disabilities in research is not only an act of social justice, but also a key strategy to generate deeper and more authentic knowledge. People with lived experience contribute with experiential knowledge that challenges and complements traditional theories and methodologies, providing insights that would otherwise be unattainable.

2.3. Fertile soil for 'edible cities': bridging research and action for transformative urban agriculture in Girona

Speaker: Joaquim Comas Matas

Format: Conference Plenary Sessions

Abstract: The talk will trace the experience of an European project which found an unexpected 'fertile soil' to lay the seed of transformative change in Girona. It all began with a meeting of the EdiCitNet project, which set in motion a disordered, yet prolific alliance between activists, researchers and municipal public servants. From Menja't Sant Narcis urban gardening project, to the Edible Girona Strategy or the GiroNat Renaturing project are a few fruits of this process, still ongoing, a reminder that the role of the University is to support local processes of reclaiming identity and the ability to act within the territory.

2.4.   Curriculum engagement in times of crisis: who are we engaging and for what purpose?

Speakers: Réka Matolay, Valentina Tassone, Catherine O'Mahony, Karel Proot

Format: Conference Plenary Session

Abstract: In a time of uncertainty, where we seem to lurch from crisis to crisis, how can we ensure Higher Education curricula anticipates and responds to changing cultural, societal, economic, and environmental needs? How might we intentionally design and enact teaching so that students experience and demonstrate learning that equips them for an unknown future. If the curriculum is indeed a "pedagogical vehicle for effecting change in human beings" (Barnett, 2009), then who are we engaging and for what purpose? This plenary session considers these questions drawing on the perspective of faculty, students and communities, stakeholders while also arguing that the curriculum is a vital place to begin answering these questions.

2.5. Storytelling: Science Going Places. Three stories about community engaged research and community outreach

Chair: **Vincent Hazelhoff**

2.5.1. A short story on citizen science training efforts in different settings, contexts and groups

Speakers: Josep Perelló

Format: Storytelling (20 min)

Abstract: Many people have approached to us asking for citizen science training. Petitions were coming from organizations like libraries, universities, civil society organizations or research funding agencies… And we most often said: why not? But honestly… we lacked general references and we mostly relied on our own learnings when doing our own citizen science projects. In all cases offered our own vision of citizen science which emphasize the inherent social dimension and looks for social change.

In the first place, public libraries responsible in the Barcelona region saw citizen science to revise the mission of the public libraries and the related tasks and roles of library professionals. We introduced citizen science to cocreate a list of meaningful citizen projects according to their perspectives and particular contexts. In a deeper level, 4 public libraries and their professionals were accompanied in the cocreation of a new citizen science experiment with their own library users and on a particular social issue.

Universities transformative efforts can also see in citizen science a powerful practice. In our university, we have also recently developed a certified training program of 4 hours and 10 hours, but we did that in close collaboration with civil society organizations. Along the same spirit, social innovation module within an innovative recent master program on Sustainability (Charm-EU) that involves 4 European universities can also see in citizen science a way to combine research and transformative action. We there have emphasized the addition of participatory strategies on ongoing students' projects.

Other experiences are also related to the need of training for project managers and those persons involved in technical support in scientific projects and to members of civil society organisations. All these efforts combined with other shorter exercises under the form of summer schools and workshops have helped us to reflect on citizen science training strategies. We share all these experiences with the successes, the doubts, and, of course, the failures taking a lively and personal perspective. We will end up by presenting a set of visual materials focused on 6 transversal aspects: communities, action, digital tools, data, ethics, and inclusion and cocreation. We hope that the learnings may help other related initiatives to flourish worldwide in its best way.

Focus Keywords: Big Data, Citizen Science; Open Science; Science Shop, Service Learning, Social Innovation, Student Research.

2.5.2. Science communication for and with the climate train

Speaker: Petra Pansegrau

Format: Storytelling (20 min)

Abstract: The integration of applied science communication into university and research-oriented teaching is sometimes not easy to implement. In cooperation with 'Scientists for Future', I carried out a project at Bielefeld University in 2022 that is interesting in various respects both for students and for the development of curricula for science communication.

As part of project-based learning, materials were developed in a study project that present current developments in anthropogenic climate change in a scientifically appropriate way and travel through the city on the climate streetcar. In this way, passengers on the streetcar can obtain appropriate information about regional climate change, i.e. science goes to the places where citizens spend time. Science communication does not have to be visited, but is integrated into everyday life. The students have learned to produce specific materials that are appropriate for the target group and of high quality. In addition, they were familiarized with how the public sphere(s) function, which media are appropriate and what boundaries public places have. The presentation will also include photo and film clips.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.5.3. Six ways in which a grant program expands possibilities in community-led research

Speaker: Joanna Habdank

Format: Workshop: Problem-Solving (20 min)

Abstract: CERi's Community-Engaged Research Funding Program (https://www.sfu.ca/ceri/ceri-programs-/community-engaged-research-funding-program.html) was created in early 2020 to provide up to Cad $5,000 (3,500 Euro) to faculty and students to encourage and support student participation in community-engaged research and art-creation projects that emerged from and address the research needs of community partners. The goal is to provide an opportunity for students to develop research skills, build interpersonal and professional relationships while contributing to the research needs of community partner organizations. Since its inception, more than CAD $350,000 (265,000 Euro) has been distributed to students and faculty, nearly 50 research projects have been supported and 50 civic organization or community members have benefited from the grants. Through this program, CERi created next generation engagement in 6 ways:

Institutional: guiding faculty & students on how to offer cash honouraria to participants and process through the university to address institutional gaps. This lowers significant barriers to honour research participants, many of whom may be vulnerable.

Research methods: Supporting students who are pushing academic boundaries and redefining what is accepted as a research method, this is particularly important in the work of decolonizing and reframing traditional research.

Knowledge Mobilization: amplifying research through guest-authored blogs; participating at CERi events as guest speakers; appearing on Below the Radar podcast produced by CERi director; Findings & publications are amplified through social media/monthly newsletter.

Partnership & Relationships: connecting students and faculty with our community that could be of support to their research.

Impact: CER FP supported research has shaped policy, generated further funds, supported peer researchers (community members), supported art-based research projects, etc.

Timelines: Relationships are built at the speed of trust and so is community-led research. Some projects are completed within 4 months, some take 2-3 years, some are not completed in the intended way, we meet researchers where they are at.

Questions to explore:

- What are the ways in which research shops/programs support students and society?

- Learning from each other: What are the best practices/challenges/gaps?

- Within existing capacities, in what ways can institutional boundaries be pushed in support of developing ideas and methods

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.6. Research Presentation: Engaging with young generations, ensuring durable relations

Chair: **Andrea Vargiu**

2.6.1. Embedding Youth-Led Action Research Into College and High School Curricula

Speaker: Jane Palmer

Format: Research Presentation (10 min)

Abstract: This presentation will share a case study and autoethnographic account of a youth-led, social

justice-oriented, community-based participatory action research (CBPAR) project in Washington, DC.

After providing background of action research, university-community partnerships, and the context of the partnership, the presenter will describe the three phases of the collaborative project (embedded in each school's curriculum) that took place from Fall 2019 to Spring 2021. During this time, in the midst of a global pandemic, high school and college students, with support from teachers, implemented a mixed methods community-based participatory action research project on making Black Lives Matter in schools. This presentation describes the steps taken and the lessons learned, with the intent of assisting the audience in potentially implementing something similar in their community or at their university.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.6.2. Plastic Pirates in Spain: citizen science in schools and youth associations to explore freshwater plastic pollution.

Speaker: Meritxell Abril

Format: Research Presentation (10 min)

Abstract: Although plastic pollution is one of the major environmental challenges of our time, there is still a huge gap of knowledge in relation with the real sources, fluxes and impacts of plastics in freshwater ecosystems. Citizen science can be a powerful tool to address this gap by obtaining data over large spatial and temporal scales, while also increasing awareness of plastic pollution in freshwaters that can result in positive behavioural changes to face this problem. In addition, citizen science can play an outstanding role in school science and environmental education as it engages young citizens directly with these environmental problems at local level while gives them an understanding of the scientific process. The EU-funded project "Plastic Pirates - Go Europe!" empowers school classes and young people across Europe to collect data about plastic pollution in freshwater ecosystems. To obtain high quality scientific data, this project uses standardized methods to quantify and characterize plastic and microplastic litter in rivers and to identify possible plastic sources along European rivers and streams. The collected data in these sampling campaigns is then entered in the database of the project and analysed by scientists and researchers. In this way, young European citizens are making an important contribution to researching the state of European rivers and the extent and pollution caused by plastic waste. In autumn 2022, 11 Member States (Austria, Belgium, Bulgaria, Germany, Greece, Hungary, Italy, Lithuania, Portugal, Slovenia, and Spain) organised together 298 sampling campaigns across Europe, involving around 5.000 young citizens. In Spain, the Plastic Pirates initiative started in autumn 2022, when around 800 participants collected samples across 39 river reaches and found 3081 plastic items, 85% single-use plastics. In autumn 2023 and spring 2023, 70 river reaches have been monitored, and the number of participants increased drastically compared to 2022, which shows a growing interest of the education sector in the project. Results from this project not only provides evidence on the prevalence, sources, and distribution of plastic waste in European rivers, but also on the important role that citizen science can play to promote scientific culture among school children and to upraise public awareness of plastic pollution in freshwaters.

Focus Keywords: Big Data, Citizen Science ;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.6.3. The eco-social transition in the secondary curriculum and in the classroom: look for the differences

Speaker: Oriol Porcel

Format: Research Presentation (10 min)

Abstract: Currently, the secondary education curriculum in Catalonia integrates a wide range of knowledge, competencies and skills that we could relate to the theoretical-practical framework of the much desired and necessary eco-social transition in a context of profound eco-climatic crisis.

However, some indicators seem to indicate that the young generations do not sufficiently integrate this curriculum. They show clear gaps in environmental and geographical knowledge. They have little interest in social mobilizations and practices in defense of the environment or spaces of landscape value at the local scale. They are unaware of what practices and mechanisms of citizen participation and involvement are available in the field of environmental and territorial governance. Their socio-environmental references (protagonists, problems, debates, etc.) are increasingly mediated and channeled through digital social networks, and less and less through school learning, etc.

On the other hand, secondary education teachers show a clear confusion in how they have to translate these curriculum in the classroom, since they are required to develop didactics that relates several aspects, such as the promotion of critical and active citizenship, the development of skills for lifelong learning, the transmission of more and more knowledge and concepts linked to an increasingly complex reality, the theoretical-practical paradigm of the eco-social transition, etc.

This communication will show the preliminary results of an ongoing doctoral research that analyzes precisely the way that goes from the curriculum to the classroom, identifying aspects such as the filters that the official and formal guidelines pass through, the role and position that teachers have when implementing these didactic proposals in the classroom, etc.

We will also show what practices of collaborative design and co-creation of didactic resources can be carried out to implement transformative teaching and learning proposals in the context of secondary education in Catalonia.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.6.4. Relationship-building, position(s) and methods in community-based research as a young dancer-researcher

Speaker: Sonia Nikitin

Format: Research Presentation (10 min)

Abstract: My research presentation will present insights from field research in Lyon (FR), Leipzig (DE) and Vancouver (CA) on shared creation practices in contemporary dance. In these projects "amateur" or "community" dancers and professional artists co-create choreographic work with specific attention to knowledge-sharing and collective decision making.

As a trained contemporary dancer, cultural management graduate and European scholar, my research is strongly based on prior experiences and relationships in the dance sector. In this presentation, I will discuss the necessity for long-term relationship-building as a foundation for community-engaged research. Through specific examples from field research I will then explain how my positioning in the dance communities and use of certain methods influences possibilities for participatory research. Being part of the community in Lyon, an ally or friend of the community in Vancouver and a stranger to the community in Leipzig, I identify (im)possibilities to co-develop frames or methods to share experiences and coproduce knowledge. Institutional (academic and artistic) contexts should also be incorporated into this reflection, as they can either help or hinder the development of relationships with communities.

The examples I will present to illustrate these questions are the following: - Ageless Dancers, Vancouver (community dance classes for and with older adults led by one professional dancer). What does it mean to observe older bodies as a young dancer ? - Sorcières, Lyon (shared creation project with non-professional dancers led by one professional dancer). What does it mean to be part of an amateur dance group as a dancer with professional training? From these experiences, I will then discuss how different levels of participation can be incorporated into research at different steps and times and which questions arise for young researchers in this process, as complex relationship-building and co-production of knowledge demands time and a level of engagement not always considered in short-term or first research projects (e.g. PhD).

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.7.   Training students in cultural humility before engaging with communities

Speaker: Elizabeth Tryon, John W. Zeigler

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: The term "Cultural Competency" has been used for many years, but suggesting that one can become "competent" regarding not just one culture, but many cultures, is quite a leap. Cultural Humility is a much more appropriate term for a skill necessary to doing equitable community-engaged research and project work. It doesn't treat learning about others like a checklist. Cultural Humility asks us to recognize that we'll never know everything, but what we can do is be open to learning. Specifically, it asks us to recognize the many different ways of living in, experiencing, and understanding the world and not assign value to those different methods. It asks us to recognize the beauty and complexity of the world and to approach it with humility and open-mindedness.

Lead presenter Elizabeth Tryon has just published a handbook of strategies, methods and activities for instructors or research team leaders who are training next-generation scholars and staff researchers to consider these issues before they engage in CBR or other work with communities. (https://tupress.temple.edu/books/preparing-students-to-engage-in-equitable-community-partnerships). The content has been gathered in her work over the last decade, and contributors from universities throughout the U.S. have shared success stories in the book. One of those contributors, John Zeigler of DePaul University in Chicago, will co-lead this workshop. Segments of the material are available in an open-access format from the publisher's Scholar Share website.

This session will use an interactive format. We will begin with practicing a few strategies and methods together for overcoming ethical issues of implicit bias, voluntourism/savior complex, and other that have emerged from this compilation and are currently being used by our university and colleagues in the field. Then, we'll lead a brief role-play scenario we often use in our teaching, where participants take on the characters of community partners, faculty, academic staff or student, working through a 'wicked problem' at a mock community meeting. Session participants will leave with concrete strategies and activities for training their students or team members to engage with cultural humility.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.8. Working on the Fringes: Third Spaces as incubators for subtle activism in Higher Education

Speaker: Linde Moriau

Format: Workshop: Skills Training (90 min)

Abstract: This workshop aims to provide a reflective and collaborative space for early career academics invested in engaged research and teaching practices. Rooted in the insights gained from the three-year Erasmus+ project, CIRCLET (www.circlet.eu), we'll explore the transformative concept of Third Spaces, both in the context of reflection on individual practice, and in exploring the potential of Learning Circles (LCs) on professional development and sense-making in higher education. Through the lens of the 'Third Space' concept, we will critically analyze and frame the benefits and challenges, both of embedding engaged research in education, and of learning circles to support these practices. Through this examination we will seek to deepen your understanding of how Third Space can serve as an enabling framework, and LCs can serve as supportive environments, fostering new ways of working and developing meaningful interactions both within and beyond your institutional context.

First, we will introduce some trends and concerns regarding professional identity development in higher education. Second, we will contextualize the CIRCLET project activities, its main outcomes, and the theoretical framework used to analyze our experiences, building on Third Spaces (TS) theories. Next, we will invite participants to sketch their professional journey and collaboratively ideate how Learning Circle approaches could be applied with an aim to foster a more nuanced understanding and a more agentic appropriation of their professional identities, roles, and development paths.

This workshop aims to create a dynamic and interactive space, promoting deep reflection and active perspective and experience-sharing. Through a blend of presentations, group discussions, and hands-on activities, attendees will leave with a nuanced understanding of Third Space theories, Learning Circle approaches and a vision for their potential impact on higher education professionals. Collaboratively, we will imagine a higher education landscape where Third Space environments become incubators for 'subtle activism,' helping us to rethink/reshape our practices of engagement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Theory Development / Reflection Transition Design.

2.9. Science Shops – Skills, competences and mindset required for next generation's engagement at the interface between science and society

Speakers: Frank Becker, Michael Jakobs, Baiba Pruse, Angelo Salento

Format: Discussion Panel/Roundtable (90 min)

Abstract: What skills are needed for next generation intermediaries between science & society and what educational structure can / should Living Knowledge Network (LKN) offer? To answer this question the operations of next generation science shops – intermediaries in general – are contextualized and understood in a multidimensional environmental framework:

a) Changing reality of the scientific community. Pressure to perform and competition - especially for young academics - are increasing.

b) Increasing complexity of lifeworld issues. Growing societal tensions. The 'map' for the work of science shops is becoming more confusing.

c) Science shops themselves are subject to life cycle. New initiatives emerge, established science shops change focus, some come to an end.

A core of inter- and transdisciplinary work of science shops is combining and integrating different bodies of knowledge - this sounds simple, but requires specific skills and competences in the context of the mentioned change processes and - above all - clarity about the own underlying conceptual mode of thinking.

In our panel, actors from Germany, Italy, Latvia present their different experiences with intermediary work, not only in established science shops. Angelo Salento from Universita della Salento, Italy, Baiba Pruse from Latvia (currently Vrije Universiteit Amsterdam), activist in ethno-botany / citizen science, and Michael Jakobs and Frank Becker, kubus - science shop of TU Berlin, Germany, present their reflections on the triangle of requirements for science shops:

Methodological skills - Thematical competences - Theoretical mind-set

Based on current projects and activities, the experts present and discuss their experiences and perspectives on science and society as different 'cultures' with different 'logics'. Together with the participants we reflect on the pillars of the triangles outlined above - triangles of multidimensional environment and of requirements. We collect, share and cluster harvested experiences and ask what perspectives LKN can offer to exchange ideas and needs. What opportunities can LKN offer to organize training and further education in methods of participatory work? How to exchange on questions of theoretical-mind set and framework of concepts? How to organize thematic content

updates? Based on handouts, the participants start mapping their own activities in the shape of a landscape map. This map serves as take-away for further development of the respective work on site.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.10. Collaborative Knowledge Mobilization in Campus-Community Partnerships

Speakers: Julia Derkau, Karl-Heinz Gerholz, Jörg Miller

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: Campus-community partnerships (CCPs) are pivotal in fostering collaboration between academic institutions and local communities. They are important to promote the knowledge mobilization between HEI and the civil society (Backhaus-Maul & Gerholz 2020), which is an important challenge for the Higher Education Area (Maassen & Stensaker, 2011).

Understanding and effectively managing knowledge mobilization is essential for the success and sustainability of CCPs. The collaboration of heterogeneous stakeholders can lead to structural challenges that require a structural mapping of different types of CCPs to develop productive approaches of co-creation (Waag/Derkau 2023). Maintaining partner integrity while fulfilling relationship purposes is essential for sustained success (Bringle/Hatcher, 2002).

This workshop is a participatory session designed to empower participants in actively shaping systematic mobilization of knowledge within CCPs. It places a robust emphasis on participant involvement, fostering a collaborative environment where diverse perspectives contribute to the understanding and advancement of knowledge mobilization practices.

The aim is not only to provide participants with an understanding of theories and strategies of collaborative knowledge mobilization, moreover, participants will be guided to create tangible plans for immediate implementation in their academic and community contexts. Furthermore, by incorporating the perspectives of the participants, a mapping which types of CCPs and which instruments are suitable to design types of CCPs can be differentiated.

Agenda:

- Interactive icebreaker & expectations check: Promotes community among participants
- Diverse Perspectives Discussion: Facilitated discussion on CCP types and knowledge mobilization theories. Drawing on a prepared initial systematization of knowledge mobilization theories and formats, participants share their experiences.
- Collaborative Problem-Solving: Small group activities to identify challenges and propose solutions.

- Reflection & Action Planning: Participants reflect on workshop insights, collaboratively developing action plans for effective knowledge mobilization practices.
- To ensure sustainability, the action plans developed are translated into patterns and prototypes in real time, made available to all LKC participants via Padlet.
- This integrated approach ensures that the findings contribute to the continuous improvement of knowledge mobilization practices within CCPs.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Theory Development / Reflection Transition Design.

2.11. Equitable Compensation for Community Participation in CERSpeakers: Shahad Al-Saqqar, Ameil Joseph

Format: Workshop: Problem-Solving (20 min)

Abstract: Community involvement and contribution is a crucial part of community-engaged research (CER). With that comes the need for adequate recognition and compensation for their expertise and lived experiences. Historically, academia and researchers have inadequately recognized these contributions which impacted (and continue to impact) communities negatively. More recently, researchers and institutions have been working with communities to offer guidance for best practices around recognition and compensation of community members. In Ontario, we are still struggling with institutional and governmental guidelines that disproportionately affect community members on social assistance and income support. This limits them only to $500 per year of total research compensation and requires that they provide access to personal information (bank accounts, social insurance numbers, etc.) to research and university administrators. In this problem-solving session, we hope to explore the ethical implications of these practices on CER and to find solutions to equitable compensation and recognition from international practitioners and experts. We also hope to learn how different jurisdictions and institutions tackle this issue. We plan to explore this using thematic discussion groups with a report back towards the end of the session. This will allow all participants to leave with a tangible summary of all of the discussions from the small groups.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.12. An Artistic Workshop for Emotional (Re)Connection and Conservation Advocacy of Sandy Beaches

Speakers: Emily van Dijk, Ana Lía Ciganda

Format: Arts-Based (90 min)

Abstract: Purpose: Our proposed workshop aims to delve into the emotional and cultural dimensions of sandy beaches, fostering a deeper (re)connection that transcends the ecological and biodiversity values of this ecosystem and recognizes the multifaceted significance of these socio-ecological systems. Hopefully, these individual and shared reflections create insight of a deeper connection to these vulnerable ecosystems and will enhance engagement for sandy beaches conservation.

Session Organization:

The workshop will consist of 3 parts:

1. Meditation and Individual Expression - 30 min

After a brief introduction and mentioning of expectations, norms and values, the session will begin with a short, guided meditation. This meditation incorporates the sounds of waves and aspires to bring back individual's memories and reflection to their beach experiences. Reflective questions such as: 'Can you recall a specific experience at a beach that holds a special place in your heart? What emotions does it evoke, and why?' will create an immediate emotional connection, priming participants for an introspective exploration of their own experiences and feelings related to sandy beaches.

2. Creating symbolism together - 30 min

After the individual activity, we will form groups of maximum 5 people and present them with a creative assignment. We will ask participants to imagine that the beach they feel most emotionally connected to is seriously threatened. The rising sea level and construction plans for huge tourist hotels in the dunes will cause the sandy beach to shrink and disappear in the upcoming 5 years - meaning they will not be able to enjoy this ecosystem anymore. To mitigate this looming threat, participants are given the opportunity to collaborate with four individuals from diverse locations, all of whom share the projection of disappearing beaches, in delivering a one-minute address on all media platforms worldwide. This call should highlight the critical importance of conserving our sandy beach ecosystems. As the message will reach a global audience, it should be conveyed universally, transcending language barriers through non-verbal means. By providing the participants with diverse art materials and giving them the opportunity to use any type of creative expression, we hope to stir and converge diverse

emotional responses. After the collective activity, the groups will be asked to present their 1-2 minute message to the others.

3. Engagement for sandy beaches - 30 min

After the individual and collective activities, the workshop will transition to an explanatory and informative part. Firstly, we will reveal the objective behind the prior activities: to strengthen the emotional and spiritual bonds that could promote care and engagement for vulnerable ecosystems. After this, the objective will be reinforced by a brief introduction to a research project conducted in Uruguay by Emily. This study resulted in a short video highlighting the love and cultural significance that Uruguayans hold for their sandy beaches. This serves as a powerful testament to the emotional and spiritual ties communities form with these ecosystems. Following the video, a transition will be made to potential actions and solutions that individuals can engage in for sandy beach conservation. Ana Lía will introduce her work of Red Union de La Costa, an Uruguayan collective network whose activities have been very successful in getting more people engaged with coastal commons defense.

In conclusion, our artistic workshop aims to transcend the traditional conservation approaches by engaging participants emotionally. Through guided reflection, sensory exploration, multimedia presentation, personal connection, and collaborative arts, we inspire to instill a lasting commitment to the preservation of sandy beaches, recognizing their ecological, cultural, and spiritual significance.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.13. 5-Minute Exposé: Deepening knowledge democracy?

Chair: Budd Hall

2.13.1. 20 years of community-university leaders of today and tomorrow to gather, learn and showcase research innovation together – C2UExpo movement in Canada and internationally

Speakers: Joanna Ochocka, Amanda Demmer

Format: 5-Minute Exposé

Abstract: C2UExpo (Community-Campus-Exposition) is CBRCanada's international conference providing leadership and space for both academics and communities to gather and celebrate, to learn from each other and to showcase examples in community-campus research that address local and global societal problems. The C2UExpo conference is organized bi-annually by a new local host, with backbone support from CBRCanada. There has been 10 successful C2UExpos since 2003.

C2UExpo is more than a conference. It's a national movement bridging community and campus together and demonstrating innovation based on partnership research. Moreover, it is a space to engage with new and old colleagues, with community-based leaders, who are at the beginning and at the end of their careers, and to partner on new initiatives, funding, and projects. It is a space to learn from each other, debate and challenge the status quo, and to be exposed to innovation in research and in society.

This expose presentation will briefly walk us through a 20-year history of this movement. Next, it will describe the activities, achievements, and the atmosphere of C2UEXpo 2023 in Thunder Bay Ontario, and contributions from global networks, including Living Knowledge colleagues. It will also announce the next C2UExpo2025 location, plans and dates. Everyone is welcome to attend!

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.13.2. Plans for a pro bono doctoral student research consultancy science shop

Speakers: Molly McCabe, Anne Laybourne

Format: 5-Minute Exposé

Abstract: There is much at stake during doctorate study: the postdoctoral academic world is a highly competitive one, so it is important to maximise professional development opportunities especially around research impact, and for those choosing not to stay in academia, understanding how to transfer academic skills to other industries is essential. A university's doctoral student cohort is therefore perfectly suited to engaged research, enabling them to leverage existing skills, develop new skills, learn from diverse knowledges, and create social impact, as they move toward their future careers.

Research consultancy offers significant professional development opportunities for doctoral students, including communication skills, influencing and negotiating skills, decision-making and prioritising skills. Our Research Consultancy Clinic was developed during 2021-22, empower the next generation of scholars to take a values-based approach to research and share their knowledge with local Community Partners with a self-declared research need. Primarily, it was conceptualised as a scaling activity for the Community Research Initiative: doctoral students trained for ½ day then practice their skills with their first non-profit client. Three clinics have provided a research clinic to 30 Community Partners, with almost 200 doctoral students trained.

We now have plans to further this work, offering more to the cohort of trained students deepen their consultation practice: a pro bono research consultancy training and science shop pilot will allow students to be immersed in a grassroots community setting where they will be mentored as they hone their research consultancy skills. It will also offer opportunities for doctoral students to explore different avenues that they can pursue professionally to incorporate research consultancy and coproduction skills sets as a powerful asset for their professional futures. This exciting new pilot will not only help scale engaged research opportunities at UCL but will support our offers to further develop the next generation engaged researchers. We hope to learn from other experts in the room at the conference to build the best possible pilot.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research.

2.13.3. The Good Scientists: a decentralized matchmaking platform to connect scientists with societal stakeholders

Speakers: Elena Del Pup

Format: 5-Minute Exposé

Abstract: The pandemic and the climate crisis have exposed the vulnerability of the relationship between science and society. Society is confronted with increasingly wicked problems, and torn by scientific scepticism and the demand for scientific certainty in decision-making. In this context, awareness about the societal role of scientists has increased, together with the motivation to generate tangible impact from research outcomes, particularly in the younger generation of scientists. However, a decentralised, systematic, and inclusive solution for individual scientists and societal stakeholders to connect is lacking. Societal stakeholders are confronted with the challenges of accessing scientific knowledge and technologies for their needs. Volunteer-based organisations that belong to regions of the world historically excluded from scientific investment face the biggest challenges. In the academic ecosystem, opportunities to interact with societal stakeholders are only available to a handful of fields of study and career stages, coordinated at the institutional or departmental level, and rely heavily on the geographical and professional networks of the principal investigator.

The Good Scientists is a nonprofit initiative to connect individual scientists with local stakeholders in a decentralised, inclusive, and innovative way. Our online platform gathers a virtual community of practice to translate academic knowledge to local needs by leveraging the motivation of individual researchers to make their research actionable for social impact. Our platform hosts a marketplace of "Science4Good" social impact projects provided by nonprofit, non-governmental, and various civic organisations looking for expert scientists to work, collaborate or consult with. Local stakeholders can book a consultation with expert scientists free of charge via an automated matchmaking and booking system. The matchmaking relies on our unique AI-based solution to overcome communication and collaboration biases between fields and guarantee the creation of inclusive collaborations. Additionally, we aim to collect and disseminate best practices for the engagement of individual scientists with societal actors and partner with science shops and participative projects. Our impact will result in new models of value creation that rely on the needs and requests of local stakeholders and on a virtual community of scientists motivated to make their research actionable for the global good.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.13.4. Addressing gender issues in science as a tool to improve public engagement

Speakers: Sílvia Simon Rabasseda

Format: 5-Minute Exposé

Abstract: Our research team has been working on gender issues in the last years, especially since the International Year of the Periodic Table in 2019, until our current work on gender biases in Wikipedia or gender differences in public space eponyms (i.e., schools and streets named after female scientists).

Our experience when communicating our results either to academic audiences, to open knowledge-volunteering-based audiences, or general audiences is that this is a topic that everyone values and is willing to collaborate in. Furthermore, it provides plenty of opportunities of participating in face-to-face work, synchronous online collaboration, or asynchronous interaction.

The timeline concerning those activities would be shown during the first 15 minutes of the session. However, our main purpose is not at all to provide just information, but to allow for interchange of ideas to deal with gender biases in science.

In the second part of the session, hands-on analysis of real cases (e.g., street names having a female/scientist eponym vs. nonfemale/nonscientist) will be carried out, while assessing the opportunities of interacting with nonacademic wide audiences.

Furthermore, we will also address a couple of relevant issues related to Research and Women that we are currently working on: (a) notability of women and scientists starting from Wikipedia pages (and lack of thereof), and (b) barriers to transparency and good practices in open information in universities and research centers. Actually, we will provide an instant analysis of the amount of female participants in LKC10 and compare it to other meetings we have participated in and carried out a similar analysis. Visibility of women and open data always helps to engage the society with research but mainly in researchers.

Finally, we will discuss how this issue, gender in research, allows for engaged research or citizen science, given its timely and wide interest. The case of the Institute of Computational Chemistry of the UdG and their female scientists will be considered.

Focus Keywords: Big Data, Citizen Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.13.5. What do you need to become a ChangeMaker?

Speaker: Victoria Shennan

Format: 5-Minute Exposé

Abstract: A "Changemaker" is an individual who desires change in the world and makes that change happen. The term was coined by social entrepreneurship organization Ashoka, in recognition of the rapidly changing challenges of the modern world, and the need for leaders who can shape collaborative solutions.

At the Berlin School of Public Engagement and Open Science, we promote culture change within academia, to ensure research achieves its potential for societal impact. One aspect of this is supporting Public Engagement professionals to foster a culture of engagement in their organisations. These professionals play a crucial role as strategic changemakers, establishing support structures and reward systems, building networks and influencing policy to embed Public Engagement with research at their institutions. However, many individuals in these roles may lack experience in institutional change and seek guidance in translating individual expertise to strategic leadership.

To address this, the Berlin School established the ChangeMaker Academy (CMA), a professional development programme designed for mid-career engagers with the capacity to shape strategies and processes within their institutions. The 2023 participant cohort comprised 24 individuals from universities, research museums, Living Labs and academic networks.

The CMA programme focused on two core stands; 1.) personal leadership capacities, such as persuasion and negotiation skills, and 2.) strategy building, focusing specifically on levers for change in institutional settings - from training to policy, and tools to develop and implement strategies. Participants were supported to take the first steps in defining their own strategic goals, and join a supportive peer network.

In this exposé talk, we share our CMA experience, highlighting our perceived needs of engagers towards driving change, and how we structured our training programme accordingly. We pose a question to the audience: what support would you wish for to embed engagement into your institutional (academic or otherwise) setting? During the conversation, we explore what skills and support engagement changemakers need to thrive, encouraging participants to share their success stories and challenges. Discussions on how an Academy programme can aid sustainable strategy development will inform the next iteration of the CMA and help forge partnerships with potential contributors and participants.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.14. 5-Minute Exposé: Useful Engaged Learnings

Chair: Khan Rahi

2.14.1. Enhancing engagement paths through networked services for participatory research

Speaker: Alessia Smaniotto

Format: 5-Minute Exposé

Abstract: This 5 minutes pitch wants to stimulate a conversation about how to better integrate a new-born digital platform supporting participatory research (PR) in the social sciences and the humanities (SSH) in the larger ecosystem of services supporting PR and citizen science, including science shops - with their long standing tradition, or the newly created "citizen science hubs", as well as other services, being them digital or physical, local or with a larger scope. How to create synergies between them to bring engagement possibilities to the next level?

VERA - Virtual Ecosystem for Research Activation (vera-operas.org) is an online platform designed for researchers and "engaged stakeholders" (community-based organizations, experts of practice, service providers, politicians, journalists, etc.) to co-create PR projects in collaboration with SSH researchers. It has been developed within the EU funded project COESO (coeso.hypotheses.org), and it is now one of the services offered by the OPERAS Research Infrastructure.

Through VERA, users can create a individual profile, connect with professionals who are addressing the same societal issues that concern them, and create their SSH CS project team; set up and manage their project with the tools their project needs; search for funding opportunities; and publicly share their project profile, including on the Eu-citizen.science and GoTriple platforms to gain further visibility.

In an open science ecosystem, any platform or hub, whether digital, physical, global or local - including VERA - should tightly connect and network with each other, to offer the community opportunities for knowledge exchange, and support communication activities to give projects more visibility and tailored support, especially for small-scale and local citizen science initiatives: digital and physical hubs that adequately showcase and support SSH citizen science projects, as well as trainings and mutual learning opportunities are complementary actions facilitating this process. Although the existing services are currently associated with one another through associations or organisations at diverse levels, there is still room to improve the capacity to pool our resources and create more networking support for practitioners with similar interests (languages, data type, topic, methodologies, etc.). How can we achieve an enhanced complementarity between the diverse services supporting PR and CS?

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Open Science; Science Shop, Service Learning, Social Innovation, Student Research.

2.14.2. Advocating the use of citizen science observatories to enhance blended learning experiences in Blue Schools: the case of the Minka Platform.

Speaker: Elisabet Bonfill Molina; Turó, M.; Companys, B.; Salvador, X.; Rodero, C.; Rodero, I.; Piera, J.

Format: 5-Minute Exposé

Abstract: Enhancing ocean and water literacy within school communities stands as a key objective for the European Commission in the upcoming years. In pursuit of this goal, the Commission is backing initiatives such as the ProBleu EU Project, which aims to foster the Network of European Blue Schools. This initiative aligns with the overarching objectives of the EU Mission "Restore our Ocean and Waters by 2030". A pivotal component of this mission involves addressing the knowledge and emotional gap, a facet that can be addressed through the engagement of schools in blended learning environments. These environments seamlessly integrate traditional face-to-face learning with technology-mediated instruction, offering a hybrid approach. By adopting methodologies from Open Schooling, students can interact with scientists and explore their local waters, fostering a deeper connection with their environment.

In this context, citizen science platforms like the MINKA citizen observatory (https://minka-sdg.org/) can be an excellent tool for the development of Blended Learning Environments, as highlighted by Mominó et al. in 2016. These observatories function as technological platforms equipped with a variety of tools. Schools can actively participate by involving their students and the broader school community in the collection and analysis of data related to biodiversity or environmental parameters, such as water temperature, in their immediate surroundings. This concept has a great potential for education. The flexibility of these platforms to adapt to different educational contexts and the ability for teachers and students to create and manage their local projects (alone or involving local partners as associations or companies), enhance the learning experience and empower students to take an active role in environmental stewardship.

In conclusion, this kind of citizen observatories can be promoted and implemented in several European schools. As a result, we get a large amount of local data as we increase the sense of belonging to a global community within the schools.

Focus Keywords: Big Data, Citizen Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.14.3. Exploring Inclusive Participation in the 'Edible City': How to go beyond the Trust Circle

Speaker: Nadia Fava

Format: 5-Minute Exposé

Abstract: The relationship between people and the food chain serves as a nexus for social interactions within natural, animal, and bio-ecological systems, constituting a societal metabolism (de Molina & Tolina, 2014). In cities food-related initiatives, such as urban gardening, are gaining increasing with concepts such as "Edible Cities" capturing the imagination of both academics and planners, exploring the benefits and disservices of these projects, such as for instance community building versus 'food gentrification.' Participatory processes are usually perceived as a key strategy to make the best of these projects and yet, given the intricate, multi-layered nature of the food system, engaging all relevant agents is challenging.

To address these issues, our work investigates the participation dynamics in the "Edible City" initiative financed under the NextGenerationEU framework within the GiroNat project - "Turn towards renaturation for a more resilient and healthier Girona". Our primary aim is to contribute to the scholarly debates surrounding the question of inclusivity within the realm of food sciences. Inclusive participation across diverse demographics, cultures, and socioeconomic strata stands as one of the most demanding tasks in any science field, particularly intricate within the sphere of food. our research question is: how can citizens, stakeholders, governmental bodies, and policymakers be effectively engaged in the food transition processes?

Our research focused on four participatory sessions which were conducted on the theme of the edible city, exploring governance, urban eating dynamics, and the conceptual framework of an edible city. Each session employed tailored methodologies. While the initial outcome succeeded in fostering a local community passionate about the subject, a critical dimension seemed absent, limiting the breadth of discussions due to recurrent attendance by a similar audience.

Assessing the advantages of establishing a conscientious group focused on food-related topics or understanding the reasons behind the limited involvement, such as that of the significant food industry sector, remains a challenging and wicked issue.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.14.4. Research Engaged Teaching and Learning at The University of Edinburgh

Speaker: Helen Szoor-McElhinney

Format: 5-Minute Exposé

Abstract: The University of Edinburgh has embarked upon a university wide programme of curriculum transformation that seeks to empower students to co design their own curriculum and learn in ways that are shaped by their own values and aspirations.

As part of this wider programme of curriculum transformation, a team of community-based participatory researchers have designed a new and exciting undergraduate called 'Sensing in the Community'. Sensing in the Community is an interdisciplinary experiential credit-based course offered to 2nd year engineering, chemistry, biomedical sciences and social science undergraduates at the University of Edinburgh.

The course design has been informed by the EPSRC 'Our Health' Interdisciplinary Research Programme that uses community-based participatory research to investigate real world problems around sustainable health equity, that require an interdisciplinary approach.

The Our Health Programme has developed an interdisciplinary experiential learning model that uses transformative learning and critical pedagogy to help undergraduates develop competencies that link to subject knowledge, as well as knowledge of sustainable development. The Our Health team have used key learning around Education for Sustainable Development (ESD) to inform the design, teaching and assessment of this innovative course.

Sensing in the Community allows students and community partners to form interdisciplinary research teams and work together to investigate research questions around health and wellbeing. The course draws on established concepts around biosensing technologies, respiratory health and community-based participatory research methodologies.

Students and community partners benefit from enriched experiential interdisciplinary learning and the development of new skills such as interdisciplinary teamwork, negotiation, critical thinking and cocreation. The teams gain a clear sense of their own ethical and social responsibility as they engage with a range of real-world problems that respond directly to the UNs SDGs.

Delegates will benefit from the proposed expose by learning how research engaged teaching and learning can be used to inspire students, teachers and collaborative partners to embrace new perspectives of being and becoming, so that collectively, they can shape better, brighter and more sustainable futures for everyone.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.14.5. Upscaling community engaged learning: the civic agenda and a new community focused campus

Speaker: Hannah Tweddell

Format: 5-Minute Exposé

Abstract: The University of Bristol has been undertaking community engaged learning (also known as service learning) for the past decade. A recently agreed civic strategy has seen an increase in the interest in community engaged learning within the institution. The University is also currently building a new campus – Temple Quarter Enterprise Campus – designed to meet the needs and nurture the aspirations of students, staff, academics and partners across the city and the wider region. The campus will also be for local communities, who will welcomed on site to use the facilities and open spaces providing more opportunities for community engaged learning.

These developments mean we are looking at ways to scale up while ensuring that engagement is still meaningful and mutually beneficial. In early 2023 a seed fund will be launched to encourage more sustainable community engaged learning activities. This expose will explore the activities that have received funding looking at the benefits and challenges of community engaged learning in a research intensive university.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.15. Academic Rebels in Action: Student-led partnerships and systemic interventions towards social sustainability

Speaker: Aina Hagen, Hilde Rønnaug Kitterød, Simona Brozmanová

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: Topic: This workshop will open a space for co-generating the new movement "Academic Rebels in Action" (ARiA). This movement will be rooted in SDG17: partnerships for the goals, and the UN Youth Declaration on transforming education (United Nations 2022), where the youth of the world call for a transformation of the state of education, and the engagement of students in non-hierarchical partnerships. ARiA adopts an engaged scholarship approach, as outlined by Van de Ven in 2007, to foster collaboration and partnership among academics, students, and youths. This initiative challenges conventional academic norms and methodologies, aiming to bridge disciplinary divides and drive systemic change for a more sustainable society and a form of academia that is engaged, responsive, and responsible.

Method: Participants will work in various 'taskforces' in groups providing the basis for the new movement:

1) co-creating a 'manifesto' for ARiA, articulating demands and values,

2) creating a strategy for social media/digital presence, and

3) building an example bank of successful student-led partnerships and systemic interventions

based on experiences from their own institutions.

We, the organisers of the workshop, have extensive experience in facilitating co-generative collaborations between people with diverse backgrounds. In order to explore participants' experiences and open up new discursive spaces we will use artifacts in the form of hard-copy A5 card with images (generative metaphors) to spur discussions and co-creation, making it an event of tactile engagement, lucid interactions, and power symmetry (Carlsen et al. 2013).

Workshop outline:

• Introduction by workshop-facilitators, short presentation of the project and experiences from OsloMet that ignited the spark for envisioning this prospective global movement of rebellious academics (8 minutes)

• Presentation of taskforces (2 minutes)

• Collaboration and co-construction. Participants circulating between the various taskforces.

Everyone should get the chance to engage with all tasks (25 minutes)

• Plenary presentation and finalization of each taskforce to ensure collective ownership of the

ARiA movement (10 minutes)

Value for participants: This workshop will empower the participants to become change-agents within their own institutions by implementing and practicing SDG17. The participants will have tangible co-created visions and inspiration from examples of successful student-led initiatives (for sustainability) from other institutions, and they will leave the workshop with a valuable international network of other change-agents.

Outcome plan: The co-generated manifesto, demands and example bank will be valuable resources going forward with our incipient work on new forms of non-hierarchical partnerships across and beyond our own institution, OsloMet. Learning from tangible examples from other institutions is invaluable for this work, both in terms of the motivational value of seeing our work as being a part of a larger transnational shift in higher education, as well as for the feasibility of challenging the status quo in various ways. All participants will be invited to an informal gathering on the evening of the conference day, to further strengthen relational bonds and facilitate global networking for the future.

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Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.16.   Transdisciplinary research for impact in society

Speakers: Gerard Straver, Alanya den Boer, Lèneke Pfeiffer, Gerard Straver, Marta Vallve Odena

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: "If you want to go fast, go alone. If you want to go far, go together". African proverb.

During 45 min. this interactive workshop Wageningen Science Shop will invite you to dive into the following topic: Transdisciplinary research for impact in society.

Wageningen Science Shop experiences every day that engagement makes or breaks the possibilities for impact. Who participates matters! What parties and what people need to be involved? Who should be included? Who should be excluded? What are the needs, interests, and motivations of the participants? How will they influence the set-up of the research project? How will they use (or not-use, or mis-use) the research conclusions and recommendations? To what extent will they be able to influence changes in society? What are their possibilities, their capacity and their power? To what extent will our research project be able to shift power balances in society?

During this workshop we will focus on this important and strategic question: Who would you invite to participate in your research project? After a short presentation of the Wageningen Science Shop Impact guide we will try to answer this question by using a method called NetMapping (Net-Map Toolbox). This method helps to understand and visualise how stakeholder needs and goals work out. We will make groups of ±5 people and invite you to list important stakeholders, position them on a flipchart, draw out relationships, and agree on the amount of influence the stakeholders have, following these steps:

1. Choose one case per group. Choose a project that has been running for a while, and where there is or has been some controversy. You may also choose an imaginary project.

2. Who is or who should be involved in this project? Make a list of the most important actors (think diversity).

3. Who is linked to whom? What are the (power) relationships between the actors. Who helps whom? Who is hindering whom?

4. How strongly do actors influence each other?

5. What needs and goals does each actor have for this project?

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.17. Conceptualizing and advancing 'next generation community engagement': Discussion cum brainstorming session, on the occasion of the launch of the book, 'Community Engagement in Higher Education: From Theory to Practice'

Speakers: Wafa Singh, Andrea Vargiu, Emma McKenna, Valentina Ghibellini, Irma Flores Hinojo

Format: Discussion Panel/Roundtable (90 min)

Abstract: The United Nations has designated the current decade (2020-2030) as the 'Decade of Action' and has called for collective mobilization of institutions and resources towards achieving the global goals for sustainability. Accordingly, efforts for ensuring collective impact through collaborative endeavours by societal stakeholders have gained ascendancy. Along similar lines, the practice of Community Engagement (CE) in academia has grown in popularity. A recent Routledge book publication titled 'Community Engagement in Higher Education: From Theory to Practice', sought to demystify and advance CE in academia, while documenting its diverse manifestations, across the Global North and the Global South. The dual objective of this session includes the official launch of this book, and active and reflexive group work activities and discussions, aligned with its key lessons on constructing CE in the present and strategizing for its future.

Viewing the conference theme of 'building and sustaining next generation engagement', from the lens of the emergent lessons from the book, the group work will focus on four pertinent aspects: (1) situating CE at the intersection of knowledge, participation and dialogue, and how these aspects position themselves in shaping the practice, in the present and future, (2) envisioning the pedagogies of CE, by connecting teaching, research and service to society, paving way for community-engaged learning practices (3) addressing the challenges plaguing the practice of CE, along the internal, external and ethical tangents, for ensuring the sustainability of the practice, and (4) institutional governance strategies to be devised for countering competitive neoliberal pressures in academia, with collaborative engagement, for bringing about holistic and transformative changes.

The discussions will culminate with the curation of 'ideal' future scenarios, by each group, in relation to their respective themes, and in light of the 'Decade of Action', through clear articulation of actionable strategies to reach those scenarios. This session presents as an excellent opportunity for conference participants to exchange insights and perspectives, amongst themselves and with some of the book's chapter authors on strengthening the contextual application of CE. In doing so, it provides a platform for participants to co-learn from colleagues, pose critical questions, and identify the finer nuances and pathways for navigating the next generation engagement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.18. Community Engaged Learning to Transform, Innovate and Capacitate (CELTIC)

Speaker: Maura Adshead

Format: Thematic Full Session (45 min)

Abstract: The UNESCO sponsored Knowledge for Change (K4C) global consortium comprises third level institutions committed to meaningful, reciprocal, and impactful community engagement via the co-creation of knowledge through collective action by practitioners, community-based researchers, community groups and academics. The creation of the consortium is an initiative of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education, jointly held by Dr. Budd Hall, University of Victoria, Canada and Dr Rajesh Tandon, Participatory Research Institute of Asia (PRIA), India. K4C hubs are arranged in four key geographic regions: Africa; Asia; Latin America; North America / Europe. K4C hubs in each region comprise partnerships between higher education and civil society organizations to support and encourage best-practice community engaged learning and engaged research in their respective regional policy contexts and environments.

In this panel members of the K4C consortium from universities in South Africa and Ireland discuss their collaboration in the co-creation of curriculum content designed to deliver Community Engaged Learning to Transform, Innovate and Capacitate communities experiencing severe socio-economic disadvantage in their localities. This 'CELTIC Quartet' comprises Nelson Mandela University, North-West University, the University of the Free State in South Africa, and the University of Limerick, Ireland.

Using the existing programme for Community Wellbeing, Empowerment, Leadership and Lifeskills (CWELL) in Limerick, each South African university has identified community partners and projects to develop their own community co-authored curriculum. North-West University, having an existing project within Early Childhood Development (ECD), are designing a qualification which seeks to develop the entrepreneurial skills of unregistered ECD centre managers. The University of the Free State will address the need for critical skills training for community-based organisations of volunteers and community development workers in NGO startups. Nelson Mandela University plans to offer a skills-based qualification for community engagement practitioners and academics working together on joint projects.

The panel members will introduce the session with a brief summary of the environmental context in which each of the Quartet universities operates.

In order to develop audience participation and engagement, this will be followed by an interactive activity designed to reveal the shared expertise and experience within the room. Audience participants will be invited to play a game of bingo, by crossing off the

challenges that they have encountered when trying to deliver community engaged learning programmes.

The bingo card will include key issues for consideration in attempting to create curriculum content that is meaningful, transformative and impactful. Panel members will select the most prevalent challenges identified with relevance to their own programmes and invite audience participants to share their experiences, thus enabling a harvesting of the collective wisdom in the room that can be used to assist the implementation of proposed CELTIC programmes.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.19. "Make Kin Don't Kill" – Investigating Narratives and Communication Barriers on the Blue Crab (Callinectes sapidus) in the Lagoon of Venice

Speakers: Elisa Zanoni, Marco Cervino

Format: Workshop: Problem-Solving (45 min)

Abstract: The Make Kin Don't Kill (MKDK) project employs an Environmental Humanities lens to examine the implicit narratives influencing various societal actors regarding invasive alien species (IAS).

The research focuses on understanding how these narratives shape individual attitudes towards IAS, their exploitation for political propaganda, and the cultural changes they generate in the territory.

As a case study, MKDK analyses the relationship between humans and the Blue Crab (Callinectes sapidus; BC) in the Lagoon of Venice, where it recently developed significant populations. MKDK investigates both conventional and post-normal approaches to the problem of IAS. It employs ethnography (participant observation), facilitation techniques (nonviolent communication, "work that reconnects" by Joanna Macy), qualitative and quantitative methods (interviews, surveys) to facilitate new relationships within different sections of society. Participants include civil society actors (social movements, NGOs, Committees, Collectives), local communities, and stakeholders (fishing communities, politicians, fishing commercial associations), and academic figures (ecologists, biologists, zoologists). This comprehensive approach aims to redefine the discourse, emphasizing community-centric and ethical strategies over political propaganda in the management of IAS.

During the LK10 collaborative session workshop on problem solving, the authors will focus on the communication barriers that hinder joint actions on the topic of IAS management. After briefly presenting the case study and the most important obstacles faced during the research (e.g. bioethical considerations, the impacts of economic policies on local communities, and the income loss related to the BC), the authors will use the fishing bowl technique to highlight both biases and contrasting views regarding IAS management of the local community that took part in the research. Through

the use of cooperative and non-cooperative role group work cards, the participants will have the possibility to enact the role of local stakeholders and understand their difficulties in working with researchers, particularly in the field of IAS management. The final outcome will contribute to further developing and analyzing the case study. By fostering connections and cooperation, the workshop has the potential to extend its impact beyond the immediate analysis of the case study, contributing to a broader collective approach to addressing the challenges posed by IAS.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research; Other.

2.20. Towards a democratic research programme, how to achieve significant changes for FP10 ?

Speakers: Aude Lapprand, Glen Millot

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: Since the first research framework program (1984-1987), the budget dedicated to research in Europe has been increased 30-fold, without a real democratic debate to guide scientific and technical choices, which themselves entail societal choices. Despite a lot of political discussions highlighting the importance of citizen participation in research agendas, the mountain laboured and brought forth a mouse in the previous framework program, Horizon Europe, with the disappearance of the transversal pillar "Science with and for Society" (SWAFS), and the appearance of missions where the presence of non-market civil society remains marginal and participation limited. The framing of these missions has not itself been the subject of a serious democratic debate.

At the dawn of the next framework program for research and innovation (FP10), it is urgent that the 4th largest European budget participates as best as possible in the societal changes that the social and environmental crises call for. To this end, the association Sciences Citoyennes calls for the construction of a broad coalition from the associative and academic worlds that is sufficiently powerful and heard to influence decisions and bring about two major changes:

1- Obtain the organisation of European citizens' conventions to guide at least 10% of FP10

2- Ensure that at least 10% of research projects funded by FP10 include the participation of non-market civil society

LK10 brings together a wide range of participants advocating for participation in research. Sciences Citoyennes therefore wishes to take advantage of the experience and creative ideas of these participants to imagine how the changes it calls for could actually be achieved: with whom, through what actions, according to what timeframe, etc. To do this, we would like to organise a world café, in which the workshop participants work on the two proposals listed above and come up with recommendations on actions in which they themselves could subsequently participate.

The following sequences are planned during the workshop :

- Introduction : 15 minutes

- Round 1, Group A with question 1 / Group B with question 2 – Work on actions proposition : 20 minutes

- Round 2, Group A with question 2 / Group B with question 1 – Work on actions proposition, allies and timeframe : 20 minutes

- Round 3, Group A with question 1 / Group B with question 2 – Work on own individual and collective participations : 15 minutes

- Decision statement : 20 minutes

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.21. Storytelling: Breaking the walls of classic, academic education

Chair: Jozefien de Marrée

2.21.1. Building capacity in community-based research in Canada. Engaging a new generation of researchers and teachers

Speaker: Amanda Demmer

Format: Storytelling (20 min)

Abstract: In 2022, the first national certificate course in community-based research was offered in Canada. The "Community-Based Research Fundamentals and Excellence Certificate Course" by Community-Based Research Canada has now had three cohorts of 15 graduates, including university faculty, staff, students, and community leaders in research-related roles within non-profit or government. The course is taught as an 8-week synchronous online course where students engage in participatory activities and interactive discussions culminating in the development and peer review of community-based research project proposals. The course teaches participants about theoretical frameworks for community-based research, how to engage stakeholders and center lived experience in research, how to design community-based research approaches, how to consider community ethics, how to share knowledge and mobilize communities for impact, and how to plan for and assess excellence in community-based research.

The course is taught in a way that attempts to mirror effective community-based research in the course teaching techniques – the course is community-driven, in that students in the course have the opportunity to shape the focus of the course and students are encouraged to bring their own experiences and perspectives in to teach and learn from one another; it is participatory by encouraging active participation through teaching strategies for active learning; and it is action-oriented since the course builds to a practical assessment where students develop and critically assess proposals applying community-based research to a project they are currently working on or would like to work on in the future.

This story-telling session will tell the story of how this course was developed, how we implement principles of community-based research in our strategies for teaching, and what we've learned through iterations of the course so far. We will share feedback directly from course participants and will also encourage audience feedback and critical discussion about best and promising practices for teaching about the theory of community-based research. This certificate course is the first and only of its kind in Canada, and we look forward to sharing what we've learned and learning from our European partners as we discuss how to effectively teach community-based research to researchers, professionals, and community leaders.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Evaluation and Impact Funding; Theory Development / Reflection Transition Design.

2.21.2. Philosophy beyond the walls of the academy

Speaker: Yorick Karseboom

Format: Storytelling (20 min)

Abstract: The Faculty of Philosophy at the University of Groningen has recently instituted two courses that aim to engage students in applying philosophical ideas in a societal context. The Knowledge Center of Philosophy (KCF), which is the Science Shop of the faculty of Philosophy, has been instrumental in creating these courses. In our 20-minute story-telling session, we want to talk about the content of these two courses, what their aims are and how these courses work.

Filosofie buiten de Muren (Philosophy beyond the walls) is a Bachelor-level course in which groups of students work with philosophical questions that are provided by societal partners (e.g. NGO's, social organizations or local businesses). Each group is tasked with giving a philosophical reflection on the question and with developing a ''creative philosophical end-product''. The aim of this course is to teach the students the values of their philosophical skills in a context outside academia, whilst at the same time showing societal partners and future employers what philosophy can add to their organization.

Also at the Master level, the faculty of philosophy offers courses that allow students to apply their philosophical knowledge in society. The central and relatively new course is called Philosophy beyond Academia. One of the aims of this course is to acquaint students with the various ways in which philosophical ideas are relevant in societal practice. Outside speakers (often alumni) come in and talk about how philosophy plays a role in their current profession, and a well-known Dutch theater group discusses how philosophical ideas can make it into scenes of a play. For these sessions, we aim to also physically meet outside of academic buildings, visiting different locations where philosophy happens. Also, students are working together to create an open educational resource where they apply different philosophical tools to a particular problem like migration.

Both at the BA and at the MA level, our courses aim to get students involved in organizations outside of academia and try their hand at applying philosophical ideas in a societal context to concrete societal issues. We will present some of the projects that students have worked on and ask the audience to help us think about how we could improve the courses, for instance when it comes to measuring impact.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Science Shop, Service Learning, Social Innovation, Student Research;

2.21.3. Re-Imagining the Next Generation of Psychology Graduates; the role of Community-Engaged Learning

Speakers: Ruth Hally, Kelly Buckley

Format: Storytelling (20 min)

Abstract: As part of University College Cork's (UCC) strategic plan, the Centre for the Integration of Research, Teaching and Learning (CIRTL) has embarked on an ambitious plan to embed community engaged learning in programmes and modules across the University's four colleges. One ongoing initiative is the DD-CEL project (Developing and Documenting Community Engaged Learning in UCC) whereby Ruth Hally (CIRTL) is working with 4 lecturers (representing the 4 colleges), their student partner, and their community partner to adapt existing modules to include a CEL design. In order to overcome challenges in developing good practice CEL modules, Ruth applied for national Teaching and Learning funding to allow her to work on four individual projects from January 23 to January 24. Ruth wanted to tackle barriers to CEL such as: my class size is too large, CEL/service learning is not for the hard sciences, early undergraduate students are not suitable etc. DD-CEL wanted to develop and document CEL in four distinct disciplinary areas so that CEL could be seen as accessible and applicable in many different contexts. The project will produce Open Education Resources to demystify the process of embedding CEL in curricula and to advance Civic Engagement and ESD in UCC.

In this storytelling session, the focus will be on a newly adapted CEL module, 2nd year, of the BA in Applied Psychology (AP). Sharon Lambert (senior lecturer) and her student partner, Kelly Buckley (currently a 2nd year student), joined the DD-CEL project team and partnered with community-based organisation Let's Grow Together. Let's Grow Together work with people in the North side of Cork city – an area categorised by Pobal Deprivation Index (www.pobal.ie/pobal-hp-deprivation-index/) as 'Extremely Disadvantaged'. The organisation's aim is to: work in partnership with everyone important in children's lives, sharing knowledge, skills and resources, empowering families and enabling children through their relationships and in their communities to be nurtured, fulfilled, achieving and learning. In partnering with Katherine (director of Let's Grow Together), Sharon wanted to adapt her module (AP2045 Psychology of Childhood and Adolescence) so that students could learn directly from the community and as a result develop their empathy and compassion. Sharon wanted to address what she identified as a perceived gap in the AP undergraduate degree, that is, the opportunity to hear from individuals/organisations situated in the community with valuable knowledge and expertise and subsequently for their professional practice to be shaped by this.

Sharon wanted her students gain insights from Let's Grow Together's multi-disciplinary team and to produce outputs that could be of direct use to the community in the North

side of Cork city. In consultation with Kelly, the module was amended to embed inputs from LGT key personnel. LGT identified a need for psycho-educational material and Sharon altered the assessment asking students to reflect on what they've learned from the community collaboration by creating posters that communicated key psychological theories related to childhood development. Students of the module were invited to carry out this assessment in their native tongue. These posters will be displayed in public buildings, schools, medical practices etc. The module adaptation also included the inclusion of a reflective essay which was perceived as valuable by students for their future careers.

At LK10, Kelly and Ruth will relay the story to thoughtfully include recorded inputs from Sharon and Katherine, and feedback from the class. Kelly will provide rich detail in how she as a student witnessed a transformation in her peers as a result of this engagement. She will advocate for pedagogical partnerships as a way of ensuring that the students voice is represented in module development/redesign. We hope to share this story with LK10 participants and to gain valuable feedback.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.22. Saveguarding reciprocity in Community University Partnersips

Speaker: Geertje Tijsma

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: The world is increasingly facing complex societal challenges, from rising inequalities, migration, and aging populations, to managing the digital age for the common good. Confronting these challenges requires new ideas and large scale innovation, economic and societal change, exchange and cooperation. These can only be achieved with changes in the organizational models of the key stakeholders involved and those affected by the challenges. These new models of organization will imply collaborative, decentralized and systemic approaches addressed within transformative networks or innovation ecosystems within a wide variety of stakeholders.

Within higher education, this requires more societal accountability, engagement and partnerships to help students connect with society and develop competencies to deal with real world societal challenges (Aramburuzabala et al. 2019). It is increasingly acknowledged that a fundamental aspect of in community-university partnerships (CUPs) is reciprocity. There are several conceptualizations of reciprocity that have overlapping orientations and place reciprocity on a scale of the mere exchange of resources to the creation and transformation of knowledge and systems (Dostilio et al. 2012; Clifford, 2017). Still, the concept of reciprocity remains highly elusive and connecting the various aspects of reciprocity to approaches for CUPs remains limited especially when considering complex societal challenges.

In this workshop, we make connections between the how, through community university partnership approaches (CUPAs), and the realization of the various aspects of reciprocity. Together we brainstorm on the concept of reciprocity; what does it entail? And for whom? So that we can give meaning to different ways of realizing reciprocity in a meaningful way. Using a world café format we will go more in depth on the major challenges faced in safeguarding reciprocity and discuss various strategies to address those. We zoom in on various aspects of reciprocity and what role those aspects take in addressing complex societal challenges. We will close the workshop with reflections and key learnings in safeguarding reciprocity for collaboratively addressing complex societal issues

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;Science Shop, Service Learning, Social Innovation, Student Research.

2.23. EcoRegió Living Lab for ecological transition

Speaker: Oriol Costa Lechuga

Format: Workshop: Problem-Solving (20 min)

Abstract: The transition towards agroecological farming systems is vital to avoid the worst scenarios of climate change, land degradation and biodiversity decline. Organic farming in the EU is growing, but the share of organic farming is still far away from the European Commission target of "at least 25% of the EU's agricultural land under organic farming by 2030".

One of the reasons many farmers are wary of transitioning to organic production is the lack of organized and efficient organic commercial supply chains. Innovating in the technical and governance aspects of organic food processing and marketing is key to accelerate agroecological models take-up by European farmers.

Our project's goal is to develop a territorially rooted, lively and well-structured innovation hub centred on agroecological issues beyond the production phase, comprising:

- Digitalization of value chain: Distribution and logistics in short-circuit markets, EcoLocal Label Blokchain ICT Tools
- Regional Living Lab of Agroecology and MicroRegion Living Lab, Agile Methodologies
- Proximity production certification, Carbon farming, Convertion CConvertiononvertion
- Consumption: School Canteens
- Organic value chain strengthening and integration, assisted by AI utilization
- Tutoring and assistance to small and marginal organic farmers in their processing and marketing endeavours
- Governance: Reduction of intermediation, Reduction of the administrative burdens, Conscious Food Systems, Skills, Social Label
- Creation of new value chains for marginal crops (particular attention will be paid to the market potential of nutrient rich Moringa oleifera).

This network for a horizon proposal, will take the form of a LivingLab composed of a variety of actors: experts in agroecological innovation, catalysts for sustainable regional development and socially responsible finance, research institutions and, obviously, local farmers and their associations.

Focus Keywords: Investigative Journalism, Living Labs;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Participatory Action Research, Participatory

Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.24. On connecting

Speaker: Stella Veciana, Ralf Hilgers

Format: Arts-Based (90 min)

Abstract: Sustainability approaches for crisis situations as the actual extreme drought in Catalonia are often dealt with measurable categories, such as reducing water consumption. However, current studies show that inner sustainability in particular – values, beliefs, personal awareness or cultural paradigms – can have a major impact on finding new pathways. Our art-based session aims to emphasize on both inner&outer transformative sustainability engagement by the confluence of non&academic knowledge, community action and art creation.

The art-based session is structured in two Nature scenarios and a related artistic research question aiming to generate new communal meaning and engagement. One scenario "On human-nature divide" foresees 'wild' nature as increasingly confined between urban buildings, industrial zones, highways, etc. Will 'wild' nature disappear due to the actual paradigm of human-nature disconnectedness leading to a global over-exploitation of ecosystems? The local scenario "On connecting" aspires tackling the global scenario by a participative art intervention. It follows the research question of what supports me in connecting with nature, in engaging out of feeling that 'I Am Nature'?

"On connecting" presents both scenarios and invites all participants to engage in an art installation in front of the Girona University. Out of this creative experience participants exchange their personal inner or outer resources for engagement generating a visual and conceptual network of interconnectedness as a web of meaning generated collaboratively. The results will be analysed, evaluated and published to share and advance the employed artistic methodology for community engagement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.25. 5-Minute Exposé: Citizen Science, Hubs and Maps: Succes and Failure in Engagement

Chair: Henk Mulder

2.25.1. To fail or not to fail: Is co-creation in citizen science destined to fail?

Speaker: Barbara Heinisch

Format: 5-Minute Exposé

Abstract: Co-creation in citizen science has the objective of engaging members of the public in the whole research process, sometimes also including decision-making in the research design. Exemplified by a citizen science project in the field of linguistics, this talk addresses the pitfalls encountered in co-creating research in the humanities in the form of the Question of the Month. Although the aim of the project was to create new synergies in research with different communities, these were hard to achieve based on the different expectations of the researchers and the (potential) participants. Despite an initial high number of people interested in the topic and the project, volunteers would not be willing to engage in more than one research step. Therefore, a refinement of the research design towards participant engagement in less steps, the definition of a clear research question in advance by the researchers and detailed guidance was necessary. This refinement, however, was contradictory to the intended co-creation of the research design and research process but rather supported the collaborative approach. Future research may address if another topic as object of investigation or another recruitment strategy would lead to more engagement and to a more successful implementation of co-creation in this citizen science project.

Focus Keywords: Big Data, Citizen Science ;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.25.2. A Citizen Science Hub at Universitat Autònoma de Barcelona

Speaker: Sofia Mojica Baquero

Format: 5-Minute Exposé

Abstract: At UAB we want to promote the transfer of knowledge to society in all areas in order to face the challenges of our territory. Citizen Science is one of the approaches to promote the co-creation of knowledge, involving key actors of the quadruple helix. One of the main actions carried out by the Institutional Projects Office in recent years has been the piloting of the Citizen Science Hub, aligning it with the Open Science strategy of the University.

The general objective of the UAB's Citizen Science Hub is to increase the university's role in addressing the challenges of the territory through collaborative research, including citizen science.

The operational objectives of the Hub are to support different agents to implement and promote citizen science in the UAB, to consolidate and expand the citizen science community, and to increase the knowledge about citizen science within and outside the university community.

During its piloting phase, the CS Hub has started to build the Citizen Science Community, with almost 100 people who have shown interest in Citizen Science in the University. The CS Hub team has kept up-to-date information on available resources and services to apply citizen science; has provided advice to different agents who wish to apply citizen science; has offered three trainings (Citizen Science in Libraries, Integrating RRI in doctoral projects, and Integrating citizen participation in doctoral projects); and has started a Citizen Science project, in collaboration with the municipality and the B30 Association, to raise environmental awareness in primary and secondary schools of the city of Cerdanyola del Vallès, focusing on water use and waste management.

Furthermore, it has co-created the Open Science Portal at UAB, including a webpage on Citizen Science.

During the 5 minutes speech, we will focus on presenting the co-creation process of the citizen science hub and the pilot activities implemented. Our aim is the share our experience and explore new collaborations and partnerships to work together towards the promotion of citizen science at Universities.

Focus Keywords: Big Data, Citizen Science; Open Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.25.3. BioGov.net's bioeconomy training governance framework – the thin line between success and failure when involving Communities of Practice

Speaker: Norbert Steinhaus

Format: 5-Minute Exposé

Abstract: The BioGov.net project (Mobilizing European Communities of Practice in bio-based systems for better governance and skills development networks in bioeconomy), funded in Horizon Europe, intends to support the establishment of an innovative governance model in bioeconomy training and skills development to achieve better-informed decision-making processes, social engagement of all actors and uptake of sustainable innovations in bioeconomy. BioGov.net seeks to provide validated guidelines for the setup of the regional bioeconomy training and mentoring frameworks based on case studies from 8 EU regions.

To achieve this the project intends to build on increased awareness, understanding and engagement of all actors (especially stakeholders involved in adult learning, retraining and skills' development) altogether with a strong focus on co-creation of novel training concepts, and nurture social innovation among key players in adult training.

Now, after half of the project running time for one of the regions, the Rhenish Mining area – which tries to foster structural economic changes, besides others through fostering bioeconomy, the idea of building a sound community of practice failed due to low engagement.

This short exposé tries to give insights on experiences when working in the region, addressing the understanding of bioeconomy, stakeholder fatigue, commitment and forward thinking, project structures, but also demarcation tendencies of of central actors.

The following discussion will offer a deep dive into the understanding of different barriers we faced, but hopefully also inspire and motivate for next and related activities.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; User Driven Innovation, Visualization.

2.25.4. Knowledge Transfer for Rural Transformation

Speaker: Susann Wagner

Format: 5-Minute Exposé

Abstract: Brandenburg, the largest of the new federal states with an area of 29,476 km2, faces significant transformative challenges such as achieving climate goals and a projected decline in the potentially working-age population by about one-sixth by 2040, particularly in rural regions. In this context, science and research will play a crucial role in driving economic development and innovation. The seven regional university campuses, known as "Präsenzstellen", serve as advisory, information, and coordination centers in growth areas distant from main university locations, providing easy access to Brandenburg's science system. These campuses function as hubs for knowledge and technology transfer to their respective regions by fostering connections between academia, industry, and local communities.Their key roles include:

- Facilitating access to education and training programs to mitigate skilled labor shortages and upskill the workforce.

- Catalyzing regional innovation systems and living labs to develop practical solutions, e.g. for green transformation and demographic challenges.

- Enabling exchange and collaboration among the regional campuses to form a learning system, transferring insights across Brandenburg's rural areas.

Since 2018, this network of regional campuses has been expanding in rural growth areas with support from the Ministry of Science, Research and Cultural Affairs (MWFK). Through their localized presence and outreach, they promote the dissemination of scientific knowledge to drive transformation processes in Brandenburg's rural regions.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research; Big Data, Citizen Science.

2.25.5. Web mapping in participation processes and citizen science

Speaker: Rosa Olivella

Format: 5-Minute Exposé

Abstract: The web map is now a "must" that we can no longer give up as a society and in this way it can be used as a support tool for citizen participation processes or citizen science with a territorial component.

- From SIGTE we have supported 3 participatory or citizen science projects:
- Study of the mosquito tiger based on citizen science. Thanks to the information collected by citizens, scientific and management studies are carried out to monitor the presence of this species.
- Rehabilitation of an urban river space through a participatory process.
- Collaborative governance of the cultural and natural landscape, a training project applied to several case studies in several European countries.
- Each project has required a different web mapping application that is highly adapted to the needs, so the sum of the three cases allows us to see a wide range of possibilities of this technology in the context of science or citizen participation.
- The three applications have been developed from opensource components/libraries that have been adapted to each of the three projects, giving rise to solutions for:
- The configuration/generation of applications for collecting information.
- Data processing at the analysis level.
- The visualization of results publicly and in real time.
- The exploration of the data based on the different attributes collected or the analysis carried out.
- The exploitation of results for scientific or management use, from the generation of indicators and reports or the downloading of data.

Focus Keywords: Big Data, Citizen Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.26. Research Presentation: Healing people, healing landscapes – co-creating socio-environmental relations for health and climate resilience

Chair: Katrin Hedemann

2.26.1. Mapping tools for collaborative planning of climate resilient landscapes

Speaker: Jaume Feliu

Format: Research Presentation (10 min)

Abstract: The authors have recently participated in an Erasmus+ project (SAVINGSCAPES, 2019-2022) with the objective to improve the awareness of the landscape through innovative learning interventions in higher education. It seeks to address the question of how local actors can collaborate in the planning and governance of a landscape from the Landscape Approach (European Landscape Convention, 2004).

One of the actions was the organization of Learnig Labs, territorial laboratories participated by students from different European universities for the study and innovation of new instruments of planning and management of the landscape. Many of those have cartographic basis: design charrette method, citizen science application and communication with story maps.

The design charrette is defined as an intense process of collaborative planning in which a group of designers write a solution for a public policy problem through the dialogue between decision makers and interested parties. The general idea of the charrette is to create an innovative atmosphere so that a diverse group of interested parties can collaborate to generate visions for the future. The method was applied in the Baix Ter area (Torroella de Montgrí and Pals) with the aim of developing a climate resilience scenario for 2050. The students of the Learning Lab developed four scenarios with the method and were discussed by external experts and local actors in participatory sessions.

In the same project area, there was also implemented a citizen science application to capture the perception of the local population, characteristic elements, positive and negative aspects, vulnerable spaces and resilient landscapes. It was distributed by the municipal government to all and particular entities and the results were used to generate information for the design of future scenarios. This type of cartographic applications has the ability to generate a large number of cartographic data of qualitative characteristics that are very difficult to capture using other non-digital methods.

Finally, different Story Maps were designed in order to inform about the studio case, their characteristics and stories, and their communication and dissemination to the population in general.

Focus Keywords: Big Data, Citizen Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.26.2. 50 years of movilizations in defence of Mediterranean coastal landscapes in Spain

Speaker: Sergi Nuss Girona

Format: Research Presentation (10 min)

Abstract: Coastal landscapes concentrate some of the most worrisome actual and future socioecological conflicts. These are highly densely populated areas in a narrow streap of land where high economic interests meet with rare and sensitive ecological and landscape values. Furthermore, in the context of global warming, coastal areas are amongst the most vulnerable given sea level rise, extreme weather events, and the direct dependency from the natural resources (beaches, water quality, sealife) for the resilience of the economy and food sobereignty.

Since the 1950s the Spanish Mediterranean coast has experienced significant transformation with the development of tourism resorts and marinas, international ports, infrastructure corridors, etc. Nowadays, this region is the country's economic engine (46% of GDP, 50% of tourism, 60% of exports…), but in parallel strong environmental, ecological and landscape degradation. Fortunately, social movements have also emerged and conquered important territorial victories, such as a myriad of protected natural spaces and innovative planning policies that are presribing a new balance between urban development and landscape preservation.

Through the MOVxPAIMED research project, more than 600 socio-environmental conflicts have been reported since the 1970, along more than 1.000 Km of Mediterranean coastal territories. Short presentation of original research methods, results and preliminary conclusions.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.26.3. Translating indigenous Knowledge systems on Traditional Medicine into Science of Healing

Speaker: Alice Veronica Lamwaka

Format: Research Presentation (10 min)

Abstract: This presentation explores the transformative synergy between Gulu University's Herbal Medicine Garden and Indigenous Knowledge Systems, fostering a unique model for community-university engagement. Grounded in collaborative research, our study delves into the garden's role as a living repository of traditional healing practices. By intertwining scientific rigor with age-old wisdom, we aim to inform and enhance community well-being.

We delve into the Garden's establishment, emphasizing its organic evolution as a hub for preserving, studying, and applying herbal remedies. Through interdisciplinary research methodologies, we unravel the rich tapestry of indigenous knowledge embedded in the local flora. The integration of community elders as custodians of wisdom bridges generational gaps, fostering mutual respect and understanding.

Our findings underscore the importance of this symbiotic relationship between academia and community. The Herbal Medicine Garden serves as a dynamic platform for shared learning, empowering local practitioners and students alike. This collaborative approach not only preserves cultural heritage but also informs sustainable and culturally sensitive health practices.

Furthermore, the presentation explores tangible outcomes, including the development of community-driven healthcare initiatives and educational programs. These initiatives are designed to empower local communities with the tools to leverage their indigenous knowledge for improved health outcomes, fostering a sense of ownership and self-reliance.

In conclusion, our work at Gulu University's Herbal Medicine Garden exemplifies the potential of integrating indigenous knowledge systems in community-university engagement. Through this holistic approach, we pave the way for a more inclusive, culturally sensitive, and sustainable future.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.27. A community engaged learning initiative in Hoogezand: How to foster reciprocal learning in neighbourhood centres.

Speakers: Vincent Hazelhoff, Denise Leidelmeijer

Format: Thematic Full Session (45 min)

Abstract: How do you build a community engaged learning initiative from scratch? Which parties have to be involved? How do you foster reciprocal learning, create impact in the community and also offer an interesting, challenging and safe learning environment for students? In this workshop, we will use our experiences with the WIJS concept in Hoogezand, The Netherlands as a case study for academics, project leaders, Science Shop coordinators, funding officers and policy officers in the Living Knowledge network to exchange ideas and experiences about next generation community engaged learning - from concept, to project plans, to concrete (preliminary) results.

WIJS (neighbourhood engagement of youths and students) is a community engaged learning initiative in Groningen, The Netherlands. This collaborative network consists of the University of Groningen, Hanze University of Applied Sciences, Vocational Education Schools (Alfacollege and Noorderpoort), the municipality of Groningen and the welfare organisation Wij Groningen. Within WIJS, students work together with residents and societal organisations to tackle questions on all levels. This can be via our student help desks, where people can come with all kinds of questions, via research projects, or via multilevel and multidisciplinary educational programmes.

Thanks to government funding, we can open a WIJS location in Hoogezand, Groningen. As of February 2024, students of all levels will be working in the neighbourhood Spoorstraat-Kieldiep, where more than 14 percent of the residents live in poverty. In this neighbourhood, students will form an educational alliance with residents, municipality officials, welfare workers and voluntary organisations, where each party brings their own knowledge and experience to the table.

In this workshop we will explain more about the WIJS concept and how this concept was introduced in Hoogezand. We take a look at the in-depth talks with people and organisations within the neighbourhood and the most urgent (research) questions that arose from these meetings. In this 20 minute presentation, we will talk about our educational programme, where people from all educational institutions worked together with residents and organisations in the neighbourhood - the results of this programme, but also the didactical and organisational challenges.

After this plenary part, participants will split up into groups. Each group will 1) try to identify key players in a (fictive) neighbourhood, and 2) try to create their own structure for their Community Based Learning initiative, tailored to the needs, (educational)

culture and population distribution of a specific neighbourhood. This can be a fictive one, or one that the participants bring to the table.

After this interactive session, we will wrap up with each group. After the workshop we will send all participants 1) the information about WIJS, and 2) the results of the interactions.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

2.28. Research Presentation: Impact & Community Engagement

Chair: Yorick Karseboom

2.28.1. Engaged research project: Capturing the history of Mamelodi

Speaker: Martina Jordaan

Format: Research Presentation (10 min)

Abstract: A collaborative effort between the University of Pretoria's Mamelodi campus and the Historical Society of Mamelodi was undertaken to capture the history and stories of Mamelodi, a township located near Pretoria, Tshwane, South Africa. The engaged research project involved various components. Firstly, community members were trained to utilize cloud-based video editing software to create their digital stories, which were then uploaded to a dedicated YouTube channel. Secondly, senior citizens were interviewed, and thirdly, students who were enrolled in the BsocSci (Hons) Heritage and Cultural Tourism program in the Department of Historical and Heritage Studies (DHHS) collaborated with members of the Historical Society of Mamelodi to create an ArcGIS StoryMap on different topics such as famous people in Mamelodi, important historical sites, education, and life in Mamelodi. Fourthly, secondary school students developed digital stories using the same cloud-based video editing software. Lastly, the Historical Society of Mamelodi members created StoryMaps of important people in the Mamelodi community. The project provided community members with a platform to share their stories and learn about cloud-based video editing software. The students gained valuable knowledge about the history of Mamelodi and developed numerous skills such as communication, teamwork, time management, and technical competencies. The paper will discuss the projects and the role of the Historical Society of Mamelodi members in bridging the gap between the university, the Mamelodi campus, and the broader community, becoming co-creators in capturing their stories.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

2.28.2. Close-to-nature PikoPark by and for the people in the neighbourhood

Speaker: Michaela Shields

Format: Research Presentation (10 min)

Abstract: WILA aims to share the valuable insights gained from the development and realisation of PikoParks - A specially designed type of green space that links the social needs of people from residential neighborhoods with the enhancement of biodiversity. During the entire implementation process, the active participation of residents plays a crucial role.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research.

2.28.3. Going beyond 'rhetoric's on community participation': Pathways to 'genuine community engagement'

Speaker: Wafa Singh

Format: Research Presentation (10 min)

Abstract: With increasing calls for universities to re-affirm their relevance to the society; there has been a flurry of efforts by them, to demonstrate their social quotient by involving communities in their various activities and functions. However, the big question that begs attention is; if these efforts are meaningful, or, are they another set of rhetoric's, meant for the public eye. The answer can be judged by the way universities understand and practice Community Engagement (CE), and the kind of impact it has on the stakeholders. With this background, a qualitative research study was undertaken at eight best practice Indian universities, where fifty academics were interviewed for capturing their insights on 'genuine CE'. The data, analysed thematically, outlined distinctive findings on the conceptualization and theory of CE, its praxis and pedagogies and the emergent impacts.

The conceptual and theoretical underpinnings included aspects of understanding the 'why' and 'what' of CE, respectively. While the 'why' of CE included its basic rationale and philosophy; the 'what' of the practice, elaborated on its constituent concepts like 'community', 'engagement', and their interlinkages. The praxis of CE included understanding the 'how' of CE, in terms of establishing respectful, collaborative partnerships with communities and community partners for co-creation of knowledge for social change, and monitoring the process for ensuring the achievement of intended outcomes. The pedagogies of CE, on the other hand, reflected the different ways in which CE is embedded in the academic functions of teaching, research and service. This was evidenced by way of diverse community-engaged courses (built on experiential learning); community-based research projects (built on community partnerships) and community service interventions (delivered by academic departments, either singularly or in partnerships with societal agencies). The study also shed light on the mutually beneficial and transformational outcomes emerging for all stakeholders (in the community and the university) in the process.

Through these findings, the study chalks out a methodical approach to CE and reflects on how 'genuine CE' can be constructed and practiced, in place of 'branding based or transactional engagement'. These apposite insights are well poised to further advance CE not only in India, but also in the Global South region, whose involvement and representation in this area of work still remains skewed.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.28.4. Increasing the impact of the university on society: the UAB's shared agenda on the implementation of challenge-based learning

Speaker: Myra Ronzoni

Format: Research Presentation (10 min)

Abstract: In recent years, the relationship between university and its social environment has experienced profound changes, and it is progressing towards increased interaction and collaboration between the stakeholders involved, decisively contributing towards the economic, social and environmental development of society. This view of a university that is much more open to society, and with a real impact on its natural territories, is promoted by the European Commission in the framework of the smart specialisation strategy policies, which seek integrated approaches for the socioeconomic development of the territories, creating regions of knowledge in which universities will have a leading role as a driving force.

The Universitat Autònoma de Barcelona (UAB) has strong links with its territory, its local and regional environment, and has established many ties with the social fabric, to actively contribute towards its development. Consequently, the UAB's institutional strategy is defined in this firm commitment to promote a context of collaboration to address society's main challenges, and to foster initiatives to share and co-create knowledge with citizens, the administration, companies and organisations from the third sector. In recent years, the UAB has been exploring and developing methodologies to link teaching and research to local and regional challenges and thereby contribute to the transition towards more sustainable and inclusive development.

The perspective of a university that analyses society and proposes useful suggestions is evolving towards another model in which universities work alongside society to define real challenges and to find solutions. The models are not exclusive, but complementary.

How can transformative measures be implemented on an organisational level? What are the main points of influence to promote transformative innovation? What process needs to be followed, and how can the results be measured?

This presentation will explain a specific experience of transformative innovation in the UAB: the pilot experience of implementing the Challenge-Based Learning (CBL) methodology in two of the university's faculties.

Through the description of the conceptual framework in which this process of change was developed, the general work agenda and the case study of a faculty, the main lines of this innovative experience are identified, many of which can be replicated to other initiatives of change in universities, and even in other public organisations.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

2.29. Building the evidence for community-led approaches to research and innovation

Speakers: Steve Scott, Kirsty Neale, Charlene Stagon

Format: Thematic Full Session (90 min)

Abstract: What is the evidence that giving funding directly to community groups helps us to break down the barriers between research, innovation and society? Although academic research is long established, the field of community research is less well-developed, and its importance and value less understood, particularly by the wider research and innovation system. We have been testing different ways of enabling communities to explore issues of most significance and importance to them through research, either on their own or in partnership with academic researchers. What principles and models are at play in the most forward-thinking, equitable practices? What kind of cultures and mind-sets are required to fund and work in these ways? Can we help to appropriately connect the existing research and innovation system and community-led initiatives?

We will share our experiences of running novel approaches to funding research led by communities at UK Research and Innovation, British Science Association and The Young Foundation. We will share what we have been doing to gather the evidence to demonstrate the value of these approaches, not only to the communities involved but also to the existing research and innovation system. We will mainly focus on two funding programmes:

- The Ideas Fund – this fund is enabling the public to develop and try out ideas that address problems related to mental wellbeing by working with researchers in four locations across the UK.
- Community Knowledge Fund – this fund is supporting community groups across the UK to develop and test new ideas and approaches to creating, sharing and using the knowledge held within communities to make progress on local and national challenges from community safety and resilience to the environment and sustainability.

By creating an open, responsive and collaborative space, we will invite participants in our session to ask and explore the difficult and strategic questions on the real-life challenges and practical experiences of integrating participatory practice into new realms and disciplines. We will look at different types of evidence and how we can use this to create a research and innovation system that is more open to and inclusive of different forms of knowledge and expertise.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.30. Bring the Arts into Community-Based Research & Nature-Based Solutions

Speaker: Maleea Acker

Format: Thematic Full Session (45 min)

Abstract: This interactive session will discuss an evolving community-engaged research toolkit that facilitates learning, engagement, and action on climate change and nature-based solutions. The toolkit is being developed by the University of Victoria initiative, Engage with Nature-Based Solutions (ENBS), an Environment and Climate Change Canada funded project. (www.engagewithnbs.ca). Each year, ENBS invites a selection of Canadian artists whose work straddles the science/art divide to contribute research creation projects. Artists are asked to create a piece that engages with nature-based solutions, to present the work to their community, and to provide a tool that can be used by other communities. This session will conclude with an interactive writing exercise, Return Address, a writing prompt developed by artist Erin Robinsong and scientist Merlin Sheldrake; participants can also take this exercise away for post-session use. Return address asks "what happens when we address the world directly, rather than speaking solely about the world. What channels of perception and communication open up when we speak to or with someone rather than about them?" Together, this project and these techniques offer new ways of envisioning and enacting care and connection in environmental work using a creative, community-engaged technique.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.

2.31. From Principles to Practice - Supporting Sustainable Learning Journeys in Public Engagement Training

Speaker: Jana Wendler

Format: Workshop: Problem-Solving (45 min)

Abstract: At the Berlin School of Public Engagement we understand Public Engagement as a practice and attitude of mutually beneficial exchange between research and society, and a pathway towards societal impact. Professional development in this area is essential for researchers, as it prompts critical reflection on their relationship with non-academic actors and empowers them to embrace more collaborative approaches. Especially for early-career researchers, this lays the foundation for future leadership in engaged research.

In our Training Portfolio, we offer learning and development journeys that enable and sustain a long-term practice of engagement. Over 12 months, participants take part in foundational sessions and optional workshops on the themes of Practical Engagement, Creative Skills and Evaluation, choosing a path that resonates with their research. This modular programme is open to researchers from any discipline at a German institution.

Within our training, we frame meaningful engagement as strategic, purposeful and value-driven: it should be planned as an integral part of the research process, generate mutual benefits, and follow ethical considerations of responsibility and care. But we are left with a challenge: how can we tie this learning to actual practice? While there are many low-barrier opportunities to gain experience in Science Communication in Germany, these options are harder to cultivate for an Engagement practice centred on mutual value, not specific formats.

In this workshop, we want to explore the practical pathways for researchers to gain meaningful experience in Public Engagement activities, and therefore develop the practical expertise that drives future leadership. Learning from fields of participatory, community-based and co-creative engagement work, we ask how we can take participants from motivation to doing, giving them entry points for working with audiences and communities in an ethical and purposeful way.

Through a format based on appreciative inquiry, participants learn from each others' stories through guided conversation. Our focus will be the stepping stones, potential pitfalls and the skills researchers need to navigate practical opportunities effectively. The ideas from the session will be compiled as a snapshot resource to elevate practice-oriented engagement training across countries and disciplines.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.32. Science Together

Speakers: Daisy Hopkins, Leandros Tsiotos

Format: Workshop: Problem-Solving (45 min)

Abstract: Launched in 2021, Science Together is an exciting programme, connecting Oxford's community groups with researchers from the University of Oxford and Oxford Brookes University to respond to local needs, interests and perspectives impacting the lives of local people.

These research projects are defined by the community groups and have practical outcomes that address particular challenges or opportunities they have identified for people who live and work in Oxfordshire

Its intended impact is to embed high-quality and innovative Public Engagement with Research as an integral part of research culture and practice at the University of Oxford, which it does by establishing mutually-beneficial partnerships between researchers and community groups across Oxfordshire based upon cutting-edge research and grounded in community needs, perspectives and opportunities.

Since the programme launched in 2021, Science Together has fostered collaborations with more than 15 community partners spanning across Oxfordshire. Over 50 researchers and 30 public engagement facilitators from the University of Oxford and Oxford Brookes have actively contributed to this initiative. This year, the programme welcomes the addition of seven new community partners, alongside the enthusiastic participation of newly engaged researchers and public engagement facilitators.

LKC 24 Skills Workshop (45 mins):

Join a workshop focusing on how to facilitate purposeful and influential community engagement.

While there is considerable attention given to the outcomes of community-led initiatives, the inputs are frequently overlooked. We believe to achieve success the significance of inputs is just as important as that of outputs for any programme. Explore the vital role of inputs in ensuring a successful and impactful community engagement collaboration.

The first 15 minutes will immerse participants in the story of Science Together, highlighting impactful community partner case studies. The workshop will then transition into a dynamic activity, featuring key components of a community-led project development timeline. Attendees will collaborate in groups, doing tasks that spark discussions and stimulates critical thinking—there's no right or wrong answers. This

interactive session encourages participants to contribute their own expertise and share real-world examples and challenges, fostering a rich exchange of ideas and experiences.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Evaluation and Impact Funding; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.33. Designing your ideal learning ecosystem

Speakers: Marta Vallve Odena, Anke Swanenberg, Tosca Veerbeek

Format: Arts-Based (90 min)

Abstract: How can we build future-oriented neighborhoods, where residents are happy to live, work, and move, while also addressing the complexity of societal issues? The Learning Ecosystem Wageningen has been established to find answers to these questions, in a process of co-creation of Wageningen's Neighborhoods of the Future. This approach acknowledges that students and researchers of the university are embedded in a geographical, social, and political space, as part of a larger ecosystem alongside civil society, government, companies, and other knowledge institutes.

A learning ecosystem works at different levels: it is an abstract arrangement, where experience and knowledge flow in multiple directions; but it is also a physical arrangement: people walk, sit, and meet in places - their experience concerns the real, tangible environment. In this session, we connect the physical and the abstract: how can visualizing the physical ecosystem help us imagine the ideal flow of ideas and knowledge? Can the physical environment serve as a vehicle to imagine different and innovative learning arrangements?

Imagining ideal futures – or utopias – serves to set a goal to work towards. In a world where bureaucracy and diverse agendas can slow down change, we invite participants to imagine what their ideal learning ecosystem looks like, unburdened by practical matters. With some guidance and prompts, participants will use different arts-based methods to visualize the elements of their utopian learning ecosystem.

Focus Keywords: User Driven Innovation, Visualization; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Theory Development / Reflection Transition Design.

2.34. Developing ideas for actioning change in HE towards more inclusive, socially responsive, and epistemologically diverse environments

Speakers: Lesley Wood, Budd Hall, Andrea Vargiu

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: Pathways to Higher Education 2050 and Beyond (UNESCO, 2021), collected the views of a global public on possible futures of higher education (HE) and how it can contribute to attaining the sustainable development goals (SDG) of UNESCO. The four findings spoke to inclusivity and accessibility, diversity of knowledge ecologies, social responsiveness and engaged scholarship. Yet, although there is growing recognition of the value of community-based and participatory research and teaching to realise these findings, structures, policies and paradigms within HE often work in opposition to such ideals. In this workshop we bring together our concerns, experiences and suggestions with those of participants who are concerned about how Higher Education could better support participatory approaches to teaching research and management, to offer some helpful guidance for the future. Our base argument is that for HE to remain relevant and sustainable, those responsible for teaching, research, community engagement and leadership, need to be able to constantly reflect – alone and with others – on their values, paradigms and subsequent practice to identify and pursue ways to effectively navigate change towards positive and socially just outcomes. Yet simply thinking about the need to change is not enough. It is decisive and timely action that gives life to ideas and turns rhetoric into reality. Therefore, we propose this workshop to generate new knowledge that will help to build and sustain the next generation of CB researchers and teachers. This workshop will begin with a conversation between the three presenters (Budd Hall, Andrea Vargiu, Lesley Wood) who are all leaders in the field of CBR different contexts, in response to the following questions:

• What has been your experience of integrating community-based research (CBR), community engaged learning (CEL) and transformative leadership into HE? (successes, challenges) (10 mins)

• How have you created conditions to foster CBR/CEL in these 'hostile' environments (10 mins)

Thereafter we will engage participants in an arts-based drawing exercise with the prompt:

Draw a picture (or symbols) to represent what you could do to contribute to changing paradigms, practice and policy in HE to align it better with the UNESCO findings. Give your picture a caption and write a few sentences to explain it. (you may work in pairs if you prefer). (10 mins).

Feedback and discussion will follow. (15 mins)

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Theory Development / Reflection Transition Design.

2.35. Our Ancestors Are in Our Lands, Waters, and Air: Sharing (Digital) Stories in Environment and Health Research for Healing, Reconciliation, and a Shared Future

Speakers: Heather Castleden, Sheila Francis, Diana Lewis, Savanna Francis, Hunter Francis, Selena Denny, Sean Campbell, Jordan Krawchuk

Format: Arts-Based (45 min)

Abstract: For the Indigenous (Mi'kmaq) Peoples of Pictou Landing First Nation (PLFN) on the east coast of Canada, an estuary adjacent to the community, known as A'se'k (or Boat Harbour, in English), and the surrounding landscape have provided the foods, medicines, transportation, shelter, and tools needed to survive and thrive since time immemorial. But for 50 years, a nearby mill had been piping its effluent directly into the waters of A'se'k and pumping its particulate matter out the stacks into the prevailing winds, which directly targeted PLFN. This is a clear-cut case of environmental racism.

But this is also a clear-cut case of science, activism, and research that seeks environmental justice and health equity. Concerned about their children's health, the Pictou Landing Native Women's Group (PLNWG) mobilized in 2010 to undertake a long-term community-based participatory environment and health research project. The women were concerned for the community's physical, mental, emotional, and spiritual health in relation to the industrial pollution. They invited university researchers to work with them to explore whether a place they had cherished for thousands of years was now making them sick.

The women worked tirelessly for five years, engaging their community's youth and Elders in research and activism and by 2015, the Provincial Government passed the Boat Harbour Act, requiring the mill to cease the effluent flow by 2020 and determine an alternate treatment handling system. In 2020, the mill closed its doors, failing to meet the legislated requirement, and now the remediation planning process is underway. The Mi'kmaq of PLFN are finally breathing fresh air again, the plants and animals are slowly returning to the region, and there is a sense of hope and optimism for the future of A'se'k.

We have produced a number of digital stories about the project over the years, and in this arts-based presentation, we weave story-telling about the project itself with new digital stories from our team's leaders and four Mi'kmaw Youth who were teenagers at the time of our initial work, and who were inspired to continue to build on the work their mothers, aunties, and grandmothers by going on to undertake studies and careers in environmental science, data sovereignty, and governance. As part of our session, we will also be sharing a trailer to our forthcoming full-length documentary film, "Our Ancestors are in the Lands, Waters, and Airs Around Us".

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Theory Development / Reflection Transition Design.

2.36.   Your work has impact, so should you! How to tell an engaging story.

Speaker: Renira Narrandes

Format: Workshop: Problem-Solving (45 min)

Abstract: BACKGROUND

Storytelling is a powerful knowledge-sharing tool that can help individuals connect with their audience, get their message across, and be memorable—at conferences, retreats, meetings, and anywhere they speak about their work. It's also useful when describing the impact of work to funders and the public, or when developing products, such as videos.

In the community engagement space, people with lived experience are often invited to participate in advisory groups or share their stories at conferences or other events. Learning how to craft a strong narrative can empower individuals and help them make an impact, whether their goal is to promote empathy and understanding, lobby for a cause, inform research, or promote change in service design or policy.

Storytelling is valuable to all of us; however, it's not something most of us are trained in.

OBJECTIVES & METHODS

This abbreviated storytelling workshop will take participants on a journey, from understanding how our brains respond to stories to learning about the key ingredients of a compelling story. Participants will:

· Explore the art of storytelling as a method to communicate their work, engage others, and inspire action

· Watch a live story performance and analyze it as a large group

· Be inspired to use storytelling for professional communication

This workshop is for anyone who is interested in storytelling.

About the facilitator: Renira is a storyteller, spoken word poet and knowledge translation specialist who has performed in North America, Europe, on TV, in podcasts and at academic conferences and events. She has a background in journalism (MA 2008), occupational therapy (M.Sc. OT 2011) and public health (MPH 2015) and has trained hundreds of clinicians, researchers, people living with conditions and others on storytelling. Renira is the Knowledge Translation Program Manager at The Hospital for Sick Children in Toronto and has licensed her storytelling workshop to the organization.

OUTCOMES

This is a highly interactive workshop; participants will leave energized and with a template that can be used to structure any story. The full 6-hour version of this training can be completed via The Hospital for Sick Children. The workshop has run several times since its launch in May 2023—all workshops have received excellent feedback, including this comment: "There was so much value in this! As someone who comes from an academic background...I wish I had this information ages ago."

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Other; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

2.37. House of Training: Building the Foundations of Youth Citizen Social Science

Speakers: Aina Landsverk Hagen, Hilde Rønnaug Kitterød, Sara Berge Lorenzen

Format: Workshop: Problem-Solving (45 min)

Abstract: In this skills training workshop, we will give participants the highlights, ups and downs with designing, testing, and re-furnishing the "house of training" (HoT) model. HoT is a metaphor for the youth co-researcher training process in the European citizen social science project YouCount. This multi-tiered framework is designed to empower youth by equipping them with social science research skills through an innovative, hands-on approach that can be easily adapted to local conditions. The workshop will use participatory and arts-based methods to give the participants a basic understanding of and competence in the HoT model.

Ground Floor: Establishing the Core

We begin by laying down the foundational elements critical to our training philosophy. The ground floor rooms — "Fun & Safe Space," "Expectations and Demands," and "Our Own Experiences" — are designed to create a welcoming learning environment, clarify the mutual expectations of the training process, and acknowledge the valuable experiences youths contribute.

Second Floor: Interactive Learning Space

Ascend to the second floor, where participants actively engage in learning interdisciplinary social science research methods. Drawing from John Dewey's "learning by doing," we minimize passive learning, instead immersing youths in practical exercises that foster "the survey mindset," "the listening mode," and "the observational gaze."

Third Floor: Data to Impact

The journey culminates on the third floor, focusing on the post-data collection phase. Here, participants learn to analyze data, derive insights, and collaborate with stakeholders to inspire social innovations and influence policy change.

Support Beams: Ethics, Documentation and Communication

Ethics, documentation and communication are the load-bearing beams of our training house. We integrate these crucial aspects into every facet of our skills training sessions, instilling a sense of responsibility and thoroughness in our youth co-researchers.

Transformative Impact: Our skills training workshop is more than skill-building; it's a step toward

redefining the researcher's role, introducing youths and researchers to a multitude of roles and complexities that go beyond traditional student-teacher dynamics. The HoT model of citizen social science empowers youth to not only contribute to research but to make a significant impact with their findings and enhances researchers' abilities in collaborating with skilled youth in citizen science projects.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Big Data, Citizen Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3. Thursday 27 June

3.1. Engagement disrupts! Requirements of future policies to overcome the conceptual, legal, financial and institutional fragility of community engagement.

Speakers: Norbert Steinhaus, Rosa Arias, Ismael Ràfols, Núria Bayó

Format: Conference Plenary Sessions

Abstract: Engagement disrupts! Requirements of future policies to overcome the conceptual, legal, financial and institutional fragility of community engagement."

The complexity of our research as well as our education systems demand a holistic and coordinated approach across different geographies and scales, socio-cultural contexts and practices. These systems are complex and need innovative socio-technical solutions that transcend disciplinary and institutional boundaries. They require a shift in the culture of and partnerships for science based on sound, reliable and innovative policies.. But do we already send a clear and unified message and do we talk with one voice to policy makers? Do we have a coherent, strong and convincing narrative that could be considered as the answer to problems which multiple audiences would see as legitimate? And how can 'collaboration competency' and active learning be promoted as a proactive and self-directed approach to research and education and related policies? Rosa Arias, Núria Bayó and Ismael Ràfols invite you to discuss these topics.

3.2. Youth Voices and Youth Power in Washington DC: A Video-Based Participatory Project

Speaker: Jane Palmer

Format: Arts-Based (20 min)

Abstract: In this arts-based workshop, I will share an innovative participatory project in partnership with ten youth-serving organizations in the District of Columbia (DC), USA. The Humanities Truck is a truck that was converted into a recording studio. Teenagers and young people who live in DC neighborhoods interviewed each other on video to share their experiences living in DC and the changes they would like to see in their communities. In this video-based project, we hear directly from youth about their brilliant ideas to make their city and schools safer, more inclusive, kinder, and more fun!

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.3. Poster Presentation

P1. Engaging CurioUs? Citizens

Speaker: Niels Alberts

Abstract: CurioUs? is a citizen science programma initiated by the University of Groningen and Forum Groningen, the "public living room of the city". Through CurioUs?, volunteers can contribute to research projects which relate to the participants own living environment. Through these activities participants both contribute to actual scientific questions, whilst also charting their own environments.

A pivotal part of the CS programme is the continued contribution of its volunteers. Therefore, to ensure continued engagement it is essential to understand the motivations, expectations and experiences of our volunteers. However, these motivations and barriers to participate are complex and can for example depend on factors such as demographics or the nature of the project. Through this poster, we would like to share the results of our survey-based research amongst both participants and would-be participants in the CurioUs? Programme.

Focus Keywords: Big Data, Citizen Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P2. Deepening our understanding of the policy and funding dimension of Citizen Science in Europe.

Speaker: Rosa Arias

Abstract: As part of the EU-funded project European Citizen Science (ECS), Science for Change is leading a task to co-create policy recommendations for —and with— policymakers and funders for the mainstreaming of Citizen Science (CS) as a key pillar of Open Science. The ECS Consortium will develop recommendations based on the results of a series of codesigned workshops. The first will take place in February 2024 and will bring together public officials from the Ministry of Science, Innovation, and Universities in Spain with various national citizen science practitioners. The second event will take place at the European Citizen Science Association (ECSA) conference in April and seeks to connect policymakers and researchers at the European level. Both codesigned workshops will focus on expanding, updating, and refining the recommended actions from the Final Report of the MLE on CS initiatives - Policy and Practice. The purpose of this poster is to present the lessons learned and engage in a dialogue on how to promote and scale up CS support and funding. These lessons focus on the factors that enable long-term, sustainable, and relevant funding, as well as other drivers necessary to achieve more significant social impact, increase trust in science, and sustain engagement between policymakers and funders with the CS community.

Focus Keywords: Open Science.

P3. Universities 360. An analysis of different higher education experiences that facilitate the creation of socio-educational ecosystems.

Speaker: Marc Baig Falgueras

Abstract: The research presented is based on the postulates of Education 360. This educational, social and political initiative of Catalonia understands the community and the municipality as a local educational ecosystem, capable of connecting the learning that takes place in all times and spaces of people's lives. The network currently consists of more than 300 social, educational and community agents (city councils, educational centers, teachers' and educators' associations, leisure, cultural and sports third sector entities and university research groups) working in the territory and co-constructing different socio-educational projects.

From this perspective we want to pay special attention to the university and identify those experiences in which it works together with the territory to satisfy the needs of the people who are part of it. In this sense, from the University of Girona we have actively participated in the Universities 360 project, which consists of the co-design of 12 experiences that have led to the creation of an educational ecosystem among the different agents of the community. In many of these initiatives, university students have had an active and prominent role, since the links and collaborations they have established with the territory have allowed them to participate in authentic and contextualized practices that favor the acquisition of deep learning with meaning and personal value. In addition, these experiences have contributed to mitigate or solve certain real local problems. Therefore, as a whole, these initiatives are the embodiment of a university that is doubly more connected, internally with the students and externally with other spaces, agents and social, educational and community times.

In this sense, the objective of the study we are developing aims to rigorously evaluate, through focus groups and diaries of significant learning experiences, the impact of the chosen experiences for the community, but also at a personal level and in relation to the learning acquired in each of the groups involved (university teachers and students and socio-educational agents). Through an analysis based on grounded theory, we want to identify the common aspects of improvement of the different initiatives, as well as to detect the indispensable conditions for their realization and the motivations of the different groups at the time of their involvement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P4. The Co-Researchers journey in CoAct for Mental Health

Speaker: Isabelle Bonhoure

Abstract: This graphic document is a testimony of the Co-Researchers' contribution to CoAct for Mental Health over a long and still unfinished journey, from 2020 to 2022. Co-Researchers, people with mental health problems and their families, have been the main actors of this research, as in-the-field competent experts. The research involved launching a chatbot in Telegram where anyone can listen to their lived experiences and react to them. Co-Researchers have been involved in the interpretation of the data collected and drew conclusions to make political recommendations and support specific demands.

CoAct for Mental Health is part of CoAct (Co-designing Citizen Social Science for Collective Action), a project funded by the European Union's Horizon 2020 research and innovation programme under grant agreement No. 873048. CoAct understands Citizen Social Science as participatory research co-designed and directly driven by citizen groups sharing a social concern. We expect to upscale this project at a more global level and to replicate it to other social pressing issues.

This storytelling document has been done based on the technique of graphic reporting and represent an innovative way to disseminate citizen science for health results. The graphic recording reports Co-Researchers lived stories collected with interview performed by the graphic artist Verity Harrison. In parallel, the general timeline of the project is represented, from the Open Call to recruit Co-Researchers to the final assembly where the final policy recommendations were presented. The posters' contents will be explained by some of the Co-Researchers that participated to the project and one member of the academic team.

A flipbook version is available online: https://heyzine.com/flip-book/bef4285099.html#page/1

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Big Data, Citizen Science.

P5. Factoria Social | "Revolutionize, collectively and creatively, the reality of our community"

Speaker: Quim Brugué

Abstract: FACTORIA SOCIAL is a group of people concerned about the intensity and bewildering novelty of the social challenges faced today in the Girona region. It is an open group that bases its potential on its own diversity, with individuals from public institutions, social entities, consultants, and research groups from the University of Girona dedicated to diverse topics such as social policies, geography, or computer engineering.

Why did we form? We formed because we want to give voice to the social challenges of the territory, because we want to collectively reflect on them, and ultimately, because we want to contribute innovative solutions. We define our shared objective as follows: Revolutionize, collectively and creatively, the reality of our community.

What do we aim to do? (1) We want to meet to understand other perspectives, to connect, to exchange ideas, and ultimately, to generate knowledge. (2) We want to meet to identify the social challenges in our territory and analyze them in depth. (3) We want to meet to be a voice that places both problems and responses to social cohesion on the agenda of the Girona region. (4) And we want to meet because together we think better and are capable of building and proposing innovative responses that improve people's lives.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

P5. Factoria Social | "Revolutionize, collectively and creatively, the reality of our community"

P6. ProBleu: Empowering future environment-stewards – Citizen science and water education for a more aware generation

Speaker: Luigi Ceccaroni

Abstract: ProBleu is a European-Commission--funded project that is promoting citizen science to mobilise and engage children, youth, teachers, and school communities in implementing the EU's Mission Starfish - restoring oceans and waters across 40 countries – and to grow the Network of European Blue Schools.

ProBleu supports schools in developing and implementing innovative projects involving shared teaching and learning methods - such as citizen science, challenge-based learning, design thinking, system dynamics, science shops, and virtual ocean journeys - to improve understanding of oceans and waters and to embed ocean and freshwater literacy into the curriculum. ProBleu acts to facilitate school activities related to ocean and water literacy through funding calls to sustain and enrich current school activities, and kick-start and support new activities; especially those that encourage ownership of, and responsibility for, local waters. The project also provides educational tools and resources in various formats, including school policy briefs, videos and interviews, open-source software, and equipment repositories to support water-related education. By encouraging open schooling, which combines online and place-based activities to make education more accessible and inclusive, ProBleu seeks to build and sustain the engagement of schoolchildren, their parents and carers, and the wider community to increase ocean and water literacy through citizen science and environmental education projects.

Moreover, ProBleu emphasises and encourages environmentally-friendly behaviours, empowering children and youth - who will be most impacted by current environmental challenges - to take action on ocean and water conservation through citizen science. ProBleu considers its impact on: (1) the environment, (2) society (including overcoming barriers in education to ensure inclusivity), (3) science (encompassing responsible research and innovation), and (4) policy and funding. It learns from existing methodologies - including EU-Citizen.Science, citizen-science project results, citizen observatories, communities of practice, bio-blitzes and bio-marathons, and Sustainable-Development-Goals monitoring – in order to improve sustained participant engagement throughout the project, and beyond its lifetime.

Focus Keywords: Open Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Big Data, Citizen Science.

P7. The Iliad Academy: An online educational hub for blue growth and ocean sustainability

Speaker: Luigi Ceccaroni

Abstract: The Iliad Academy, an educational and capacity development hub for the Iliad Digital Twins of the Ocean (DTO) project and beyond, hosts content related to ocean digitalisation, twinning, marine sustainability, and blue growth. In addition to its online hub, the Academy also organizes physical activities such as workshops, hackathons, and summer schools.

The Iliad Digital Twins of the Ocean (ocean-twin.eu) is a Horizon2020 project aimed to develop virtual representations of the sea that will integrate earth observing, modeling and digital infrastructures to provide predictions of future developments "at sea". In conjunction, the purpose of the Iliad Academy is three-fold: 1) To train and guide developers to add relevant data, services, and solutions to the Iliad DTO Marketplace, 2) To cater for the training needs of end-users to benefit from offered DTO tools and services, and 3) To provide online and in-person educational and professional content related to Blue Growth and Ocean Sustainability.

The Academy will host training material to help developers and end-users understand the functionality of the Iliad DTO, facilitate the usage of the offered applications on its marketplace, and support companies that want to have their services offered on it. This can include application documentation, guidebooks, tutorials, webinars, training sessions, standards, and best practices. These offerings will be co-designed by receiving continuous feedback from end-users and developers alike to better understand their needs and challenges. The academy will host diverse, multi-disciplinary content from technical capacity development, to business management support, and policy development and compliance.

The Iliad consortium will also develop and host 3rd party capacity-development material to offer online/offline courses, MOOCs, and training programs to public and corporate entities in topics of Ocean Digitization and Blue Growth. Additionally, a number of lectures are currently being developed and co-designed to be integrated into the curricula of various European universities.

The poster will highlight the aims of the Iliad Academy, showcase a number of available online courses and webinar series, and promote the second summer school and hackathon on ocean digitization to be held in summer 2024. In addition, the poster presentation will serve as a platform to engage interested parties to collaborate on co-creating, hosting, and exploiting the Iliad Academy content.

Focus Keywords: User Driven Innovation, Visualization; Big Data, Citizen Science.

P8. Valorising green infrastructures and community heritage through community and green mapping

Speaker: Marta Congiu

Abstract: The project e.INS (Ecosystem for Innovation Next Generation Sardinia) is a wide-reaching cooperative research programme funded by "NextGenerationEU" of the Italian Ministry of University and Research. It spans across the whole Sardinian (IT) territory and is aimed at strengthening the link between economic actors and science, mitigate the social impacts generated by the pandemic, and increase territorial inclusion.

e.INS is organized in ten Spokes, each related with a specific area with potential for growth and development in the Sardinian territory. The poster will present the work of Work Package 5, within Spoke 9 – Environment protection and valorisation, which aims at enhancing the role of green infrastructures in connecting urban and rural areas and providing ecosystem services.

According to the EC (COM/2013/0249), a green infrastructure is a "tool for providing ecological, economic and social benefits through natural solutions", and can thus provide environmental, social, and economic functions and benefits. Our work aims at improving the socio-ecological processes that underpin the ecosystem services provided by green infrastructures. This will be done while considering the needs of local communities, as well as their experiences, knowledges, perceptions, and understandings.

Therefore, promoting active involvement of civil society is key to our work, and to approach it we intend to valorise community heritage here intended as a local system of collectively shared knowledges and practices related to a specific social and environmental context.

Our poster will introduce a definition of green infrastructure within the concept of community heritage. It will thereafter present the participatory method we are going to use to associate community mapping and green mapping which will be done through cooperation among researchers from such disciplines as botany, ecology, geography, geo-informatics, sociology to involve local communities in the development of a multi-layer GIS which will include geological, vegetation, social, economic, and cultural information.

This is an ongoing project which we are beginning to structure. We aim at sharing our ideas and experience so far and hope that conversations around the poster with Conference delegates will draw further insights about ways to strengthen our approach and move forward to next steps.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

P9. Public use of health apps and wearables: the legal & ethical issues associated with e-health

Speaker: Karin de Boer

Abstract: To bring science to people, citizens can rent measuring equipment for free in the Meet-o-theek, Groningen, the Netherlands. The Meet-o-theek is an instrument lending facility of the CurioUs? programme, a citizen science initiative organized by Forum Groningen and the University of Groningen. Currently, the instruments encompass equipment to measure your own living environment, however they would like to expand the collection with various personal health devices and wearables. Citizens can use the data for their own purposes. Via Citizens Science activities, the data can be collected and used by the Meet-o-theek as well. But that turns out not to be that simple. The data collected is often personal (and sometimes medical) data, so privacy and ethics play an important role.

Higher education students worked in multidisciplinary teams on a creative solution for the ethical and safe public use of e-health equipment and the associated data. You will discover how this was tackled in the poster session.

Focus Keywords: Big Data, Citizen Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

P10. The Good Scientists: a decentralized matchmaking platform to connect scientists with societal stakeholders

Speaker: Elena Del Pup

Abstract: The pandemic and the climate crisis have exposed the vulnerability of the relationship between science and society. Society is confronted with increasingly wicked problems, and torn by scientific scepticism and the demand for scientific certainty in decision-making. In this context, awareness about the societal role of scientists has increased, together with the motivation to generate tangible impact from research outcomes, particularly in the younger generation of scientists. However, a decentralised, systematic, and inclusive solution for individual scientists and societal stakeholders to connect is lacking. Societal stakeholders are confronted with the challenges of accessing scientific knowledge and technologies for their needs. Volunteer-based organisations that belong to regions of the world historically excluded from scientific investment face the biggest challenges. In the academic ecosystem, opportunities to interact with societal stakeholders are only available to a handful of fields of study and career stages, coordinated at the institutional or departmental level, and rely heavily on the geographical and professional networks of the principal investigator.

The Good Scientists is a nonprofit initiative to connect individual scientists with local stakeholders in a decentralised, inclusive, and innovative way. Our online platform gathers a virtual community of practice to translate academic knowledge to local needs by leveraging the motivation of individual researchers to make their research actionable for social impact. Our platform hosts a marketplace of "Science4Good" social impact projects provided by nonprofit, non-governmental, and various civic organisations looking for expert scientists to work, collaborate or consult with. Local stakeholders can book a consultation with expert scientists free of charge via an automated matchmaking and booking system. The matchmaking relies on our unique AI-based solution to overcome communication and collaboration biases between fields and guarantee the creation of inclusive collaborations. Additionally, we aim to collect and disseminate best practices for the engagement of individual scientists with societal actors and partner with science shops and participative projects. Our impact will result in new models of value creation that rely on the needs and requests of local stakeholders and on a virtual community of scientists motivated to make their research actionable for the global good.

P11. Fostering Partnerships for Impact: Spotlight on the Operational Framework of Science Hub, University of Łódź

Speaker: Małgorzata Dzimińska

Abstract: This poster delineates the operational framework of Science Hub (www.sciencehub.uni.lodz.pl), an initiative strategically launched at the University of Łódź in 2022 to facilitate impactful three parties collaborations of students, academics and external partners. Rooted in the time-tested science shop formula, the Science Hub model has been tailored to suit the distinctive context of the University of Łódź. Central to this poster is the presentation of an evolved version of the Science Hub operational model. This refined model has undergone substantial enhancements derived from insights gleaned through the of 40 implementation science projects after the first year of operations. These projects have served as sources of knowledge, offering invaluable insights and nuanced understandings. At its core, the model embodies a multiperspective approach, encompassing three primary stakeholders: students, academics, and external partners. The refined operational framework encapsulates a holistic strategy, leveraging diverse perspectives to foster collaboration and innovation within Science Hub.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;Theory Development / Reflection Transition Design;Science Shop, Service Learning, Social Innovation, Student Research;

P12. Co-creation of digital educational resources together with students and local communities as a tool for risk communication and mitigation

Speaker: Gabriele Ernstorfer

Abstract: Digital educational resources such as animations and games have long been used for risk communication. Previous examples cover a broad range of topics from natural disasters (e.g. tsunamis (1)) to food safety risks (2). More recently, approaches have been developed and tested to design and implement such resources in cooperation and collaboration with students and the local community (3). One focus of our concept is creating a good user experience in cooperation with local stakeholders. This approach has the benefit that involved community members such as students, pupils, and volunteers will identify themselves with the risk communication issue more strongly and therefore will be more inclined to act as local multipliers. We present a concept on how to integrate such a co-creation approach into the curriculum of local students, give examples of co-created educational resources on natural disasters and show how such resources could be extended by state-of-the art technologies such as augmented and virtual reality in order to provide a more immersive and convincing experience for participants.

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Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

P14. Bridging Research and Society: Integrating Public Engagement and Co-creation into Research Careers and Strategies

Speaker: Ana Faustino

Abstract: The societal impact of research is undermined by the insufficient integration of Public Engagement (PE) into research careers and institutional strategies. Often, researchers engage in PE without sufficient incentives, on the side of their research work and with limited impact on their research and careers. Additionally, there is a frequent disconnect between research and societal needs resulting from non-participatory and co-creative research and engagement processes.

To address the issue, it's crucial to: 1) grasp researchers' PE motivations and needs; 2) integrate co-creation and societal needs into research and PE; 3) incentivize and recognise researchers' active participation in PE and participatory approaches. The IETI project at the Museum für Naturkunde Berlin (MfN) targets these aims. By collaborating with early career researchers (ECRs), the project fosters leadership in research aligned with societal demands and using PE and participatory processes.

To understand MfN ECRs' motivations and needs for PE (aim 1), our survey found 60% view PE as vital, with impact (95%) and relevance of their research to non-academic actors (62%) as main motivations. ECRs identified lack of time (75%), recognition and funds (34% each) as main challenges, and seek support for engaging non-academic actors. This survey shaped a World Café (aim 2) in which ECRs reflected on: the impact of research; their interaction with non-academic actors (how to promote it; what makes it enjoyable or rewarding; benefits to non-academic actors); time constraints & incentives to do PE.

Based on the results of the survey and the café, we will co-create: a) a culture change guide focusing on ECRs' motivations and needs for PE, b) PE initiatives with ECRs through a research-society assembly and a design thinking journey, and c) a platform for culture change and co-creation, where ECRs are mentored and supported in the implementation of their PE projects. Participating ECRs will be incentivised with co-authorship of publications, co-creation training, professional development certification and funding.

In this interactive poster, we'll present findings and engage participants in in-depth discussions, 2D ideation or dotmocracy exercises. In doing so, we aim to enhance the international applicability of IETI research and ensure that diverse perspectives shape the integration of PE and co-creation into research practice. Poster contributors will receive our culture change guide (see a), focusing on ECRs' motivations and needs for PE, adaptable to their institutional and cultural contexts.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P.15. Views and beliefs of aging according to cultural origin in Alt Empordà

Speaker: Zineb Ghazi

Abstract: The aging of the population and the constant population movement, confronts us with a crucial social challenge: aging in a multicultural context. The study focused on the Alt Empordà region, which is both old and diverse, with the coexistence of multiple ages and cultures. This research was born in the framework of a network with different agents of the territory to influence the social image of old age. The aim of the study was to understand what gives meaning to the lives of the elderly in this intercultural region, as well as to explore the visions of the elderly themselves in order to integrate them into the social and healthcare transformation.

The study was conducted with a qualitative methodological approach. 7 focus discussion groups based on the country of origin were carried out as a homogenizing element and 2 in-depth interviews with people over 50 years old in the Alt Empordà. The information was recorded with the consent of the participants and later analyzed using interpretative techniques.

The study's results revealed three viewpoints on aging: one focused on survival, another on enjoyment, and a third focused on community contribution and leaving a legacy. With regard to the different psychosocial factors that shape significant aging for the elderly in the Alt Empordà, it was identified that all cultures value health, independence and wish to age in their homes. The participants acknowledge the importance of feeling useful during this stage. Regardless of the cultural background, they view health services as facilitating aging and place high value on having quality and universal health care. However, they manifest that social services are challenging to meet their demands and needs. The desire to live in a world where there is more face to face attention and not only virtual and digital access was also expressed by them. It was identified that for certain group, religion is considered a key element to measure the perception of inclusion or exclusion during this life stage. Furthermore, it is observed that not all cultures view retirement as an entry into old age and prepare for this new stage of life in advance.

This shows the importance and the need to listen to the voices of older people to formulate policies and services for sustainable ageing. As well as the need to create and implement resources for aging, taking into account the different visions of aging identified as a result of the heterogeneity of the elderly group.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

P16. REINFORCING: The European platform for Open and Responsible Research and Innovation Practices

Speaker: Florence Gignac

Abstract: In recent decades, our community has actively engaged in numerous projects and initiatives aimed at fostering citizen involvement in Research and Innovation (R&I). Despite the abundance of materials generated, their accessibility poses a challenge due to dispersion across various repositories, necessitating extensive searches on platforms such as Google or Cordis. The overwhelming nature of these resources, coupled with their varied quality, complicates the task of navigation.

Addressing this issue, REINFORCING (https://reinforcing.eu/) emerges as a pivotal initiative. Our objective is to establish a centralized hub for Open and Responsible Research and Innovation (ORRI), ensuring easy access to meticulously curated resources by skilled practitioners. The project seeks to alleviate the skills and resource constraints faced by numerous organizations, enabling them to implement responsible and inclusive approaches in bridging the gap between science and society.

REINFORCING not only curates resources but also offers financial support to institutions committed to enhancing their practices in opening up research and innovation to citizens. The initiative aims to create a global network, connecting quadruple helix RRI actors and networks across Europe, Africa, the Americas, and Asia-Pacific. This dynamic network serves as a hub for continuous exchange, facilitating regular meetings to share experiences and advancements in the realm of ORRI. Moreover, it plays a pivotal role in contributing insights to the One-Stop Source, encompassing valuable practices, tools, and experiences.

In addition to resource curation and network building, the project undertakes the development of trainings, mentoring programs, and matchmaking mechanisms. These initiatives are designed to support European organizations in transitioning towards a more open, responsible, and inclusive Research and Innovation paradigm. Through these comprehensive efforts, REINFORCING aims to foster a global community dedicated to advancing ORRI practices and shaping the future of R&I.

Focus Keywords: Open Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Big Data, Citizen Science.

P17. Practicing Social Justice in emerging Community Based Participatory Research (CBPR) contexts: A Foucauldian Discourse Analysis comparing governance structures of UK co-created healthcare research environments.

Speaker: Liam Gilchrist

Abstract: In recent years, CBPR has become increasingly recognised as valuable across western healthcare research institutions to improve the quality and relevance of research (Minkler and Wallerstein 2017). In the UK, CBPR has received growing attention from healthcare researchers as an approach to challenging health inequalities and encouraging diversity and inclusivity (Thomson et al 2021). This emerging interest in CBPR presents new opportunities to promote social justice by practicing key principles of CBPR to empower communities who have been excluded from healthcare research.

Practicing CBPR within healthcare research spaces also means engaging with new contexts of institutional governance which are unfamiliar with the Social Justice principles of CBPR, including sharing power equally with marginalised groups and recognising community as a unit of identity. It is important to understand how these principles of CBPR fit within wider governance structures of co-created healthcare research.

This poster presents the findings of a Foucauldian discourse analysis (Rainer 2008) comparing how the governance of co-created healthcare research across UK Universities, Healthcare Providers and Third Sector Research Charities shapes the nature of social justice in CBPR practice. This research maps national discourses within policy, training and legislative documents to uncover how institutional cultures shape who has the power to set roles, responsibilities and research agendas in UK co-created healthcare research.

This discourse analysis shows how conceptual representations within the language of 'Patients' and 'Communities' reveal conflicting ideas about the roles and very existence of community identity within collaborative research partnerships. In addition, language reveals cultural differences in conceptualising the nature of lived knowledge within healthcare research.

This Discourse Analysis is part of my ongoing PhD research exploring how CBPR can promote Social Justice and challenge Health Inequalities across comparative healthcare research contexts. This poster aims to support practitioners interested in Social Justice in healthcare contexts to navigate governance structures of community-based research.

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Focus Keywords: Policy dimension, Governance of Research and Power Relations.

P18. Weaving Threads: SFU CERi's Iterative Approach to Community-Engaged Research in Vancouver, BC

Speaker: Joanna Habdank

Abstract: Based out of the 312 Main co-working space in downtown Vancouver, SFU CERi is focused on extending community-engaged research to provincial, national and international communities. Our aim is to act as an infrastructure that advocates for community-engaged research rooted in values of reciprocity, collaboration, equity, justice and social transformation. We do this by strengthening the capacity of SFU's researchers and students to develop meaningful, productive and reciprocal research partnerships that are capable of making a positive difference in communities throughout British Columbia and beyond.

Since its founding in 2019, SFU's CERi has established deep and robust relationships with local communities across BC and a growing reputation among national and international leaders in community engaged research. Through a range of programs (https://www.sfu.ca/ceri/ceri-programs), events (i.e., the 2022 Horizons: Crisis and Social Transformation in Community-Engaged Research international conference) and resources (https://www.sfu.ca/ceri/resources.html), including an Ethics framework (https://www.sfu.ca/ceri/ethics.html) that guides CER work, CERi has demonstrated how cross-disciplinary, community-centered research can emerge from communities to address local needs and responses to the climate crisis.

SFU CERi is in the initial stages of rolling out a 'research shop' model of experiential learning for graduate students. The program has two overarching goals: 1) Use frameworks of community-engaged research to understand and respond to the impacts of climate change on communities; 2) Increase the capacity of under-resourced communities to plan for and live (adaptation) through climate change impacts by working with public, non-profit and community organizations in BC. Through the Fellowship, students learn about climate-focused CER through workshops, mentorship and project development with organizations in BC that are working on issues related to climate justice, adaptation and mitigation.

Although science shops have a well-established history and widespread application across Europe, their presence in Canada remains relatively limited. Therefore, this collaborative session would be focused on grounded knowledge exchange that would inform how SFU CERi develops its programming in the years ahead. The goals of the session include: 1) provide an overview of SFU CERi's work-to-date; 2) Describe our ambitions related to our 'research shop' and community-center climate innovation; 3) Seek advice and knowledge exchange from the group about how to best pursue our goals, given our background and position.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

P19. Systems building with new generation technology for next generation engagement

Speaker: Maxwell Keeble

Abstract: It is inevitable that successfully building and sustaining next generation engagement will need to embrace next generation technology. Generative artificial intelligence (GenAI) techniques learn a representation of artefacts from training data and use this to generate new, unique artefacts that resemble but do not repeat the original data. GenAI can be divisive; for every argument for benefit, there are warnings of nefarious use including cybercrime and deepfakes. The UK Higher Education sector, broadly speaking, is jittery, concerned about student assessment authenticity and threats to jobs. Tentatively, we believe there is great potential for GenAI technology in education-adjacent areas, providing community engagement for students. We currently have a sophisticated brokerage digital system, enabling students to browse and select opportunities via filterable, sortable, or curated directories. With over 500 live opportunities, browsing can take time, posing a risk to engagement. Furthermore, opportunities are written and maintained by the Community Partner, risking their engagement and challenging capacity. We aim to improve student engagement with community-based opportunities and streamline use of our system for external users. The departments of IT & Systems and Volunteering, Students' Union UCL, are collaborating to explore the potential the evolution of traditional volunteering brokerage using GenAI: to write volunteer opportunities following brief consultation; inform targeted promotion; generate recommendations for users based on their preferences and other data held; and produce possible cohorts for the Volunteering Department and Community Partners to engage with. Early outcomes of this work indicate that using GenAI technologies is acceptable to local non-profit organisations, accurate volunteering adverts are generated, and time is saved during targeted communication. Providing personalised recommendations and targeted communication saves time for students in terms of browsing opportunities, and anecdotally leads to more and better engagement. Impact on changes to volunteering rates will be explored during 2024-25 academic year. It is clear that to continue, there is a need for a new GenAI Strategy for the organisation as a whole, especially regarding use in our membership and customer relationship management systems. It will be important to balance the careful use of personal data with the need to better personalise the student experience.

Focus Keywords: User Driven Innovation, Visualization;

P20. Forward Thinking: Future Workshops' Contribution to Science Hub Evaluation

Speaker: Aneta Krzewińska

Abstract: This poster provides a comprehensive overview of the Future Workshops method used to evaluate and improve the operational activities of the Science Hub project initiated at the University of Łódź (www.sciencehub.uni.lodz.pl). The main objective of this project is to foster solid collaboration between the academic community and external partners to address societal and business challenges.

The Future Workshop method included three key phases: Critique, Visionary and Implementation. In the Critique phase, participants identified barriers to three-way collaboration in projects involving academics, students and external partners, while exploring macro-level factors affecting the dynamics of collaboration. Moving to the Visionary phase, the workshop envisioned innovative solutions to strengthen stakeholder support, aligning with the dimensions highlighted during the Critique phase analysis. Next, the Implementation phase aimed to elicit practical recommendations from participants, aiming to combine the identified issues from the Critique phase with the visionary concepts from the second phase. This culminated in the selection of 5-7 key solutions deemed necessary to implement the Science Hub.

This poster will provide the insights gathered from each phase of the Future Workshop, highlighting transformative recommendations that can be integrated into Science Hub operations. It aims to document the findings from the Future Workshops at all stages and serve as a guide to illustrate the effectiveness of the method in evaluating projects and refining operational visions.

Focus Keywords: Evaluation and Impact Funding; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P21. Permaculture - a fertile soil for society and science

Speaker: Petra Liebherr

Abstract: We report on an agricultural project (Finca Leukeña) in the far south of Spain, in which a bare, dry avocado plantation has been transformed into a fertile food forest since 2015. This transformation is guided by the principles of permaculture, which aims at PERMAnent, agriCULTURurally productive ecosystems. This includes techniques like mulching, green manure, fermentation, charcoal, terra preta. These are applicable regardless of the climate zone and, thanks to their simplicity, accessible to all gardeners.

Sustainable food production is the basis of a sustainable civilization. It is well known, at least since "The Limits to Growth" (1972), that the (capitalist, industrial) civilization we live in is not sustainable at all. Permaculture is a tried and tested alternative to industrial agriculture, but initiatives striving to use it in order to improve the ecological situation are faced with difficult surrounding conditions:

- permanent access to land (ownership),
- bureaucratic restrictions on the reuse of biomass and the distribution of the harvest,
- dynamics of the food markets, i.e. capital concentration in ownership, production, processing and distribution,
- dominance of the mineral fertilizer theory of plant nutrition in science.
- Despite the problems, many experiments using permaculture's principles and techniques are being performed, and their results literally call for systematic support from science:
- research in the area of soil life, and of permaculture in general (microbiology, botany, ecology, geography, anthropolgy, ...),
- systematizing the knowledge gained by practitioners and making it available to multipliers and the general population,
- field studies, done especially by younger people (living and working with and within nature provides a deeper understanding of its complexity (and beauty), an experience of practical, social impact along their scientific activity, and a solid foundation for their vision of a sustainable society).

There are movements and organizations in society that implement co-operative and ecologically oriented modes of agriculture, like CSA (community supported agriculture) and biological farming. Permaculture is able to extend their approaches, e.g. to improve bio-diversity and climate mitigation/protection.

Information on Finca Leukeña: <https://www.wissenschaftschaftsladen-dortmund.de/2023/05/how-a-barren-avocado-plantation-became-a-forest-garden/>.

Focus Keywords: Investigative Journalism, Living Labs;Science Shop, Service Learning, Social Innovation, Student Research;User Driven Innovation, Visualization.

P22. Archaeology and Indigenous Knowledge: Transformative and Decolonizing Science and Practice

Speaker: Darcy Mathews

Abstract: Our Living Lab team from local Indigenous communities, schools and the University will share the remarkable experience and a collective visual presentation of co-creating curriculum focused on the far reaching and shape-shifting discipline of archaeology- living heritage. This exciting work is based on experiential learning focused on youth and next generation learners, ecosystem restoration, reconcili-action/ decolonization and Indigenous knowledge-scientific resurgence on the west coast of what-has - been also called 'Canada' since the 1860's. The two parts to the poster presentation are #1 the Pedagogy and Practice of how these new learning resources and programs for community and schools field learning are being created including ethics and protocols between community and campus-researchers and #2. Ecosystem- science content and curriculum application for different ages/ learners with a focus on archaeology. Archaeology (and ethnobotany) have been focal discipline and levers for transformative and paradigm-shifting citizen science and climate/ community-based action research. Professor Darcy Mathews has worked extensively with First Nations on the West Coast (before and during this more recent work in academia) and together with his community-Indigenous colleagues from local Coast Salish Nations (Jessica, John, SXEDTELISIYE and Tye) they will share with poster attendees their experience and have sample handouts and links- info to share. There will be an interactive feedback and survey opportunity as well. The Living lab team and Network is keen to develop will be future collaborations and program / projects esp within the Horizon and EU - Canada program.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Investigative Journalism, Living Labs.

P23. Lyon Science Shop: a decade of experimentations supporting emerging participatory research projects with civil society organisations, students and researchers

Speaker: Morgane Montagnat

Abstract: The goal of this poster presentation is to offer insights on our Science Shop history and experimentations. Since its creation in 2013, Lyon Science Shops has supported more than 100 participatory research projects involving civil society organisations representatives, more than 200 students and more than 100 researchers, mainly through "micro" research projects such as research internships, student group projects, hackathons, etc.

Associations, citizens' groups and local authorities sometimes need specific insights and knowledge to reinforce their actions, assess the impact of these actions or discover new approaches. Likewise, the university wants to embrace the queries and know-how of these stakeholders, who come to contribute their practical expertise and research topics. As such, our Science Shops promotes dialogue between civil society organisations and scientific research and plays a third party role in the context of their cooperation. Doing so, the Science Shop offers the potential to reinforce research social efficiency but also to experiment regarding the rejuvenation of forms of research and teaching.

Each year, we support a dozen of projects, ranging from all areas of humanities and social sciences, natural sciences and engineering sciences, and engaging closely in the most cutting edge research. We offer support to citizens in their want/need to engage with research and to co-create an innovative research question. We identify students and researchers to work along side them on the research topic they identified and offer participatory research trainings for all stakeholders, aiming to involve both researchers, students and citizens during all the project's phases. We embody a mediation/re-mediation role during the research process and help stakeholders to share their results and work towards scientific community but also towards civil society.

Recently, on top of the support of emerging research projects, we also experimented a third party role in bigger research projects (such as funded by the french National Agnecy for Research). We are also in the process of developing a doctoral training for participatory research methods and issues for all phd candidates in Lyon-Saint-Etienne academic site. Finally, we offer a resource space for all (citizens, researchers, students) interested in science with/for society dynamics through online resources, trainings, emergence workshops, webinars, seminars, etc.

P24. Assessing a complex and multi-layered participation process: the LOESS experience

Speaker: Giulia Nurchi

Abstract: LOESS (Literacy boost through an Operational Educational Ecosystem of Societal actors on Soil health) is a European project which involves several universities and private partners across the European Union. The project aims at promoting and fostering education on soil's health at multiple educational levels, from primary school to university and including vocational education.

Loess maps, connects and engages with diverse actors in Communities of Practice to provide an overview of the current state of the art of soil education at different levels in order to develop teaching programmes and materials, including an Atlas of Soil Education. The mapping of educational resources takes place in the 15 European countries where project partners are based. This is done through desk research, interviews, focus groups and case studies, thanks to active involvement of members of the Communities of practice at local, national and international level. Communities of practice will thereafter be called to contribute to co-analyzing emerging information from this scoping exercise and participate in the identification and development of educational instruments, policies and practices to foster learning on soil's health.

Understandably, stakeholders' participation in Communities of practice and other related activities is crucial to LOESS, as their views, understandings, and competences are at the heart of the whole actionable knowledge co-production process. The overall architecture of the participatory dynamics in LOESS is complex and stratified across multiple levels and dimensions as it is intended to promote interactions among a great diversity of actors across the local, national and international levels. To do so, a variety of online and in-person means of involvement are adopted.

The poster will briefly introduce the LOESS project, its objectives and operational aspects and will present the overall architecture of the participatory process upon which its success rests. The challenges emerging from assessing participation in LOESS will then be introduced, followed by a discussion of the key concepts and instruments useful to observation and understanding. Some preliminary results will be shared also through conversations with Conference participants, in order to gain new insights and further develop our work.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Open Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P25. On the Trail of the Rights of Nature and (De)colonisation in the context of Geography lessons - a research-oriented and culturally sensitive Excursion to Ecuador

Speaker: Anne-Kathrin Lindau

Abstract: The Organisation for Economic Co-operation and Development (OECD, 2019) concludes that teachers are still unprepared and overwhelmed to teach culturally diverse classes. To overcome this challenge, current research suggests that study abroad programmes have a positive impact on the development of (prospective) teachers' intercultural competences (Huang et al., 2023; Hauerwas et al., 2017).

This course is based on the aforementioned requirements and research findings by developing a preparatory seminar and a research-oriented and culturally sensitive excursion to Ecuador that combines theory and practice and prepares prospective teachers for dealing with cultural diversity. The acquisition of subject-specific and didactic skills and knowledge is framed by a joint course concept involving various subject disciplines (e.g. geography, biology, philosophy, sociology) and the didactics of geography.

A research-orientated approach permeates the seminar and excursion concept from the perspective of students and lecturers. The student teachers develop their own theory-based questions, which they attempt to answer with the help of the data collected on the excursion. The lecturers accompany the teaching concept in a research-oriented manner by analysing the spatial perceptions, cultural sensitivity and reflexivity of the prospective teachers at different points in time using methods such as mental mapping, critical photography, group discussions and the analysis of the student projects.

References:

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Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;Science Shop, Service Learning, Social Innovation, Student Research;

P26. Enhancing Youth Voices: Exploring Community Participation through Youth Workers

Speaker: Mireia Sala Torrent

Abstract: In "Bowling Alone," Putnam (2000) stresses the importance of social interaction in a healthy society, which has weakened over time. Nearly a quarter of a century later, it is time to focus on community participation, strengthen social ties, and promote trust and cooperation among people. Moreover, if young people have a unique perspective that can contribute to improving their community and promoting a more inclusive and democratic society (Checkoway, 2010), then it is time to work on youth community participation.

The European Union and the Council of Europe (hereafter EU and CoE) encourage Member States to promote and stimulate the active participation of young people through the figure of the youth worker. According to Ord (2021), these professionals can understand young people's needs, create a positive environment and work in teams to provide young people with the support and guidance they need. However, the personal perceptions that youth workers have of participation, and even of young people, can condition the actions they take to achieve this.

The aim of this article is to explore youth workers' perceptions and the characteristics of their interventions when promoting young people's participation in the community. To this end, six discussion groups were formed, made up of 51 professionals working in this field in Catalonia (Spain). The participants were selected on the basis of the following variables: municipal youth workers who have direct contact with young people, who develop participatory projects and who, if possible, have a specific vision of the community.

The findings show that their promotion of youth participation follows an adult-led model and takes place in formal and institutionalised spaces. That is, in guiding young people through their lives, youth workers make use of existing legal frameworks, including on participation issues, thus placing themselves in the position of non-radical youth advocates (Cooper and White, 1994). However, they use strategies based on the socio-educational relationship and highlight the conditioning factors that limit the development of transformative civic participation policies.

We conclude that the representative model of local youth policy should become a transformative one, leading youth workers, young people and adults to work hand in hand for change and to promote innovative public participation policies and the potential of municipalities.

P27. Transformative Collaboration: Bridging Knowledge to Implementation in Post-Apartheid South Africa

Speaker: Roshan Sonday

Abstract: This poster presentation delves into the transformative and impactful collaboration addressing the theme of "Building and sustaining next-generation engagement." Against the backdrop of the enduring socio-economic stratification by race in post-apartheid South Africa, this poster explores the role of a higher education institution located in Cape Town, South Africa, in fostering civic-minded graduates and building partnerships with community-based organisations.

The launch of the Knowledge Co-op in August 2010 at the University of Cape Town (UCT) is an achievement of the policy milieu's commitment to build social responsiveness, thus connecting the university to address the needs of external communities. The policy commitment of Vision 2030 to "unleash human potential to create a fair and just society further supports this and puts social responsiveness at the very core. The Knowledge Co-op Programme brokers and facilitate transformative and socially engaged undergraduate and postgraduate projects by connecting the specific needs of community-based organisations to the academic functions of students and supervisors.

The primary purpose of the Knowledge Co-op is to bridge the gap between community-based organisations and the university, serving as a conduit for collaborative engagement. By gathering the specific needs of these organisations, the Co-op ais to create meaningful partnerships, enabling community-academic collaboration.

Since inception, the Knowledge Co-op has received 869 project ideas across faculties, with 30-40 projects initiated annually. Currently, 20 projects are underway, and 206 additional projects are available for collaboration. The Co-op has completed 239 projects, including 107 dissertations (mostly at the master's level) and 94 community service projects, involving 417 students, and partnering currently with 69 active Community Partners (CPs).

The collaborative projects have yielded practical impacts for the non-profit sector, including increased capacity to raise awareness of issues, challenging public policy, improving existing programmes, and enhancing the chances of securing funding. The beneficiaries served by non-profit organisations have also experienced positive impacts, demonstrating the value of these collaborative initiatives.

Feedback from the non-profit sector underscores the importance of these collaborations, providing confirmation for their work and forging long-term relationships with UCT. Suggestions for more time allocated to community work

highlight the mutually beneficial nature of the collaboration, benefiting both organisations and students.

This abstract presents a comprehensive overview of the transformative and impactful collaboration between the Knowledge Co-op at UCT and community-based organisations. The poster showcases the practical outcomes and positive impacts on both the non-profit sector and the beneficiaries they serve. By building bridges and brokering engagements between the community and the university, this collaboration exemplifies the potential for higher education institutions to contribute meaningfully to positive change in broader society.

Keywords: Transformative collaboration, Knowledge Co-op, community engagement, non-profit sector, post-apartheid South Africa, socio-economic stratification, university-community partnerships.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

P28. LOESS - Literacy boost through an Operational Educational Ecosystem of Societal actors on Soil health

Speaker: Norbert Steinhaus

Abstract: Soil hosts more than 25% of all biodiversity on the planet2 and is the foundation of our food chains and above ground biodiversity, it feeds and filters drinking water reserves. Healthy soils are also the largest terrestrial carbon pool on the planet which together with their sponge-like function to absorb water and reduce the risk of flooding and drought, makes soil an indispensable ally for climate change mitigation and adaptation.

But our soils are suffering and we need healthy soils now more than ever. To value soils, people need more than scien-tific information, they need to understand how healthy soils impact their lives. To achieve the goals and objectives of the EU 'Soil Strategy 2030: Healthy Soils for the Benefit of People, Food, Nature and Climate' and of the EU Mission: 'A Soil Deal for Europe (Mission Soil)' it is crucial to start from people's existing practices, values, and concerns, build increased awareness, understanding and engagement and improve soil literacy.

The LOESS project, which started in June 2024, will focus on increasing soil literacy, via developing educational offers and continuous training programmes as well as skills development activities addressing multiple actors, stakeholders and target groups connected to soil education, such as school pupils and university students, teachers, professors, or trainers. Inherent to this approach are system thinking ap-proaches, participatory design and network enrichment.

20 partners from 16 countries will provide an overview of the current level of soil related knowledge and educational programmes and materials, identify educational needs amongst pupils (primary and secondary levels), students (tertiary level), and and explore why valuable existing material isn't used more broadly. With its Communities of Practice LOESS will co-create courses and modules for soil education making use of digital media applications, (e.g., virtual reality/ augmented reality) for different educational levels and test pedagogical approaches to implement effective knowledge flows between educators and learners and between different knowledge systems (scientific, political, individual) while considering local and collective cultural knowledge. Hands-on activities related to soil education will be provided e.g. through Community Engaged Research and Learning (CERL).

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

P29. Developing and Sustaining Community Advisory Boards in Large Institutions

Speaker: Mikaela Tajo

Abstract: This workshop will guide participants through the essential steps of establishing effective Community Advisory Boards (CABs). Using the presenters professional experience developing and managing CABs and prior research, this session will provide a foundational understanding of the theory behind community-engaged methods and CABs and provide practical insights into compensation strategies, recruitment approaches, and effective training methods for CAB members. We will be providing resources and running through a preparation check list (developed by researchers at our institution) during this session, as well. This workshop will provide participants not only with practical knowledge and tools for setting up successful Community Advisory Boards but also with a deeper understanding of the theoretical foundations of community-engaged methods and CABs.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

P30. Community-Engaged Research for Hyperlocal Journalism: Fostering Grassroots Democracy

Speaker: Martina Temmerman

Abstract: Community-engaged research (Raphael and Matsuoka 2023) is one of the research forms which replace the traditional method-driven research types in academic education. Also for journalism education, it can be applied in a useful and innovative way. Especially for investigative journalism on a hyperlocal level, community-engaged research invites students to get to know societal partners in the environment of their institution and to produce stories which are relevant for the community which surrounds them.

This creates an opportunity for students to reflect on the role of journalism on a hyperlocal level (Harte, Howells and Williams 2018) but also on the role of journalism as such. Topics like catering for an audience, constructive journalism and empowering communities by providing them with more (relevant) information can be related to this kind of journalism education and research.

The poster will present a pilot project with the case of a collaboration of students of a Brussels journalism programme with an organisation for Asian people in Belgium (giving them a platform to connect with their roots and with fellow Asians) and with a community centre in the heart of Brussels. Specific examples of student productions and reflections will be shown.

References

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Harte, D., R. Howells and A. Williams (2018). Hyperlocal Journalism: The Decline of Local Newspapers and the Rise of Online Community News. London and New York: Routledge.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Investigative Journalism, Living Labs; Science Shop, Service Learning, Social Innovation, Student Research.

P31. A new interdisciplinary and multi-perspective scienceshop in Brussels

Speaker: Grégoire Wallenborn

Abstract: In September 2023 , we have launched a new scienceshop in our university (Université libre de Bruxelles), which seems to show several special features that we would like to present and discuss. We have found that many French-language scienceshops mainly use student master theses to answer questions from local associations. However, this procedure takes quite a long time (2 years in average) compared to the field (actors) temporality and does not allow complex questions to be dealt with. For our part, we have decided to gradually identify teaching modules that are likely to address part of the question: projects, internships, scientific communication courses, literature reviews, surveys… By using modules from different faculties and disciplines, we can divide issues into questions that are dealt with in parallel and/or successively by the students, then aim to gather these disciplinary explorations during themed meetings (for example around housing and health) between several associations and interested professors. We are convinced that this way of working will allow us to deal with more general issues, by activating the interdisciplinarity and multi-perspectivity required to address these societally rooted problems.

For example, we are investigating the question of the location of a new football stadium in Brussels, a project that is being pushed by some politicians, but which is facing resistance from local residents and the municipality in particular. Following a series of discussions with associations and administrations, we identified a number of issues. For example, we asked a group of students to carry out an assessment of the biological value of the presumed site, while another is developing a serious game on the (particularly complex) rules of town planning in the Brussels region, and yet another analyzes the financial impacts on the municipality if the stadium were built. Architecture students will also study the future of the current stadium, or even whether it could not be adapted. Law students will look at the extent to which UEFA standards are so restrictive that they have to make the move. Finally, a student will calculate the carbon footprint of the various scenarios.

This example and others will be described through diagrams in our poster in order to exhibit the main features and processes we want to implement in our scienceshop. We will also show the first results of our scienceshop after one academic year of existence.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.4.   Research Presentation: Citizen Science = Data Science?

Chair: Karin de Boer

3.4.1. Building a nesting aid with sensors and capture data

Speaker: Florian Fahr

Format: Research Presentation (10 min)

Abstract: The focus of citizen science shifted from its top-heavy approaches to formats not only allowing higher engagements of participants in planning and running different aspects of surveys and experiments but also adapting the "measurement approach" for educational purposes and recreational activities.We are working on a citizen science project with a design focus that would be expected in commercial products. Those aspects are fun, usability and experience. We came up with an experimental habitat ("X-HAB") in form of a standardized nesting aid for birds to measure temperature and weight development over time. It is linked to a data base and a frontend to present the data. We aim to develop scaled levels in assembly difficulty with according blueprints to tackle the interest of passionate hobbyists and also allow the usage for educational purposes.Individual components are easily available on the market to ensure that everyone who wants to engage can construct a nesting aid with the help of an open source blueprint.In this workshop we present our concept and afterwards the participants will assemble some nesting aids on their own. Also we will implement a session for everyone to share experiences of adapted or novel engagement approaches of Citizen Science.

Focus Keywords: Open Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.4.2. How the neighbours' engagement as co-researchers changes the perspective in urban heat research

Speaker: Isabelle Bonhoure

Format: Research Presentation (10 min)

Abstract: Urban heat islands and extreme heat are becoming a growing problem for many cities worldwide. Academics, urban planners, and public administrations are joining forces to characterize the phenomena and ideate innovative solutions. Nevertheless, in many cases, the focus is mainly put on the physical characterization of the phenomena and the mitigation strategies proposed are not fully considering the neighbours' needs and perspectives.

Moreover, extreme temperatures impact people's well-being unequally and can place specific groups or neighbourhoods in a situation of greater vulnerability. The so-called "thermal inequity" phenomenon needs thus to be considered through the environmental justice lens.

The Heat Chronicles project (Cròniques de la Calor, in Catalan) is currently being implemented in the Barcelona Metropolitan area, in five different neighbourhoods. All places were selected according to the greater neighbours' vulnerability regarding extreme heat. This research is framed within citizen social science, understood as participatory research co-designed and directly driven by citizen groups sharing a social concern. This methodology wants to give citizen groups an equal 'seat at the table' through active participation in research, from the design to the interpretation of the results and their transformation into concrete actions. Citizens thus act as co-researchers and are recognised as in-the-field competent experts.

The presentation will thus explain how the different citizens' groups involved could shape the research. As the lived experiences of the participants is one of the corners stone of Heat Chronicles, the citizens' group identified and characterized the most relevant public spaces, in their opinion. This first step was necessary to prepare collective heat walks, where continuous geolocated set of temperatures with adapted low-cost sensors have been collected and the heat perceptions of the neighbours individually quantified. Finally, the collective interpretation of the results, combining geolocated temperatures and neighbours' heat perception, is allowing to generate new scientific evidence on extreme heat. The process is serving to elaborate proposals for transformative changes of urban spaces.

Focus Keywords: Big Data, Citizen Science ;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.4.3. Mapping governance practices in citizen science: Unraveling collaborative dynamics within participatory technologies

Speaker: Karen Soacha, Jaume Piera, Alexander López Borrull

Format: Research Presentation (10 min)

Abstract: In recent decades, the collaborative efforts of professional scientists and volunteers, also known as citizen science, have significantly advanced the co-production of societal knowledge. This expansion is largely attributable to technological advancements in data collection, processing, and sharing. A prime example is environmental and biodiversity monitoring, in which millions of data points are generated globally each year by volunteer communities. As data generation proliferates, so does the potential for communities to leverage these technologies to address their specific issues, including environmental conflicts, land management, and monitoring of traffic and deforestation.

Central to this citizen science framework are participatory technologies, an array of tools and platforms that enable the co-production of scientific knowledge by both scientists and volunteers. These technologies include low-cost sensors, data-collection platforms, interactive mapping, and GIS tools, among others. They serve the dual purpose of harnessing collective intelligence to meet communal challenges and interests and to navigate the power dynamics and decision-making processes inherent in collective endeavors.

To understand the dynamics of collective governance and, by extension, the governance structure within participatory platforms, a comprehensive mapping of governance practices is conducted. This study delves into the governance mechanisms of over 30 platforms by analyzing aspects such as openness, acknowledgment, privacy, and data sharing. This presentation will explore the spectrum of data and metadata sharing possibilities within these platforms, the recognition and citation of collaborative work, the varied understandings of privacy and their functional manifestations on the platforms, and the decision-making processes regarding what is shared and what is withheld.

This investigation stands as one of the first in-depth analyses of technological governance practices in citizen science. It aimed to identify trends, discuss the implications of these practices on the co-construction of knowledge, and examine the power dynamics between scientists and volunteers. Additionally, it seeks to initiate discourse on the role of platform users in governance. This research contributes significantly to our understanding of collaborative scientific endeavors and offers insights into the effective management of participatory technologies in citizen science.

Focus Keywords: Big Data, Citizen Science; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Open Science.

3.4.4. Mitigating Methodological Challenges in Citizen Science Using Data Science and Machine Learning Techniques

Speaker: Germain Abdul – Rahman

Format: Research Presentation (10 min)

Abstract: Citizen science initiatives offer an unprecedented scale of volunteer-driven data collection but often face scrutiny regarding their methodology, research design, and data collection as well as analysis. Addressing these concerns, this paper adopts a data science approach to process and enhance the integrity of data generated from citizen science projects. We present a methodological framework that employs data science techniques to effectively mitigate data noisiness and coverage biases, issues commonly associated with citizen science datasets.

The paper features a case study involving a collaboration with JGM, a citizen science research group specializing in serious gaming and training. This partnership provides a unique lens to examine the application of data science techniques in citizen science, focusing on analysing team dynamics in escape room scenarios. This article outlines rigorous data preprocessing and processing workflows implemented from a data science standpoint to ensure data quality. The processed dataset, comprising 291 observations and 55 variables, is a blueprint for enhancing data reliability in citizen science endeavours.

In summary, this paper demonstrates how data science methods can make citizen science projects more reliable and replicable. We encourage more work that combines these two fields to improve the quality of research.

Focus Keywords: Big Data, Citizen Science; Other.

3.4.5. The ANERIS project: How citizen science participation and Biomarathons can reduce the marine biodiversity gap of knowledge

Speakers: Berta Companys, Karen Soacha, Sonia Liñan

Format: Research Presentation (10 min)

Abstract: As the climate and anthropogenic-related impacts on marine systems accelerate, there is a need to monitor marine biodiversity to adapt responses towards a sustainable future. ANERIS (operAtional seNsing lifE technologies for maRIne ecosystemS) project aims to establish a network of Operational Marine Biology (OMB) products through the creation, testing and implementation of a next generation of scientific tools and methods. These OMB products require a systematic contribution of observations sustained over time, which can be achieved through participatory technologies, such as MINKA, the citizen science platform developed in ANERIS.

To ensure the continuous contribution of data by citizens for an extended period of time, establishing a collaborative network is required. As per the conceptual framework proposed by Liñan et al. 2022, creating communities secures a long-term public engagement. Community enablers with their own role and interest are required to mobilize participants, in addition to volunteers and academia. ANERIS brings together existing marine networks: the Catalan Federation of Underwater activities (FECDAS) along the Catalan coast, BIOPOLIS working on the Atlantic Network of Intertidal Monitoring and MedCitites, activating coastal community observation points across the Mediterranean Sea. All of them under the umbrella of Ocean Cities Network, a 10 years Programme of the Ocean Decade of IOC-UNESCO, fostering the linkage between municipalities, research institutions, and civil society to the coastal areas of the future.

The BioMARató is a friendly competition started in the coastal region of Catalonia, where volunteer participants collect data of marine biodiversity, share the photos and collaboratively validate the data using MINKA citizen science platform. Over the past 3 years, the BioMARató reduced the gap of marine biodiversity data along the Catalan coast contributing with over 140.000 observations, more than 2500 species, some of them first records of alien species, recorded by more than 450 participants.

The development of OMB products by ANERIS, through the use of participatory technologies and large-scale events like Biomarathons, is significantly advancing the co-production of biodiversity knowledge. In an era where decision-making relies heavily on evidence-based data, such innovative approaches are crucial for the sustainable management of our biodiversity.

Bibliography

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Focus Keywords: Big Data, Citizen Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Investigative Journalism, Living Labs.

3.5.   Storytelling: Learning with and for the community

Chair: Denise Leidelmeijer

3.5.1. Making an Impact: How collaboration between university students and local charities creates genuine change in the community.

Speakers: Shaun Greaves, Andrew Kirton, Phoebe White, Eve Cullum

Format: Storytelling (20 min)

Abstract: Since 1994, Interchange one of the original 'Science Shops' based in the University of Liverpool, and working across Merseyside in the UK, has had the mission of connecting higher education with the regions' voluntary and community organisations (VCOs) through facilitating collaborative research-based projects. Currently part of the School of Law and Social Justice, Interchange supports Sociology, Social Policy, and Criminology undergraduates in being matched with an appropriate organisation and carrying out a community-led research project. The ensuing Client Reports are for academic assessment and future use by the VCO. Typically, they provide evidence of need, which can and has, directly contributed to funding applications, impact evaluations, annual reports, policy reviews, and improving the partner VCOs service and sustainability.

Alongside this empirical research there are also opportunities to collaborate with a Short Interchange project where the student produces a report that provides a knowledge review that helps address a knowledge gap identified by the VCO. This can be through an in-depth literature review, systematic review, or policy analyses. Through these collaborations, Interchange achieves its mission of supporting VCOs at both local and national levels. Considering the withdrawal of European Union Social Fund and the limited availability of UK Shared Prosperity Fund, these Interchange initiatives provide an important alternative that will deliver a lifeboat for charities feeling the rising tide of restrictive finances, restrictive policy, and the ever-increasing number of service-users in need.

We want to share our authentic story of how Interchange has collaborated with NYAS (National Youth and Advocacy Service) over the last 10 years to support their work of campaigning on behalf of children, young people, and adults, particularly those who are care-experienced in England and Wales. The projects facilitated by Interchange between students and NYAS link workers, such as Jennifer Downie, have influenced policy while also contributing to the public conversation about advocacy, protected characteristics, and safeguarding.

A storytelling presentation will consist of three different perspectives including the experience of the link worker from NYAS, the experience of the student who led one of the many collaborative projects, and the experience of representatives from

Interchange who have supported the students and link workers in both an academic and pastoral capacity. The story of the collaboration will chronicle the process of an Interchange research project, the barriers faced by the people working on the project, and how they ultimately overcome these barriers. The story telling session will also detail in what way the finalized client report has entered the public domain and impacted legislation pertaining to youth advocacy on a national platform. There will also be a 10-minute Q & A where the floor can ask questions of all the co-collaborators.

We believe that this is an important story to tell for several reasons. Firstly, because there are only a few Science Shops of our kind in the UK. Secondly, the outcomes of our students' projects have a lasting impact on the practices of our VCOs. Thirdly, we want to share the idea of Interchange and help support other like-minded communities in the adoption of Science Shops/community-led research projects. The solutions we have found can help other communities across Europe avoid potential pitfalls surrounding research ethics, funding, and collaborating with higher education institutions. Finally, with the economic harshness currently gripping Europe, pro-bono research solutions such as Interchange have a greater importance than ever, and we want to help support positive community intervention while also expanding our network with organisations outside of the Merseyside region.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.5.2. Service-learning and Science Shop at KU Leuven: a match made in heaven

Speakers: Sara Vantournhout, Jozefien De Marrée

Format: Storytelling (20 min)

Abstract: In this session we will tell the story of how Community Service-learning and Science Shop found each other in KU Leuven Engage, and how they were able to combine strengths in order to foster and bolster the third mission of the KU Leuven: to put its knowledge at the service of people and society, with specific consideration for those in vulnerable situations.

Launched four years ago, KU Leuven Engage strives to assume the university's social responsibility with a strong focus on solidarity, diversity, and sustainability. It also ascribes to KU Leuven's vision on education and learning, more specifically the ambition to contribute, from research-based teaching, to the personal development and social orientation of its students. To bring this about, KU Leuven Engage facilitates and stimulates community-engaged learning and (student) research through both Service-learning and Science Shop.

As a community-engaged pedagogy, Service-learning aims not only to encourage students to learn in and with society, but also to improve it. Through an engagement that starts from community-identified needs and is inextricably linked to the curriculum via critical reflection, students develop civic responsibility as well as agency and self-efficacy in driving positive social change.

Science Shop is a platform that matches research questions of non-profit organisations with students and supervisors who commit to answer these questions through a research project such as a Bachelor's or Master's thesis. The Science Shop brings students, supervisor and organisation together and subsequently supports the co-creation process.

When combined, Service-learning and Science Shop have proven successful in strengthening research-based learning for, with and in society. In tandem, they have the power to generate profound societal change, both in and through education. However, this is not merely the telling of a success story, as we will also highlight the pitfalls and challenges of this combined educational approach via examples from different faculties. What are some of the risks and stumbling blocks? And what are the necessary tools and building blocks to mitigate those? Aside from sharing a story, this is also an invitation to reflect on the possible limits and future possibilities of this innovative approach to community-engaged learning.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

3.5.3. SSST! We are doing research together!

Speaker: Vincent Hazelhoff

Format: Storytelling (20 min)

Abstract: In the Dutch city of Groningen, more than 25 percent of their 240.000 residents is a student. That makes it a young and vibrant city, but it also brings some challenges. In the Schildersbuurt, a part of the old city, some streets have more than 50% of the houses dedicated to student housing. This had led to some conflicts already, but these tensions grew out of control during the Corona Pandemic. Residents complained about nuisance, open drunkenness and shouting, and demanded the municipality to take action. Together with the residents, the municipality formulated common rules of living, appointed a nuisance coordinator and a prevention coach to improve the situation in the neighbourhood, and instigated a communicative campaign, called SSST!

But do these actions work? That was the question coming from the municipality of Groningen. The Science Shop Language, Culture and Communication took on the question within a Participatory Action Research project called SSST! We are doing research together! In this project, 92 second year students from the Communication and Information Studies programme, developed and conducted a survey about communication and social cohesion in the Schilderswijk. With their door-to-door approach, 605 completed online questionnaires were collected.

But that was not all. A research committee was formed consisting of residents, lecturers and students from the RUG, the municipality neighbourhood manager, nuisance coordinator and prevention coach. Together, they gave input for the research project, formulated questions for the questionnaire, thought along about how to create support within the neighbourhood and how to communicate the end results. In this storytelling, we will take you on the bakfiets (cargobike) to the Schilderswijk, armed with Knols Koeken (cakes) to take a deep-dive into the intricacies and heartwarming stories between nuisance and nuance.

During this session, we explain more about the academic and societal discussions when formulating such a project and the dynamics in the search for a common ground. Next, we also show some of the results of the survey and what happened with these results. To wrap up, we try to answer the age old question: What's next?!

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.6. Bridging Knowledge Cultures: Addressing Power Dynamics in Community-University Research Partnerships

Speakers: Walter Lepore, Budd Hall, Lesley Wood, Irma Flores Hinojo

Format: Workshop: Skills Training (90 min)

Abstract: In recent years, community-university research partnerships have gained prominence as a collaborative approach to address a variety of societal challenges. However, these partnerships are not immune to power dynamics that can influence the research process, outcomes, and sustainability, and how knowledge is produced, validated, and used. This panel discussion aims to delve into the complexities of power relations inherent in community-university research partnerships, fostering a deeper understanding of the challenges and opportunities that arise.

The panel will present three compelling case studies, drawn from the experiences of research and training hubs established through the Knowledge for Change (K4C) Consortium, an initiative of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. These case studies, conducted in South Africa, Colombia, and Canada, illuminate the dynamics and obstacles encountered when establishing meaningful research partnerships between disparate knowledge domains. By delving into diverse geographical contexts and addressing a wide spectrum of societal issues, these case studies underscore the rich knowledge created by local communities in collaboration with universities.

The overarching goal of the discussion session is to inspire the next generation of researchers and professionals to embrace the richness of diverse perspectives and knowledge cultures. By advocating for the construction of "bridges" through practical approaches, we encourage a shift from competition to collaboration in research. We will discuss the importance of embracing diverse perspectives and knowledge cultures to create an inclusive research environment where different forms of knowledge intersect and thrive, leading to a more inclusive and comprehensive understanding of the world around us.

By providing practical tools and recommendations to forge effective collaboration between mainstream research institutions and community groups and organizations, this panel discussion aims to deepen our collective understanding of power relations in community-university research partnerships, and to empower participants with actionable insights for fostering more equitable collaborations. Through shared global perspectives, the discussion seeks to advance the ongoing dialogue on transforming power dynamics in research, ultimately benefiting all stakeholders engaged in collaborative knowledge production processes.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.

3.7. At the speed of trust: Storying shared research agreements

Speakers: Tracey Murphy, Kiara Wilson, Natalya Child, Maya Willard-Stephen

Format: Arts-Based (90 min)

Abstract: Next-generation engagement is sparked in spaces of creative experimentation and built on trust. This 90-minute arts-based workshop will invite participants to reflect on the challenges that researchers with diverse identities, cultural knowledges and positions encounter in co-creating research and the potential of the arts to foster imaginative pathways guided by the ethical values of community-based research (CBR). Inspired by Shawn Wilson's Indigenous concept of research as ceremony, we will offer how stories can synergize co-creation. To open (20 min.) we will offer as a case study, our experiences in a CBR geography class at the University of Victoria, Canada. We learned that a shared agreement—or memorandum of understanding—is not only applicable between university and community research partners but can serve as a valuable pedagogical tool for researchers. Co-constructing shared agreements through dialogic storytelling invited our group to explore the nuances and tensions of working together and expanded our commitments to the ethical principles of CBR projects. Our outcome for this work—a mural—affirms how imaginative responses can carry responsibility in the present and future.

In small groups (50 min.) participants will be prompted to discuss how multiple layers of positionality, experiences and diverse knowledges influence their work as researchers and to consider pathways to shared agreements. Participants will be invited to record their reflections through visuals, metaphors, poetry and designs on individual 12-inch canvas squares. Art supplies will be provided.

To finish (20 min.) participants will be invited to share their canvases and significant learnings with the larger group. Facilitators working as the "outside eye" will sew the canvases together in a collective mural. The mural and written reflections will be shared with the conference organizers for public viewing.

A spotlight must remain on the risk that research relationships will reassert power hierarchies and European knowledges. As universities actively recruit BIPOC students, critical analysis must be directed to the ongoing erasures of these students' diverse knowledge systems and lived

experiences. Our suggestion for shared agreements is one pathway to navigate these complexities. The time required to grow relationships—at the speed of trust—is crucial.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.

3.8. From co-created output to impact; designing for transformative interventions

Speaker: Esther van Vliet

Format: Workshop: Problem-Solving (45 min)

Abstract: Within the Academic Collaborative Centers at Tilburg University we bring researchers and societal partners (public, for profit, non-profit) together to generate societal impact through research, focusing on various areas relevant to broad prosperity. We take a transdisciplinary approach and work in co-creation to generate knowledge and innovations. Though it's a new initiative, our first outputs are being generated. However, we see that despite working in co-creation, there is still a gap to bridge in order to have outputs implemented in practice in order to become outcomes and make an impact.

During this workshop we want to explore and develop ways to ensure that what is created with stakeholders won't get lost and results into something sustainable.

The session will start with a short presentation [10 min] to introduce our initiative and the problem. This will already touch upon barriers we have come across or can foresee like:

- The people we co-created with do not have the "power" within an organisation to ensure implementation
- When the project started, we didn't know who all the primary and secondary end users might be, therefore not everyone was represented in co-creating the output
- It is unclear who is responsible or has the ownership to take the output further to create impact
- The people developing the output, especially the researchers, don't have the resources (skills, time, funding) to help an output progress to make an impact

In small groups participants are asked to reflect on the barriers we presented and whether they have seen additional difficulties that they can add to the list [5 min]. These will be briefly discussed plenary to expand the list [5 min]. Then the groups are asked to choose one of the barriers presented and visualise what a solution could be (either through creating a storyboard, drawing, mindmap etc.) [15 min]. These will then be presented plenary to each other [10 min].

With this session we aim to:

- Raise awareness amongst participants that co-creating with stakeholders isn't the magic bullet and there are other solutions required to make impact
- Gain insight into different aspects to keep in mind when you want to create an impact with outputs

- Develop possible interventions that will help to bridge the gap between an output and the actual usage of it

We will gather all the input we gain and it will help us shape our approach to support generating impact from outputs created from the Academic Collaborative Centers.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Open Science; Other.

3.9.   Nexus Island - A game-based workshop to explore Planetary Health

Speaker: Sara Verstraeten

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: Come and play with us Nexus Island, a game-based workshop focused on planetary health. Like citizens exploring their surroundings, participants discover and research organisms inhabiting the island they "live" on. Conference participants will have a chance to do the workshop, and then to discuss and reflect on interactive and participants-centered forms of public engagement.

This workshop is part of the outreach activities supporting the Traversing European Coastlines (TREC), an international expedition that addresses critical environmental and societal challenges such as climate change, pollution, and the spread of antibiotic resistance. Outreach is a crucial component of the expedition, with activities delivered across Europe in 24 different languages. These activities foster curiosity and provide accessible ways to connect with TREC's science and researchers. Nexus Island is one of these activities, and it has been designed around the question: "How can we make people experience how it feels to be a researcher, and specifically, a researcher on the TREC expedition?"

Conference participants will first take part in the game-based workshop (45 to 50 minutes), and then discuss their impressions. A quick overview (10 minutes) of the ideas behind the design and creation of the workshop will offer further points for reflection.

More info and photos of Nexus Island can be found here:

https://www.embl.org/news/lab-matters/exploring-nexus-island/

https://www.embl.org/about/info/szilard-library/blog/2023/08/nexus-island-in-the-library/

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.10. Storytelling: A touch of direct democracy through collective citizen action

Chair: Glen Millot

3.10.1. It's time to take to the streets and help shape it! - A Bottom-Up Co-Creation Journey (2019-2024)

Speaker: Matthias Pätzold

Format: Storytelling (20 min)

Abstract: The idea of SUPERBLOCKS/ SUPERILLES has found a new location in Leipzig. Between 2019 and 2024, a co-productive process was initiated by local residents, especially women, in the railway district, Leipzig's most multicultural district, with the aim of actively shaping the sustainable transformation of the city from a local grassroots level.

A healthier life and safer journeys for all - it's time to take to the streets and help shape it!

Smart solutions can help make our lives easier and more efficient, but: The quality of life for people is not created in the digital orbit, but on the streets and squares - in the old fashioned way. That's why we give people back public spaces, let children play on the streets and create safe cycle paths and footpaths as well as places worth living in.

Beyond a mere transport experiment, the atmosphere of the area has undergone a change through the traffic experiment, allowing the local community to express themselves, organize and form public opinion early in the planning process.

The redistribution of street space addresses many of the needs of residents from young to old and makes the plans and city council decisions tangible in everyday life. An arena for change and negotiation has emerged, evidenced by the strong interest during our activities.

As a project partner and resident institution, the Science Shop Leipzig conducted surveys, developed and organized participation formats, shared knowledge, identified new thematic areas and sought answers to open questions. The wishes and fears of the community were therefore actively taken into account and we worked together with the city administration and the scientific community to coordinate short- and medium-term adjustments to the planning.

A traffic planning concept is currently being developed for the project area in order to establish a green-blue networked path structure in Leipzig using the superblock approach. In spring 2024, the city council will decide on Leipzig's first superblock. We are pleased to introduce you to the process and its current results.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.10.2. Organizing Street Level Citizen Engagement

Speaker: Khan Rahi

Format: Storytelling (20 min)

Abstract: The presentation focuses on community-based organizing strategies to engage citizens at street level. A CBR practice of Conversation Circles in Toronto shows how to engage everyday citizens in a series of thematic topics. A range of community driven issues covered; providing unimpeded access to ensure relevance, inclusion and openness. The CBR tools contextualized the Circles within a non-lecture or digital formats. A Circle Starter with research practice or lived experience on the topic, opened a circular seated conversation. An interactive exchange, gave everyone a chance to speak, question and generate spin-off actions.

Why Circles: They created a conduit designed to empower civil engage society to act independently on conventional knowledge, not simply consume knowledge (Hess, David 2007).

Further, they focused to democratize knowledge (Sclove, Richard, Loka, 1995) to increase science and society interaction, access and acquire knowledge of the issues. A strong civic culture, a core principle of CBR, empowers citizens to challenge conventional knowledge effectively. The Circles engaged civil society organizations and walk-in residents to define community problem, the choice of solutions and the delivery of interventions (Minkler, M. 2003).

Organizing: A series of consultations identified the community issues and the decline in civic participation, a core value in democratic societies. Next, barriers to access information showed a digital divide, particularly in marginalized communities of colour and impoverished socio-economic enclaves. Aggravated and segmented relations within the community and impeding citizens access to engage posed serious challenges.

Framing Circles: The framework avoided formalized or advocacy platforms. The Starter provided an overview of the issues, raised questions, then remained as resource throughout. This helped maintain an interactive environment and freer exchange of ideas. Any spin off action plans that emerged were provided CBR tools to lead the steps on their own. The CBR practice included data gathering tools, listening to "hidden-transcripts", identify community strengths, authenticity and clarity of the issues (Ibid). Further, the practice ensured relevance and insights into affected communities to create collaborative CBR formats. We engage you to learn from a range of Circle cases and research notes. Bring issues or scenarios to benefit from demonstrated strategies and lessons learned on how to engage everyday citizens to form Circles to openly discuss issues that matter. An introduction follows a facilitated Q/A discussion.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.10.3. Transformative progress and collective action: the emergence of the Red Unión de la Costa in Uruguay

Speaker: Ana Lía Ciganda Garrido

Format: Storytelling (20 min)

Abstract: In 2018, the first Coastal Meeting was held in Maldonado, Uruguay, organized by a civil association dedicated to the appreciation and conservation of the coast. Among the diverse activities encompassed by the event, a Round Table provided a platform for grassroot organizations to exchange perspectives and discuss their actions in the coastal region. The prevailing development model in the Uruguayan coast is centered on sun-and-beach tourism, lacking a commitment to the conservation and sustainable management of natural resources and coastal preservation as a common good.

Various groups advocated to achieve these goals, recognizing them not only as the foundation for tourism but also as the habitat and resource base for a significant portion of Uruguay's population. Prior to the Coastal Conference, these organizations operated independently with minimal communication, and there was limited collaboration with academic experts studying coastal issues. The Round Table highlighted that many of the identified problems were rooted in structural causes, prompting the decision to unite efforts. The formation of a WhatsApp group marked the beginning of collaboration, rapidly expanding to include diverse organizations from different localities along the Uruguayan coast, each with distinct objectives and compositions.

The new organization, initially named Unión de Grupos de la Costa (Union of Coastal Groups), aimed to connect groups and organizations that were already working in the coastal zone and consolidate strength. The Union quickly grew to encompass nearly 20 organizations within three months, attracting coastal experts from the University of the Republic. In the beginning, its main objective was to combat environmental infractions, since, despite robust legal frameworks in Uruguay, the State lacked the capacity to enforce the law, often failing to prioritize environmental issues. Moreover, in some cases, government institutions themselves prioritized economic or political interests over the general interest of environmental protection.

To raise awareness and highlight existing conflicts, a collective public statement was crafted, gaining significant media coverage. Regular meetings were initiated, attracting additional organizations and experts over time. The organization's name was later changed to Red Unión de la Costa (Coastal Union Network), emphasizing its horizontal (network-based) structure, inclusive of various groups. Currently, the Network is composed of more than 80 groups and organizations, and it is carrying out different initiatives in several zones of the Uruguayan coast with a big impact in the media and the general audience.

This session aims to showcase the organization's evolution, emphasizing key milestones and its transformation process. An internal work is underway, involving all network participants in constructing a comprehensive timeline and crafting a shared narrative. The presentation in the Living Knowledge Conference will include audiovisual materials, press clippings, personal testimonies, and more. The session also seeks to share the valuable

lessons learned throughout the organization's journey. A more general aim of participating in the Conference is to get in contact with organizations from different parts of the world to learn from other experiences.

The Red Unión de la Costa, from its inception to its current form, represents a collaborative effort in addressing environmental challenges along the coast. By sharing this evolution, the session aims to inspire others, foster collaboration, and emphasize the importance of grassroots initiatives to drive lasting transformations that contribute to the management of coastal systems with the strong participation of civil society in decision making.

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Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.11. Community initiated research with social enterpreneurs

Speaker: Matolay Réka

Format: Workshop: Problem-Solving (45 min)

Abstract: In our problem-solving workshop, we share the hindrances of genuine engagement in our community initiated research and aim to generate solutions via facilitated interactions with participants. Our central question is how to advance engagement with the local community of social enterprises as well as with the next generation of researchers in our research at a university based science shop.

The case:

We launched the research process by the initiation of a science shop community partner. The request of the NGO was open and broad with a clear aim of conducting research that supports local social enterprises already in the short run. The qualitative research design was directly influenced by its community engaged nature, and thus the social enterprise eco-system in Hungary. Researchers of social enterprises in Hungary were asked about actual and relevant research topics in the local context, and then members of the social enterprise eco-system (leaders in social enterprises, development organizations, impact investors, etc.) were surveyed to rank research topics. The research design continued as a case based qualitative research with a special emphasis on not viewing social enterprises only as research subjects, but also giving them space in other components of the research (e.g. validation) and its outputs (practice-oriented outputs besides research publications). The short-term goals were achieved, and the researchers stayed in the field and now now looking for solutions to embedding new ways of engagement into the process.

Workshop format:

The session starts with a brief introduction to the community initiated nature of the research process through reflective personal accounts by the researchers and a photographic timeline of the milestones and challenges. This calls for the challenges and solutions experienced by the participants of the workshop. They are then invited into a rapid idea generation process in two groups, each including one of the presenting researchers. The two groups approach the problem from two angles. One of the groups focuses on the challenges of engaging the next generation of researchers in community engaged research and learning in general, and in our case in particular. The other group discusses and collects potential solutions for embedding the research into the local social enterprise community. The detailed notes will be instantly displayed and the workshop will end with a gallery walk.

Engagement and impact:

The workshop intentionally starts with an academic standpoint, we present the problem from our researchers's point of view and look for collaborative solutions during discussion. We plan to integrate the outcomes of the workshop into the next phase of the research. Some of the direct impacts of problem-solving may involve deepening the relationship with existing and new community partners at the science shop; and identification of questions from community partners that will be channelled into science shop course projects and answered with and by students and lecturers.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research; Other.

3.12. Transformative Horizons: Fostering Community Engagement through Collaborative Curriculum-Making in Higher Education

Speakers: Linde Moriau, Ciara O'Halloran

Format: Workshop: Problem-Solving (45min)

Abstract: In response to the changing landscape of higher education, this workshop provides a dynamic space for participants to critically explore the benefits and pitfalls of co-created curricula. Studies show that co-creation can improve student engagement, motivation and learning outcomes, while also empowering staff and promoting continuous professional development. Co-created curricula also contribute to the development of engaging and context-specific study programmes. Drawing inspiration from the Erasmus+ project SPACE (Supporting Professionals and Academics for Community Engagement), this workshop will invite participants to ideate around some key ingredients for successful collaborative curriculum(re)design. We will present different forms of co-creation - both in and of curricula - and will reflect on the potential benefits and obstacles from the perspective of student learning and capacity building for future-proof curriculum(re)design. Then, participants in this session will be invited to review and enhance a preliminary draft of a support initiative that aims to support education teams in reworking existing curricula to increase student engagement, social partnerships and distributed curriculum agency. Are you ready to shape the future of education collaboratively? Join us at "Transformative Horizons" and become an architect of change in the higher education landscape.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Theory Development / Reflection Transition Design; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.13. Democratising evaluation - making evaluation collaborative, inclusive and accessible

Speaker: Ruth Unstead-Joss

Format: Workshop: Problem-Solving (45 min)

Abstract: The conference theme invites us to consider building and sustaining next generation engagement. Embedding evaluation (whether as a means to gather evidence, report, learn, reflect and/or assess) will be key to impactful and sustained engagement. With a strengthened evaluation culture in engagement that encourages collaborative reflection and learning, it will be possible to build reciprocally beneficial partnerships across sectors and break down existing barriers to effective partnership working.

Our workshop will consider the case for making evaluation approaches, expertise and resources accessible to everyone. We will demonstrate that perceptions of what is evaluation can shift from technical to more applied, from individualistic to collaborative, and from assessment to dialogue.

We will draw on our experience with the Evaluation Exchange, a partnership between UCL and the community-based organisation Compost London. Our approach to capacity and capabilities strengthening brings together knowledge from different sectors and disciplines to create locally appropriate solutions to evaluation challenges.

We have recently been commissioned by funding initiatives wanting to strengthen reflection and learning in their funded project teams. The project teams we work with typically comprise of researchers, people with lived experience of health or social issues, as well as small community organisations representing people who are often excluded or marginalised, and also artists. Through our experience we've learnt that we are not only supporting project teams, but also breaking down perceptions amongst those who have commissioned our work, that evaluation is an exclusive and technical discipline.

In keeping with the ethos of the conference we propose an experiential workshop in which participants will:

- Learn from activities that aim to build confidence amongst people who don't feel confident in evaluation;

- Consider how creative and participatory approaches such as games can break down barriers to viewing evaluation as something technical and exclusive, to reframing it as something that everyone can and should contribute to;

- Consider how all these contribute to reciprocally beneficial and effective partnership working.

We anticipate that our session will create a lively discussion, opportunities for interaction and feedback between delegates, and potentially new networks for future collaboration.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research; Evaluation and Impact Funding; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.14. Consolidating different knowledge systems – the case of biocultural diversity

Speaker: Barbara Heinisch

Format: Workshop: Problem-Solving (45 min)

Abstract: Citizen science aimed at generating scientific knowledge by means of scientific methods sometimes overlooks the relevance of other knowledge systems, such as lived experience or local knowledge. Since biocultural diversity consisting of biodiversity and human cultural and linguistic diversity is highly localised and suffering a dramatic decline, there is an urgent need to investigate this topic from different perspectives and through participatory approaches. Addressing the problem of next generation engagement in the field of biocultural diversity, this workshop aims to discuss ideas how this complex topic can be investigated by participatory thinking and making use of different knowledge systems, in addition to the scientific one. Another aim of the workshop is to find synergies between different disciplines, different forms of public engagement and science communication to raise awareness for biocultural diversity. Drawing on the Six Thinking Hats method, the workshop participants discuss the problem of the loss and (participatory) study of biocultural diversity in six different ways, thereby contributing their own ideas and analysing the problem also from previously unfamiliar points of view. The outcomes of the small-group discussions are gathered to present them in a format jointly agreed with the participants, such as a blog post or a workshop report to allow others interested in biocultural diversity research and preservation to build on the workshop results.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.15. Audiovisuals as a tool for dialogic interaction between universities and social movements

Speakers: Raielle Mazzarelli, Rubens Bedrikow

Format: Arts-Based (20 min)

Abstract: By showing excerpts from the film "Seeds of Resistance" (directed by Raielle Mazzarelli, 2023) - a documentary about the history and struggle of a social movement for agrarian reform in Brazil, the Landless Workers' Movement (MST) - aspects of this work that can contribute to dialogic interaction between social movements and universities through audiovisual language will be discussed. The film is part of a scientific research project, which began as part of the Midialogy course and led to a master's project in Collective Health, both at the State University of Campinas (Unicamp), Brazil. The project seeks to broaden perspectives on the struggle to reduce social inequality and seek more dignified living conditions. We use the audiovisual format as a tool to give voice to the struggle and broaden its reach. The production, based on Paulo Freire's dialogic method, focused on the exchange of knowledge and experiences, seeking to highlight the importance of university extension. The documentary recorded the story of the founding of the MST's first large settlement in 1985. The film premiered in Brazil in 2023 and will have its first international screening at the Conference. The documentary "Seeds of Resistance" will have the role, in this session, of provoking reflections and exchanges among the participants about the power of images to denounce social inequalities and the need for agrarian reform, with the participation of the university as an institution with social responsibility and engaged in the struggle for social justice.

During the session, a collective production on university extension, social movements and cinema is planned.

Focus Keywords: Investigative Journalism, Living Labs; Science Shop, Service Learning, Social Innovation, Student Research; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.16. Research Presentation: Community engagement methods and practices addressed to social challenges

Chair: Jaume Feliu

3.16.1. Examining the impact of service learning in the context of sustainable development

Speaker: Ann-Kathrin Bremer, Ulrike Brok

Format: Research Presentation (10 min)

Abstract: Universities play a central role in addressing contemporary social, cultural, economic, and ecological challenges (Rieckmann & Bormann, 2020). They serve as a link between scientific knowledge and society by fostering the development of students' skills. Service learning is recognized as one of the most effective approaches to holistic education and is gradually being implemented in universities worldwide (Stöhr & Herzig, 2021). Furthermore, service learning is increasingly acknowledged as a suitable method within the context of education for sustainable development (ESD). The interdisciplinary collaboration in various projects facilitates a scientific exploration of socially relevant issues, contributing to the acquisition of skills necessary for addressing current challenges and driving transformation processes (Spraul, Hufnagel & Höfert, 2020).

At the Catholic University of Eichstätt-Ingolstadt and the Martin Luther University Halle-Wittenberg in Germany, research is being conducted on the gap between the widespread use of service learning at universities and empirically verifiable effects, such as its impact on student learning outcomes (Bartsch & Grottker, 2020). As part of the project "Senatra - Service Learning and Sustainable Transformation of Universities," funded by the Federal Ministry of Education and Research, the research focuses on the question: What influence does service learning have on students' acquisition of sustainability skills? To address this question, a psychological impact model was developed based on existing research literature. The model outlines the influence of various aspects of service learning and ESD (e.g., cooperation, social need, curricular anchoring, support, reflection, sustainability awareness, sustainability key competencies, motivation, perceived meaningfulness, and self-efficacy) on the success and quality of learning. To empirically test the model, a survey instrument was designed and validated using a pre-post design. Interventions, in the form of service learning seminars, were conducted at several German universities between the surveys. Some seminars collaborated with practice partners on sustainability projects within the universities, while others took a more traditional approach, working with non-university partners. The presentation introduces the developed model and shares initial results from the validation phase conducted last semester.

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Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Evaluation and Impact Funding; Science Shop, Service Learning, Social Innovation, Student Research.

3.16.2. Hackathons: Facing community challenges together

Speaker: Lara Morcillo Sánchez, Pere Soler Masó, Anna Planas Lladó, Eduard Carrera Fossas

Format: Research Presentation (10 min)

Abstract: Hackathons offer an innovative approach to addressing educational, social, or community challenges. They provide an intense experience in a short time where people from diverse backgrounds and with no previous knowledge of the method can create, enjoy and learn solving a common proposal. In the HEBE project, three hackathons were held in selected case study areas: a neighbourhood in Girona, the municipality of Celrà and a district in Barcelona. The research not only carries a practical dimension but also aims at community transformation, achieved through hackathons. This event is both a component of the research and founded on the research itself, seeking to strengthen and empower community members through a citizen science process. Over the past two years, the HEBE project has been working with members of the communities to conduct research on youth empowerment. At the project's initiation, three motor groups were formed consisting of researchers, community members, professionals and young people. This group's role was to collaboratively work with researchers throughout the fieldwork and the development of the hackathon, fostering better connections among themselves and with their own territories. The fieldwork involved youth, professionals, families, and politicians, to seek insights into youth empowerment within their respective communities. Systematic and diagnostic reports were produced for each community and based on these results three challenges were formulated to address the specific needs and characteristics of youngster in each community. The hackathons occurred between November 2023 and February of 2024, while the number of participants varied (ranging from 20 to 50) and the orientation towards results or experience differed, common elements included a facilitation team for participant support, continuous catering, a tight work pace and a positive, festive atmosphere. As a participatory, creative and learning space, each hackathon produced between 5 and 7 projects, some with political commitments to continue. However, the most important insight is not just the tools and ideas for future youth empowerment projects in the community, but the impact of the whole research on the young people, professionals and members of the community, and the sense of belonging and shared commitment build through the process. For comprehensive information, including reports, videos, projects, etc., please visit: https://projectehebe.com/creacions/hebe-hack/

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.

3.16.3. Potential engagement across Botanic gardens via local food knowledge

Speaker: Baiba Pruse

Format: Research Presentation (10 min)

Abstract: Local knowledge on the topic of food is fading with each generation, pushed by factors such as globalization and market integration. The knowledge has disappeared fastest in industrialized urban areas, which are also the regions where most botanic gardens are situated. Along with their existing goals of education and conservation, this makes them the prime candidate to explore and disseminate food-related local knowledge. We researched to what extent food-related local knowledge is exchanged in European botanic gardens. In this presentation, the authors will provide gained insights from more than ten European botanic gardens regarding the engagement of local (food) knowledge e.g. seed exchange as well as add learning points on different potential community collaboration strategies e.g. ethnobotanical field works, edible plant harvest initiatives with school pupils.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.16.4. UNIC CityLabs for collaborative problem framing

Speaker: Ciara O'Halloran

Format: Research Presentation (10 min)

Abstract: This paper presentation reports on the use of Mutual Learning Exercises (MLE) as a methodology to bring diverse stakeholders together to explore and exchange best practices through mutual exposure of views and experiences, expectations, and concerns around the energy transition. MLE's are an innovative methodology being piloted within the UNIC European University Centre for City Futures, which is mobilising a large-scale pan-European Change Laboratory called UNIC CityLabs. Its goal is to nurture an open innovation ecosystem that facilitates city engaged learning and research, leveraging the complementary capacities of ten port cities and their ten universities to develop collective regional capacity and capabilities beyond and across their boundaries. The European University initiative is an EU effort to strengthen the European Research Area and European Education Area. UNIC is the European University of Post-Industrial Cities in Transition. We outline the use of the CityLabs process in relation to exploring socio-economic participation and benefit in renewable energy infrastructure in Europe. At both a methodological and empirical level, this work explored the role of new mechanisms for participation in achieving a just transition.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Theory Development / Reflection Transition Design.

3.16.5. Unlocking Potential: Science Hub's Success at the University of Łódź

Speakers: Małgorzata Dzimińska, Aneta Krzewińska, Izabela Warwas

Format: Research Presentation (10 min)

Abstract: This presentation delves into Science Hub initiative (www.sciencehub.uni.lodz.pl) launched at the University of Łódź to foster collaboration with external partners and drive positive societal impact. The focus of this presentation is to share insights into the design, launch, and implementation of this novel initiative, highlighting its achievements in its inaugural year. Notably, the initiative facilitated over 40 collaborative applied research projects across 15+ disciplines, engaging academics, students, and external partners.

Commenced in 2022 and supported by the Polish Ministry of Science and Education as a two-year endeavor, Science Hub aims to bridge connections, facilitate networking, and nurture the development of applied science projects addressing local and global challenges. By involving a spectrum of external partners—from local communities, NGOs, cities, to private entities—Science Hub actively promotes robust collaboration among students, academics, and societal stakeholders. This collaboration fosters the co-creation of interdisciplinary and transdisciplinary ventures.

During the presentation, the focus will be on showcasing the applied solutions, processes, and incentives that have contributed to the initiative's success. These insights can serve as both inspiration and reference points for other Science Shop initiatives, particularly those in their nascent phases seeking successful kick-off strategies and operational insights.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.17. Storytelling: Building Bridges in Academia: Institutionalizing Participatory Research, Fostering Communities of Practice, and Enhancing Public Engagement

Chair: Laura Fuchs-Steinhaus

3.17.1. Beyond Projects and University Structures: The rise of OpenLab.Brussels as the Institutionalisation of Participatory Research between the Vrije University Brussels (VUB) and the Université Libre de Bruxelles (ULB)

Speaker: Fanny Sbaraglia, Eline Livemont

Format: Storytelling (20 min)

Abstract: Facing wicked problems is a challenge for universities organized by scientific disciplines and faculties. Indeed, wicked problems are complex, unpredictable, and uncertain (Head, 2022) which clashes with the current organization of university structures. Interdisciplinary approaches are mainly supported by project funding rather than structural and institutional support (Sancino et al. 2023). This relationship between project-based organizations and institutional structures also arises in the case of participatory research, which is an essential lever for tackling wicked problems (Blomkamp, 2022). Engaging in participatory research is a well-established yet challenging practice, often confined by project-based funding limitations, such as dedicated funding for specific themes, constrained timelines, and a focus on analysis or prototyping. Recognizing these challenges, VUB and ULB aim to establish the 'OpenLab.Brussels' as a groundbreaking infrastructure, addressing deficiencies in project-based approaches, emphasizing capitalization, reflection, and knowledge transfer—crucial but often overlooked aspects. Innovatively departing from the project-centric model, OpenLab.Brussels aspires to evolve into an institution serving participatory research for and by the people of Brussels. Positioned as a project of institutionalization, it seeks to establish a co-managed tool within the quadruple helix framework, refining scientific, ethical, legal, and economic frameworks. OpenLab.Brussels transcends project constraints by centralizing efforts, fostering horizontal exchange, and harmonizing "top-down" and "bottom-up" approaches. With a long-term perspective, it accommodates diverse temporalities, achieving economies of scale. The initiative addresses challenging facets of participatory research, including ethical and intellectual property issues, training, and quality frameworks, and innovative economic models for seamless integration.

In addition, symbolic recognition remains pivotal; affiliation with universities, backed by strong institutional support, positions related projects as thorough, rigorous, and complete research. A distinctive feature is its commitment to involving major actors in co-creation, aligning with the quadruple helix. This collaborative approach ensures a

holistic perspective, integrating societal, economic, and environmental considerations into research endeavors.

In conclusion, OpenLab.Brussels is a pioneering venture in participatory research, transcending conventional project-based approaches. Reflecting on our transformative journey, we commit to addressing challenges and seizing opportunities. In the spirit of openness, we invite the audience to a dialogue about the main challenges and opportunities in OpenLab.Brussels, fostering insights for impactful participatory research initiatives in Brussels.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.

3.17.2. Facilitating Connections through E-Learning, Communities of Practice, and National Award Program – A Canadian National Network

Speaker: Amanda Demmer

Format: Storytelling (20 min)

Abstract: Community-Based Research Canada (CBRCanada) is a national non-profit organization in Canada that contributes to equitable, just, and sustainable communities within and beyond Canada. Our mission is to champion community-based research, and one way we do this is facilitating connections between established and emerging researchers, practitioners, and leaders. This presentation will tell the story of three specific initiatives in 2023 meant to facilitate connections to support next generation leaders and promote next generation impact.

1) E-Learning Events. For the year of 2023, CBRCanada hosted an E-Learning series called "Moving the Dial" that highlighted research projects that demonstrated excellence in community-based research and transformative and impactful collaborations that moved knowledge into implementation for positive social and societal change. Through highlighting examples of research and impact excellence by both established and emerging researchers, CBRCanada facilitated connections between network members including connecting young researchers and practitioners (the next generation leaders) with established experts.

2) Community of Practice. In addition to the E-Learning events which involved formal presentations of research projects, CBRCanada offers a 'Community of Practice' that provides an informal discussion space for network members to discuss with others the challenges, successes, and ideas with others to move their thoughts and projects forward, as well as develop their own thinking. This provides an excellent opportunity for the next generation leaders and emerging researchers to connect with each other and with established experts, and provides a space for informal learning, collaborative idea generation, and mentoring.

3) National Awards of Excellence. CBRCanada recognizes the next generation of leaders in community-based research in Canada by offering an award each year to an Emerging Community-Based Researcher – a young researcher within the first 5 years of their career who is showing excellence in research engagement and impact and promise as a leader of the next generation.

Through this storytelling session, we will tell the story of planning and implementing these three initiatives to facilitate connections and equip next-generation leaders for next-generation impact. We will share key insights on what successes, challenges, and opportunities CBRCanada has experienced on our journey.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.17.3. Forming a community of practice in public engagement accross faculties and universities

Speaker: Henk Mulder

Format: Storytelling (20 min)

Abstract: Recently, most European Universities have become part of a European University Alliance. University of Groningen is part of ENLIGHT, which comprises 10 universities in different countries. These alliances want to make it easier for students to study at partner universities, and share best practices in research, teaching, and public engagement.

Over the past three years, the University of Groningen has been leading the efforts to build a community of practice in public engagement in the alliance. In this story, we will share our experience. Starting from a survey among the partners on their current forms of public engagement (which we made too complex in hindsight) to starting online meetings to exchange information needs, and then organizing webinars for sharing best practices. Due to many differences, in the meaning of words, university structures, and the current state of public engagement at various partners, it is difficult to get everyone on the highest step of the ladder of participation, but on-site, workshops have been really helpful in starting to climb the ladder. We now have a community of practice, but the challenge to keep it alive and get enough top-down support remains.

Over the past three years at Groningen University, we were very successful in building a community of practice in public engagement. We will explain how our new Open Science policy was helpful, and we are now organizing training and network meetings, have set up a seed fund for collaborative projects, and how the Science and Engineering Faculty even took it one step further and now includes impact (including public engagement) as one of the criteria for promotion and tenure.

A bumpy road with some lessons learned, but going in the right direction!

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.18. Storytelling: Empowering students as active agents, in and through community engagement

Chair: Catherine Bates

3.18.1. A small Community-based Participatory Research module making a big impact. A story about University College Cork's participatory research module for PhD students

Speakers: Ruth Hally, Catherine O'Mahony

Format: Storytelling (20 min)

Abstract: Our story begins 8 years ago with the development of a postgraduate module for PhD students in University College Cork, Ireland by Dr Ruth Hally, Dr Kenneth Burns and Dr Catherine O'Mahony. This taught module on Community-based Participatory Research (CBPR) has planted the seeds for engaged research activities in the university. Alumni include designers of large scale climate action initiatives, disciplinary champions of community engaged learning practices, leaders of institutional PPI initiatives, and partners with local and national groups. Some others are just quietly using the principles underpinning CBPR in their daily work, with less fanfare but no less impact. This session will uncover these stories and bring forward learning as we consider the future and working to ensure a 1000 blooming plants emerge and thrive from these seeds.

The CBPR module originally aimed to provide postgraduate students with a grounding in the principles, politics, and practices of community-based participatory research. But, it is now a very important training and skills-building resource valued by the University for early career researchers. The module, which partners with a different community-based organisation, is oversubscribed each year and is perceived as an essential element of training by many PhD supervisors.

With their partner every year, the UCC students and teaching team, embark on a journey to discover something of importance to the community organisation. Students witness the knowledge and expertise at the heart of the community group and they get a sense of the nuanced social, political, and environmental issues for these organisations. Frequently, feelings of frustration and injustice are vocalised by the students as they begin to challenge their prior conceptions and knowledge. There is a palpable sense at the end of these projects that agency has been unlocked, thinking has been rewired, and change is afoot.

In this storytelling session, Ruth will share key learnings and insights from the module including:

- Outlining the range and breadth of community partners the module has collaborated with

- The 'Aha' moments when students and teachers shifted in thinking

- The crisis moments when the things came unstuck and how we found our way forward

- The progress made as a result of these collaborations including how this work responds to the SDGs and is a model practice in education for sustainable development

A variety of teaching tools and resources will be shared and details provided on these tools were/can be applied in practice. The importance of facilitation skills for CBPR and engaged research projects will be highlighted. PhD students require strong facilitation skills to be able to carry engaged research methodologies in their doctoral studies. But, many Universities are lagging behind in providing these skills which makes opportunities provided by modules such as UCC's CBPR module all the more important.

Participants in this session will learn about the team-teaching approaches utilised and how the team has learned to place less of an emphasis in class on the acquisition of content, and instead provided a space for students to discuss, reflect and co-create. Students are provided with a grounding in related theorists and frameworks via our learning management system Canvas.

Participants will also learn about the preparatory background work that goes into making this module a success. Such as initiating the search for a community partner approximately 6 months prior to the module commencing to ensure the right fit and to give space for relationship building. This background work is just as essential as preparing the materials on Canvas, determining the sequence of lecture delivery etc. as they help to ensure that conditions are optimal for the collaboration. Finally, Ruth will look to the future and indicate how this module will continue to shape and equip the next generation for a sustainable future.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.18.2. Development of educational tool 'Virtual Hackathon' for societal use

Speaker: Karin de Boer

Format: Storytelling (20 min)

Abstract: How can we use the public educational method 'Virtual Hackathon' to teach students in higher education how to tackle a complex issue under the pressure of a short time? Three complex issues have been used as a challenge in various pilots in which we tested an innovative educational method of the Erasmus+ project 'Virtual Hackathon'.

Via an online roadmap this educational method offers a practical approach to meet the increasing need for collaborations and innovation processes. By inviting students to open and co-creative innovation processes, it supports the process of transdisciplinary two-way dialogues between students, researchers and societal actors. In a combination of design and systems thinking, students analyze the challenge, empathize with key stakeholders, collect ideas, create prototypes and prepare possible solutions. Central to this process is the concept of a just transition, which means that the ideas and solutions developed must be inclusive, fair and leave no one behind.

Overall, the 'Virtual Hackathon' designed educational method was evaluated as a suitable learning tool to use in a multidisciplinary setting, preferably on location. According to the students: 'any complex problem can be inspiring if it is tackled in this way.' Societal stakeholders suggested that without the pressure of a short time this method could also be suitable for social use.

In this session we briefly explain the teaching method. What are our experiences and would it also be useful in a different setting with other participants? We would like to discuss what kind of methods are socially useful to tackle complex problems with multiple groups in society.

Educational method:

https://virtualhackathon.eu/en

Pilots:

https://www.rug.nl/sciencelinx/nieuws/2022/10/hackathon-om-lichtvervuiling-zernike-campus-aan-te-pakken

https://www.youtube.com/watch?v=COwtYFItq4Q

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

3.18.3. Empowering Student-Driven Learning: Exploring the Dynamics of Self-Organized Teaching and Transdisciplinary Engagement

Speaker: Agatha Majcher, Frank Becker

Format: Storytelling (20 min)

Abstract: In evolving landscapes of higher education, student-organized teaching, while promising learning opportunities, remains rare and relatively under-researched (Bönisch et al. 2023). Defined as learning and teaching at higher education institutions where students actively and self-determinedly design learning processes for themselves and others, student-organized teaching offers benefits, including skills in conceptualization, moderation, methodological approaches, science communication, presentation, decision-making, and interaction with diverse partners like academic staff, civil society, businesses.

This workshop aims to delve into this transformative educational paradigm, emphasizing potentials to foster transdisciplinary learning and active civic engagement. We explore student-led curriculum development and mutual exchange of insights into supportive frameworks essential for independent educational pursuits.

Through engaging and interactive discussions, the participants share experiences and perspectives from different global academic institutions. This collective exploration aims to elaborate the broader implications and possible pathways towards self-organized teaching models and methods in the participants' respective institutions.

Crucial outcome of this workshop is a collaborative discussion about a framework for self-organized teaching, suitable for adoption in other universities. Questions to be addressed:

- Within what context should student self-organized teaching operate?

- What freedoms should students have?

- What support structures are needed?

- What mistakes should students be allowed to make, and when should intervention occur?

Additionally, the session will explore the nuanced role of science shops in providing support while respecting the creative autonomy of student educators and delve into how students can engage with and address real-world problems of civil society, fostering a deeper connection between academic work and societal needs.

Through this workshop, we aim to foster innovative strategies for collaborative, transdisciplinary learning environments. The anticipated outcome is a collection of actionable ideas to enhance a participatory, socially-responsive education landscape.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.19. Let's talk citizen science: a discussion game to explore challenges and opportunities in mainstreaming citizen science

Speakers: Florence Gignac, Enrico Balli

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: Contemporary science is complex, interdisciplinary, uncertain, and very difficult to define. These same characteristics apply to citizen science, which has the power to change science from the inside and make it more democratic, open and inclusive. Yet, as powerful as it is, citizen science is still only used by a minority of scientists and actively involves a small fraction of people. How can we make it more mainstream?

To explore the opportunities and challenges inherent in citizen science we propose a discussion game based on the "Playdecide" (playdecide.eu) model. Discussion games are deliberative games designed to promote discussion, in a process of comparison of ideas and, at the same time, of learning facts, data and concepts.

The game will be based on the European Citizen Science Association's (ECSA) "Ten principles of citizen science". Even though there is a general agreement that citizen science includes activities that actively involve the public in scientific research to generate new knowledge or understanding and thus has the potential to bring together researchers, policy-makers, and society as a whole in an impactful way, its characteristics are expressed differently – depending on the context. Even the ECSA Ten principles, which are considered a notorious reference, also leave open the possible applications and methods of citizen science as well as its interpretations.

The game will be organised in two parts. In the first part, the game will be played by small groups of 5-6 participants in order to give everyone the opportunity to freely express their opinion in a non-judgemental space. Each group will be provided with the set of cards to prompt discussion as well as the dashboard for deliberating. In the second part, the groups will compare their deliberations in a plenary session. Two facilitators will be present to help when needed and streamline the process without interfering with the discussions.

According to the golden rules of discussion games defined by the "Discussion game manifesto" (project FUND - Facilitators Units Networks for Debates), discussion games aim to explore opinions and highlight differences in a democratic fashion. They are not meant to persuade nor to convince anyone and all perspectives are taken in due consideration. So at the conclusion of the session we would like all participants to have had the opportunity to explore the vast ocean of citizen science activities and be more aware of its immense potential.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.20. Taking participatory work from project-level methods to institutional change strategy.

Speaker: Shubhangi Kumari

Format: Discussion Panel/Roundtable (45 min)

Abstract: At Urban Institute, we have engaged project teams, centers, and our own institution in centering lived experience and expertise in research and communications. Internally our work has spanned providing technical assistance to project teams in incorporating participatory practices, strategic prioritization and implementation of community engagement in our diverse research centers and reflecting and pushing on our institution's position and commitment for creating a foundation for authentic and equitable community engagement. The incorporation and systematization of participatory approaches has entailed grounding work of defining our methods and principles, and practical elements of compensation, positionality, and power-shifting efforts. Building upon this work, the Community Engagement Resource Center at Urban Institute specializes in providing training, tools, and technical assistance to researchers, funders, policymakers, community members, and participatory practitioners to develop capacity and create systems-level change to center communities and people with lived experience in their work.

Our internal work has led to a new body of equity workshops that we have successfully implemented for external stakeholders. We have worked with the US government's federal project teams and institutions in centering lived experience in their work towards more equitable research and communications. In this work, we have conducted an extensive review of participatory projects funded by the government to learn about promising practices and areas of support for participatory research. We have also facilitated workshops for federal project teams on incorporating equity in research and communication on a variety of topics: welfare, economic mobility, race, and data privacy. The equity workshops have been essential in laying the practical groundwork and ethical impetus for engaging communities most impacted by our work in research as partners.

Working with teams and institutions internally and externally, we have expertise in strategic and practical groundwork that it takes for authentic, systematized and rigorous community engagement. In this roundtable, we will share three key lessons from our work on defining participatory research, positionality, and creating partnerships for authentic engagement. The presenters will share strategies, tools, and provide activities for the group to apply and dig deeper into any one of the key lessons.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;

Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.21. Citizen Science Shops: fostering synergies between science shops and citizen science research

Speakers: Karel Verbrugge, Jozefien De Marrée

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: Within community-engaged research and learning, the links between citizen science and science shops have been a topic of exploration for quite some time. (1) Both approaches aim to increase the societal impact of higher education and research institutions by drawing non-academic stakeholders closer. Both also allow for the creation of new forms of expertise, knowledge, and research practices. It therefore makes sense for institutions to try and integrate their public engagement activities when aiming to become true 4th generation universities. (2)

After all, the current surge in recognition of citizen science in policy documents and public opinion can serve as a basis for increasing general interest in community engagement through research. Vice versa, the experience of working with non-academic stakeholders through science shops might also inspire a new generation of researchers towards considering participatory research methods such as citizen science.

Thus, by interconnecting its practices, community engagement could open the door to a breath of fresh air that might enthuse future generations. However, it appears we currently lack guidelines or solutions on how to sustainably establish this interconnection, let alone foster changes in mindset and culture at the institutional level.

This development workshop will use reflection exercises and co-creation methods to explore workable solutions that can lead us to a 'next-generation citizen science shop'.

Through citizen science, we hope to expand the research methodology and subjects that typically are successful in science shops. Similarly, tapping into the established networks of science shops might encourage more grassroots citizen science initiatives to set up academic partnerships. Finally, combining citizen science and science shops in an educational (community service learning) framework could expose the next generation of students to community engaged research practice.

Participants will collaborate in several small groups, focusing on aspects that are identified during a plenary brainstorming exercise. Each group will ultimately propose a series of actions that contribute towards the practical integration of science shops, community engaged research and citizen science. In structurally combining these actions, the workshop will deliver a strategy to optimize the fruitful collaboration between science shops and citizen science hubs.

(1) (2) Footnotes included in section 17 to not go over max characters.FOOTNOTES: (1) See for example Gresle, A.-S., Urias, E., Scandurra, R., Balázs, B., Jimeno, I., de la Torre Ávila, L. and Pinazo, M. J. (2021). Citizen-driven participatory research conducted

through knowledge intermediary units. A thematic synthesis of the literature on "Science Shops" JCOM 20(05), A02. https://doi.org/10.22323/2.20050202 --- (2) https://link.springer.com/referenceworkentry/10.1007/978-3-319-69902-8_77-1 --- We would like to add for the reviewers that all 3 organisations involved (Scivil, VUB, KU Leuven) not only each have extensive expertise in citizen science and/or science shops, but also have been closely collaborating on these topics for quite some years. In other words, we will be able to bring specific examples to the workshop and to draw from our own experiences and insights to ensure participants will have something to learn and gain.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

3.22. Citizen Science Collaborative, fostering social inclusion in SENSE.STEAM education

Speaker: Rebekah Breding, Josep Perelló, Isabelle Bonhoure

Format: Workshop: Problem-Solving (45 min)

Abstract: In this workshop, we want to discuss citizen science and social inclusion within Science, Technology, Engineering, Arts, and Mathematics (STEAM) education, for innovative and transformative learning. SENSE. is a H2020 project that advocates for the development of a high-quality future-making education that is equally accessible to all learners and promotes socially conscious and scientifically literate citizens and professionals. SENSE. aims at radically reshaping science education for a future-making society and promotes the integration of all human senses into exploring and making sense of the world around us to challenge conventional ideas of science and science education.

The workshop's core objective is to dissect and comprehend the complexities inherent in the integration of social inclusion and citizen science into STEAM education. We will begin with a brief overview of three distinct case studies and will unravel context-specific challenges while simultaneously presenting innovative methods of mitigating these issues. A particular focus will highlight elements of participatory science, agency, co-creation, identity, and access through the lens of citizen science.

After becoming familiar with the case-studies, the participants will be encouraged to engage in a short but dedicated session of reflection activities, discussion, and collaborative problem-solving. These exercises are inspired by real-world scenarios, allowing attendees to navigate obstacles, propose solutions, and collectively brainstorm strategies to overcome challenges in integrating citizen science into STEAM education.

The session will close with a general discussion on the tools and the methodologies showcased, the challenges that we encountered, and how we will be moving forward in building collective expertise, dismantling barriers, and empowering individuals and communities. The outcome of this workshop will be collected as insight into developing methodology, guidelines, recommendations, and good practices for implementing social inclusion into the Roadmap for the SENSE. project.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Open Science; Big Data, Citizen Science.

3.23. SȽEW̱ÁȽ NOṈET - A First Generation of Reconcili-Action

Speaker: Tye Swallow

Format: Arts-Based (90 min)

Abstract: The W̱SÁNEĆ School Board near Victoria B.C., Canada, is a First Nations school in traditional W̱SÁNEĆ territory, including the Saanich Peninsula and Gulf Islands of the Salish Sea. Since 2013, this community has deeply engaged in SENĆOŦEN language revitalization and immersion schooling. ÁLEṈENEC̸ means Homeland, and is a central theme of our school programs. ṮEṮÁĆES is the word for island. Translated, it means "relatives of the deep." W̱SÁNEĆ people's relationships to their islands is deeply reciprocal; they have a responsibility to take care of each other since time immemorial.

Centuries of colonialism have severely disrupted this relationship. Canada's recent commitment towards Truth and Reconciliation is a significant step towards correcting some of the wrongs. Fortunately, there are many settlers wanting to work with W̱SÁNEĆ people through acts of reconciliation – Reconcili-Action. SȽEW̱ÁȽ NOṈET is how W̱SÁNEĆ people describe these important acts; it means towards peace of mind at last.

S,DÁYES and S,ḴȾAḴ (Pender and Mayne Islands) have established true partnership with W̱SÁNEĆ people, and residents of both islands have engaged in reconcili-action efforts through initiatives we call ṮEṮÁĆES. For example: ṮEṮÁĆES Climate Action Project 2020 -

(see: https://www.sgicommunityresources.ca/climate-action-project/.

Stemming from that success, the ṮEṮÁĆES Revitalization Project emerged in 2021/22, and involved the development of a series of educational videos with supports from the W̱SB, SGICRC, W̱SÁNEĆ Leadership Council, Raincoast Conservation Foundation, UVIC Living Lab Project, the South Pender Historical Society and the Capital Regional District. (see: https://www.sgicommunityresources.ca/tetaces-revitalization-project/.

Four videos were produced: See
https://drive.google.com/drive/folders/12bDU_aNrE28ILCjTfsGlri6we_hYu-l0?usp=drive_link).

This 90 minute arts-based story telling presentation will share videos to demonstrate how W̱SB continues to collaborate with communities, campuses and organizations to challenge systems of colonization, and to invite participants to share how they engage in similar acts of SȽEW̱ÁȽ NOṈET. Two SENĆOŦEN Master Teachers, language apprentices and youth will open with drumming and song to weave elements of W̱SÁNEĆ culture. Together with a a Uvic professor and W̱SB program facilitator, we will also discuss many of the emerging ṮEṮÁĆES (homeland/science) based curriculum we are developing at W̱SB in partnership with universities (Uvic and UBC).

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.24. Enhancing Sustainability through Service Learning: A Holistic Approach to University Transformation and Regional Impact

Speaker: Katrin Hedemann

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: To address the imperative of achieving sustainability goals, such as the Sustainable Development Goals (SDGs), fostering meaningful connections between academia and real-world practices is paramount. The implementation of innovative solutions and institutional change needs active participation and support from those directly engaged or impacted on a daily basis. Equipping students with essential competencies, including problem-solving, collaborative teamwork, project management and self-reflection on their role in transformative processes, is vital for their contribution to sustainable development within the university, future careers, and broader areas of societal engagement.

The "Senatra - Service Learning and Sustainable Transformation at Universities" project, a collaborative effort involving five German universities and a student network, explores the potential of Service Learning seminars in driving sustainable transformation within both university structures and their surrounding communities. Senatra's innovative approach lies in the combination of Service Learning with the Whole Institution Approach (WIA). Aligned with the WIA, Service Learning projects are implemented in collaboration with stakeholders from diverse university domains, including research, teaching, governance, campus operations, administration, knowledge transfer, and student initiatives. Additionally, Service Learning projects with external partners extend the impact to promote knowledge transfer and sustainable development in the broader region. The primary goal of Senatra's seminars is to empower and inspire students as change agents for sustainable development within their universities and beyond, concurrently providing valuable services to practice partners and supporting their progress toward sustainability.

This workshop will showcase the Senatra project, focusing on practical examples from past (summer 2023 and winter 2023/24) and ongoing seminars. Following the presentation, workshop participants are encouraged to engage in a discussion about their experiences with university sustainability transformation and share ideas for potential student projects. The interactive segment involves creating posters with thought-provoking concepts for future student projects aligned with the SDGs in cooperation with partners across various university sectors.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research.

3.25. Connecting Art: Resources for Nature Engagement

Speakers: Stella Veciana, Ralf Hilgers

Format: Arts-Based (20 min)

Abstract: This session is related to the "On Connecting" art-based session at the beginning of LK10 in which participants envision inner or outer resources for nature engagement by co-creating an art installation.

First, the innovative artistic research method "Connecting Art" will be introduced. It integrates artistic, educational, and sustainability research to develop collaborative transdisciplinary competences, in this case the competence to envision and share engagement resources for further community action. "Connecting Art" applies scenario analysis methodologies of sustainability research, creates environments for transformative education, and fosters the creation of collaborative art installations as visual and semantic networks of interconnectedness.

Second, a short video documentation and the first results of the "On Connecting" session are presented and discussed with the conference attendees by inventive research arts practices. As a result a collaboratively generated visual and conceptual network of interconnectedness will emerge that is intended to serve as a new 'web of meaning' for further creative development. The results will be analysed, evaluated and published to share and advance the employed artistic methodology for community engagement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.26. Storytelling: Integrating Social Science, Community Engagement, and Sustainable Development in Health and Education

Chair: Anne Sophie Gresle

3.26.1. Lestari Canvas: The Story of a Community-Driven University for a Sustainable Transformational Social Change in Borneo

Speakers: Mohammad Affendy Arip, Ahmad Syafiq Ahmad Nasir

Format: Storytelling (20 min)

Abstract: A university must transcend the confines of an exclusive ivory tower mentality, catering solely to select groups or industry demands. Instead, it should actively contribute to the development of the surrounding community. For Universiti Malaysia Sarawak (UNIMAS), community engagement is not just a practice; it is ingrained in its identity since its inception 32 years ago. UNIMAS has garnered recognition from local communities as a university deeply rooted in serving them, prioritizing its role as a beacon of knowledge that enriches its surroundings.

The "Lestari Canvas" framework embodies UNIMAS's commitment in ensuring that all community engagement initiatives not only persist but also empower the communities they serve. Lestari is a Malay word that means sustainable. "Lestari Canvas" refers to sustainable canvas that provides a comprehensive model and framework of approaches for building and implementing sustainable community projects.

Moreover, "Lestari Canvas" exemplifies a human-centred approach to sustainable socio-economic development, integrating Community-Based Participatory Research (CBPR) to discern the genuine needs of each community.

Among the exemplary initiatives by UNIMAS using this franework is the eBario project, acclaimed for providing computers and internet access to remote Kelabit communities nestled in the highlands of northern Sarawak, within the Malaysian Borneo. Other endeavours include modernizing the Apong industry in Samarahan, delivering clean and treated water supply to rural schools, promoting STEM education, and fostering environmental sustainabilty awareness.

Keywords: Sustainable Transformational Social Change; Humanity-centric Approach; Community-Based Participatory Research (CBPR); Symbiotic Partnerships, Social Innovation

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.26.2. Empowering Young Researchers and Practitioners for a better response to epidemics: Strategies for Support and Engagement

Speakers: Cyrine Bouabid, Hichem Ben Hassine, Mariem Belghith, Elliot Fara Rakotomanana, Chiarella Mattern

Format: Storytelling (20 min)

Abstract: Recent disease outbreaks highlight the necessity of considering social and cultural aspects in disease management for a resilient healthcare system response. Within healthcare, Social Sciences and Humanities (SSH) explore these elements, offering invaluable insights that assist health authorities in devising customized responses for diverse populations and local contexts. The increasing demand for SSH expertise in shaping and implementing health interventions is steadily growing.

The current limitations of social science research in Africa, evident through its limited representation in global scientific publications and the inadequacy of methodological resources and training, highlight the urgent need to strengthen healthcare institutions across the continent. Strengthening these capabilities is crucial for more effective epidemic responses, incorporating socio-cultural aspects and providing requisite investigative tools throughout the scientific process. This forms the core objective of the ALLIANCE SHS Afrique project, a consortium involving six institutions, five of them being African.

All the efforts within our project are directed towards establishing a sustainable network of SSH healthcare experts across Africa, enabling young researchers to emerge as influential drivers of substantial and enduring change.

To meet this objective, partners are developing a specialized research toolkit for SSH offering open access educational resources in various forms (bibliographical references, conferences and webinars, training modules), encompassing training activities, and engaging in the recruitment, mobility and training of young researchers to elevate their expertise within the SSH field.

Designing a Massive Open Online course about the contribution of SSH in epidemic context is one of the main activities in our toolkit.

The project's overarching aim is to fortify the skills of its collaborators by involving and empowering young researchers—encompassing master's students, PhD candidates, and post-doctoral scholars. Throughout the project duration, participants will undergo comprehensive training covering research and analysis tools, ethical practices in SSH, project management, and leadership in health. These collective efforts are geared towards enhancing the research capabilities and impact of SSH in addressing healthcare challenges across Africa.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Other.

3.26.3. The story of our peer mentoring journey - sharing our learning to support genuine engagement and partnerships.

Speakers: Janice McMillan, Catherine Bates

Format: Stortytelling (20 min)

Abstract: Genuine engagement, whether between academics and community partners, academics and students, or any other combination of community engaged research stakeholders, is built on positive, supportive relationships. This storytelling session will take participants through a journey between 2 peer mentors, pulling out interesting ideas and practices that can be applied to building supportive relationships for Community Engagement.

When we first met over coffee at an event, we identified a common interest in the relational aspects of community engagement, which led to 7 years of informal peer mentoring, across cultures and continents (Ireland and South Africa), and roles (from academic to research support roles). We carved out time and space to meet regularly online, mapped our strengths, learning styles, and stories, accompanying each other on transformative journeys. Through this process we have built intentional listening and empathy skills and enhanced our competencies for collaboration. Although we had no agenda, over the years we generated outputs such as co-designed workshops on relationship-building with community partners. Processes and relationships are the foundation for long term collaboration, and include practices such as walking alongside and accompanying each other and listening and learning together. We need to consider the personal realm as the basis for community-university engagements as they have the potential for transformative impact.

We will briefly outline our journey, then share frameworks and tools we have found useful in our mentoring process that can support engagement work and collaborative projects, encouraging participants to draw on their own experiences of partnership work in considering these. Useful frameworks include Partners Training for Transformation's 'Task, process, relationship' model, Kolb's learning styles, Dweck's 'Growth or Fixed mindsets' and the new University of Cape Town D-School mindsets.

We aim to co-construct new knowledge about usefully supporting practices and partnerships for community engaged research and broader collaboration. Participants will take away new tools and ideas relating to genuine engagement. More importantly, we hope they will leave with renewed energy and understanding of the importance of the interpersonal realm in building genuine engagement for impactful university-community collaboration.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.27. Start and Lead: a game to design and reformulate university Service Learning projects

Speakers: Mariona Masgrau-Juanola, Glòria Reig, Marta Roqueta

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: We propose a gamified workshop based on the Start and Lead game to design or reformulate university service learning projects. This game has been created by the Service Learning Network of the University of Girona: it is based on the pattern language methodology (Alexander, 1977) which brings out and systematizes tacit knowledge (O'Hara, 2012) and practical knowledge (Sousa de Santos, 2010) of a certain area. We 63 patterns or cards organized in 9 areas have been created and gamified (Cornellà, 2019). The result is a dynamic game that promotes creative interaction and enable professors, students and social organizations to co-design service learning projects, suitable for their subject or area of influence. In this workshop, we will play to allow attendees to create or design an idiosyncratic service learning project.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.28. Crowd-Mapping, Community Engaged Research and Learning and Soil Health Improvement

Speaker: Norbert Steinhaus

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: The Horizon Europe project LOESS (Literacy boost through an Operational Educational Ecosystem of Societal actors on Soil health) strongly embraces Community Engaged Research and Learning (CERL) approaches as practiced through Science Shops, Service Learning or Citizen Science. But if only provided through lectures CERL does not fulfil the needs of environmental active communities. Through CERL societal needs and soil health challenges can be combined with scientific and research questions from different disciplines and fields. At the same time, CERL allows to keep an eye on learning methodologies (through supervision of the research process by experienced staff) and gives target audiences (e.g., civil society) opportunities to identify and articulate problems and solve them. CERL approaches strengthen the scientific way of working (setting up hypotheses, planning, observing experimenting, documenting) and thus enlarge the methodological competence of students for their research along soil health challenges.

LOESS will design units for the implementation of a CERL (Science Shop) or Service-Learning methodology into lectures, student research projects and HEI teaching. It will provide guidance on how to make use of a Crowd-mapping tool and how to integrate soil education into Community Engaged Research and Learning (CERL) in Higher Education. This will be supported by the development of an online 'LOESS' module to support lecturers to explore how to reimagine their modules/courses to embed community-engaged research and learning, supported by educational technology.

The workshop will invite participants to explore the CERL methodologies and discuss the further development of its practices, its barriers and incentives at different tables (world café style). It will focus on possible strategies to promote community based and driven participatory research approach in different cultural, educational and institutional contexts.

In two short 10 min introductions participants will gain insights on CERL and the opportunities crowd-mapping offers. They will be strengthened in their own efforts to foster Science Shops, Citizen Science or Service Learning in their work environment.

Outcomes of the session will feed into LOESS' activities on developing a soil health related promotion of CERL.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

3.29. Storytelling: Long-term collaboration in social innovation, community research and citizen science

Chair: Michael Jorgenson

3.29.1. Inclusivity in the live music industry: Men at Work?!

Speaker: Vincent Hazelhoff

Format: Storytelling (20 min)

Abstract: Every year, showcase festival Eurosonic Noorderslag is held in Groningen. Also an industry-based conference, ESNS brings together people who strive for an inclusive and safe music industry. One of the ways ESNS contributes to this is via their exchange programme. ESNS Exchange facilitates the bookings of new European acts on festivals outside their home countries. In their policy & strategy development, ESNS wants to be an example in tackling these broad issues such as gender gaps and inequality of opportunity for non-white artists. But where to start? And how much of an inclusive example is ESNS really compared to other festivals?

The Science Shop Language, Culture and Communication took on the question. Together with ESNS and the MA program Arts, Culture and Media, we developed a two part research. Students looked into the gender distribution in the line-ups of ESNS and Roskilde. They also explored the gender distribution in the line-up of ESNS compared to the artists booked through the exchange programme. The students produced a public summary of the research and translated it into concrete policy advice for ESNS to influence policy changes in the music industry

The students presented the preliminary results at the ESNS conference. The research showed that although the gender representation on both festivals has been shifting towards a 50/50 distribution since 2016. However, 80% of artists booked through the exchange programme were male. Attention for the underrepresentation of non-white artists has also been growing. Because of the work by ESNS and the Science Shop, collaborative research is now part of the curriculum. In the second year, students focus on the motivations of bookers in the ESNS exchange programme and on occupational burnouts among producers and DJ's in the dance industry in collaboration with the Association For Electronic Music (AFEM).

During this session, we will explore the academic and societal discussions and difficulties of formulating such a project together. What are the difficulties and nuances when researching inclusivity and gender representation? How do you communicate such a research? And how do you cope with different perspectives when dealing with such sensitive issues? We will also take a look at how to build a long-term collaboration within a curriculum. And of course: where to go from here?

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

3.29.2. The evolution of social innovation education: a Georgia Tech case study

Speakers: Dorottya Pap, Susan Davis

Format: Storytelling (20 min)

Abstract: Our narrative - presented as a conversation between Dori Pap, Managing Director, and Susan Davis, Practitioner in Residence at the Institute for Leadership and Social Impact - delves into the transformation of social innovation education at the Georgia Institute of Technology (Georgia Tech) by exploring the evolution of its Ideas to Serve program. Against the backdrop of Georgia Tech's vision for the next decade as an inclusive innovation hub, we discuss how the program has evolved from fostering "heropreneurs" to empowering students to engage critically with systemic social issues. We present a compelling recap of how Georgia Tech has reimagined social innovation education by elevating community-based organizations as co-educators, inspiring students to become effective and empathetic social entrepreneurs while centering the knowledge and experience of civic innovators and community leaders in an equitable way. We discuss our failures candidly and share the lessons learned from a 10-year journey.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Science Shop, Service Learning, Social Innovation, Student Research.

3.29.3. UrbamarBio: A Citizen Science Living Lab Transforming Collaboration and Engagement Through the Quintuple Helix of Innovation

Speaker: Sonia Liñán

Format: Storytelling (20 min)

Abstract: UrbamarBio, a citizen science project founded in 2016, aims to enhance the understanding of Barcelona's urban marine biodiversity by actively involving the public. With over 30,000 marine fauna and flora observations gathered through the MINKA citizen science observatory, its success is attributed to adopting the Janus engagement framework (Liñán et al., 2022) and implementing it through the Quintuple Helix of Innovation. The Janus framework harmonises short-term and long-term actions and rewards, recognising that volunteers require short-term incentives to sustain motivation, while academia and policy-makers produce outputs for long-term rewards. The Janus framework delineates four pivotal roles necessary for orchestrating short and long-term interactions: (a) initiating engagement (trigger), (b) motivating participants, (c) surmounting barriers, and (d) dispensing rewards.

Moving from theory to practice, the Janus Framework is implemented by first identifying the barriers to volunteer participation, secondly crafting solutions for each obstacle and, finally, finding the proper stakeholders that will implement these solutions using the principles of the Janus Framework.

UrbamarBio strategically employed the Quintuple Helix of Innovation, fostering collaboration among academia, industry, government, citizens, and the environment to implement the Janus Framework. The academic community (ICM-CSIC) plays a vital role in providing data curation and technological support through the MINKA citizen science platform. The industry partner (Anèl·lides) and the government partner (Barcelona City Council) act as enablers, facilitating access to the local community and providing crucial field support. Together, they constitute a dynamic living lab that has played a pivotal role in the success of UrbamarBio.

A notable achievement of this collaboration is the integration of a dedicated fish layer into the Biodiversity Atlas of the Barcelona City Council. Before UrbamarBio's involvement, this atlas lacked any information about the marine biodiversity of Barcelona's beaches. The newly added fish layer is enriched with data and photographs of species obtained through UrbamarBio.

This presentation highlights the benefits of using the collaboration between different stakeholders of the Quintuple Helix of Innovation, along with the lesons learned.

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DOI 10.1088/1748-9326/ac939d

Focus Keywords: Big Data, Citizen Science ;Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Investigative Journalism, Living Labs.

3.30. Technological instruments for social inclusion students with special needs in university

Speaker: Valentina Ghibellini

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: The workshop aims at address the issue of universities' institutional strategies, as to their capacity to promote students' inclusion. Vulnerable individuals and people with disabilities still have to deal with significant inequalities in accessing high quality education.

How universities can develop and enact more inclusive environments and processes is the research question of a participatory project aimed at co-creating an innovative ecosystem to improve the usability and accessibility of university services for Students with Special Needs.

This workshop is aimed at sharing some of the results of the project so far and at advancing our understanding of how universities can adopt mechanisms of change that go beyond the mere role of cultural agent, professional trainer and producer of knowledge and quality training (institutional mandate) to also respond to the broader social mandate aimed at promoting social integration, human valorisation, and community engagement.

Participants in the workshop will be involved in activities aimed at generating ideas and institutional strategic pathways to promote inclusion of Students with Special Needs in universities. To this end, participants will be involved in playful activities.

The overall structure of the workshop will be the following:

1. A brief introduction on social inclusion in Higher Education and how this specifically concerns Students with Special Needs.

2. An interactive group discussion session based on a card game. This session is at the core of the workshop, as participants will be called to generate objectives and plans of action to positively address the risk of marginalization for Students with Special Needs.

3. A result sharing session within which the discussion groups will be involved in a playful game to identify the other team's plans of action.

These activities are expected to provide workshop participants with actionable ideas related to the promotion of students' inclusion within their universities.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

3.31. Learning in Harmony': The Art of Assessing Learning Gains in Engaged Research Project

Speakers: Emma McKenna, Chougher Doughramajian, Marta Frigyik, Judit Gaspar, Reka Matolay

Format: Workshop: Problem-Solving (45 min)

Abstract: In our session 'Learning in Harmony': The Art of Assessing Learning Gains in Engaged Research Projects' we want to crowdsource experiences in evaluating student learning within the dynamic context of engaged research. This session aims to address the unique challenges educators face in assessing learning gain when students are actively involved in engaged research projects. Bring your experiences, dilemmas and real-world case studies, and share your thoughts with other participants in this interactive workshop. 'Quick and dirty' techniques are particularly welcome.

Participants will leave the session armed with actionable ideas to enhance their teaching practices. Join us to discover how to thrive under the pressure of assessing learning gains in the vibrant landscape of engaged research projects. We also aim to produce a short summary for the Living Knowledge Newsletter to share this knowledge with the wider community.

Focus Keywords: Science Shop, Service Learning, Social Innovation, Student Research; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Evaluation and Impact Funding.

3.32. Collective exploration of conflicts and resistances through cuerpo-territorio methodology

Speakers: Maria Borràs, Federica Ravera

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: The multiple and overlapping crises that bring together the climate and social emergency have become evident not only at an analytical level, but also through a specific awareness among the local population. Social and environmental justice demands are rising through movements opposing extractive projects exploiting natural resources. The political ecology research indicates the need for experiential and embodied climate understanding for transformative change, emphasizing the use of innovative methodologies to connect with these experiences and to increase the society's understanding and implication. The concept "cuerpo-territorio" inherently conveys the inseparability of the individual body from the collective body and the interconnectedness of the human body with both the territory and the landscape. The workshop will be divide in two moments. First, it will allow participants acknowledging the methodology of "cuerpo-territorio" mapping that incorporates the body and emotions to investigate socio-environmental conflicts and to inspire alternative narratives on climate change (15 minutes). In a second part of the workshop the participants will practice the methodology through a case study research (30 minuts).

3.33.   Living Archives. The digital transformation of Girona Municipal Archive

Speakers: Lluís-Esteve Casellas, David Iglésias

Format: Side event

Abstract: The digital transformation in the heritage domain opens the door to a collaboration between archives and the scientific community. On the one hand, there is the need to have new technology for the documentary treatment of big amounts of photographs and audiovisuals and also for their preservation. On the other hand, there are plenty of opportunities for new storytelling and for the collaboration between archives and citizens. In this session, we will explain the link between Archives, Technology and People, based on our own experience in different international projects and with the aim to make it clear the interest of archives in the scientific and social spheres. Besides, it must be highlight that this session will take place at the Municipal Archive's facilities, a Convent form the XVIIth century I the historic quartier of Girona city.

4. Friday 28 June

4.1. Storytelling: Empowering the future: Innovative Approaches in Education, Healthcare, and Digital Inclusion

Chair: Michaela Shields

4.1.1. Innovate for All: The Role of Open Living Labs in Fostering Inclusive Digital Transformation. The Collaboratory Catalonia experience

Speakers: Marta Martorell i Camps, Fatima Canseco

Format: Storytelling (20 min)

Abstract: Innovate for All: The Role of Open Living Labs in Fostering Inclusive Digital Transformation. The Collaboratory Catalonia experience

Universal digital connectivity is a fundamental requirement for promoting digital inclusion in our world. However, it is not sufficient on its own. The internet is not just an information and communication network, but also a research, innovation, and education infrastructure that enables our researchers, innovators, and creators to generate their discoveries, inventions, and creations. The ultimate objective of internet access is to empower everyone to innovate.

How can we do it? Through open access to labs and innovative projects. There is no secret. You can learn to innovate but need open access to the innovation ecosystems. Open living labs are such new communities formed by universities, public administrations, companies, and citizens to allow everyone to become an innovator.

i2cat leads the Collaboratory Catalunya project in partnership with the Government of Catalonia. Its vision is the creation of collaboratories as universal innovation ecosystems, focused on open research networks and innovation labs. These collaboratories aim to boost social digital innovation through the creation of 4H networks and co-creation, thus enabling collective intelligence. By coordinating actions and fostering synergies, the project addresses challenges such as those related to the Sustainable Development Goals (SDGs) to improve people's lives and accelerate the reduction of the digital divide.

Currently, we have established territorial and thematic Collaboratory, specifically around health and well-being. Additionally, we have undertaken two significant challenges. Firstly, we are creating a Collaboratory on Health and Well-being at the European level (INTEGER 2023). This initiative aims to accelerate the integration and collaboration of social innovation actors and digital business entrepreneurial hubs in three EU regions. Secondly, we aim to devise and test an innovation model of such integration in the Healthy Living field. The project aims to internationalize by establishing Living Labs in four different locations in Senegal. We are collaborating with Senegalese and Catalan

universities and research centers to support the FDSUT (Senegal USF) throughout all stages of the program. New development cooperation models in the digital era will involve living labs and collaborative innovation ecosystems.

4.1.2. Health Alliance for Practice-Based Professional Education and Engagement (HAPPEE)

Speaker: Niamh O'Sullivan

Format: Storytelling (20 min)

Abstract: Who are we?

• University of Limerick

• Limerick City and County Council

• St. Gabriel's Foundation

• Six local primary schools

What are we doing?

The HAPPEE initiative is designed to improve outcomes for children and families living in regeneration communities by facilitating UL student placements from the disciplines of physiotherapy, speech and language therapy and occupational therapy in six local primary schools in regeneration areas. The students provide collaborative, evidence-based, and best practice therapy supports to the pupils and school. This innovative interprofessional education approach is recommended by the (WHO) as a key strategy to address complex challenges in healthcare. Under professional supervision, the students will offer interventions using a multi-tiered model of therapy support.

Why are we doing it?

All the schools are in areas of high deprivation. In these areas the lack of access to child therapy services are further exacerbated by poverty and associated issues. Children from these areas urgently require an effective, early intervention response to their identified health and educational needs. Many of the children in the target group have been referred to local clinics for speech and language therapy and occupational therapy. However, low levels of attendance have been reported for parents and children at these clinics. Therefore, on-site therapy supports may offer significant benefits.

The needs being addressed by the HAPPEE project are the extremely high levels of educational and social disadvantage within the partner schools. The initiative aims to address these needs through:

• Early identification of children with speech language and communication needs

• Early identification of children with fine and gross motor skill difficulty

• Increased access to therapy supports by working through continuum of support model to maximise educational, health and well-being, social and emotional outcomes for pupils.

• Enhanced parental engagement.

• Supporting effective early intervention and building capacity with the schools to create sustainable supports to improve long term health and educational outcomes.

How well are we doing?

An evaluation of the programme is currently underway. It is funded by the 'What Works' initiative led by the Department of Children, Equality, Disability, Integration and Youth to support a move towards evidence informed prevention and early intervention services for children, young people and their families.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.1.3. Transitioning to a Plant-Based Diet in a Dutch nursing home: A Pilot Study on Sustainability

Speaker: Niels Alberts

Format: Storytelling (20 min)

Abstract: There is continuously growing recognition and acknowledgment of the benefits of plant-based diets in terms of health benefits (see e.g. 1-5) and sustainability concerns (see e.g. 6 and 8). Inspired by the trend towards predominantly plant-based menus in public hospitals led by New York City's mayor9 a Dutch physician initiated a pilot project aiming to transition towards a more plant-based menu in a nursing home. The physician sought to substantiate this transition with scientific research, leading to the involvement of the Science Shop of Medicine and Public Health.

The first step of our project involved conducting a baseline assessment to quantify carbon dioxide, methane, and nitrogen emissions associated with the current menu. To achieve this, we collaborated with the Beta Science Shop, the Green Office, and dedicated students who facilitated the environmental impact analysis. Following this, we engaged with residents, family members, and staff through comprehensive discussions to gauge perceptions toward adopting a predominantly plant-based diet.

In the storytelling session, we will delve into the pilot study's findings. This will include highlighting the measured environmental impact and addressing key success and failure factors. Our interdisciplinary approach, which involves healthcare, environmental science, and public engagement, offers valuable insights into the challenges and opportunities of implementing sustainable dietary changes in healthcare. This study not only contributes to the emerging field of sustainable healthcare practices but also emphasizes the importance of community involvement in shaping dietary interventions for improved health and environmental outcomes.

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Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

4.2.   Storytelling: Seeking Knowledge Across Circles

Chair: Khan Rahi

4.2.1. Agile Methodologies: Catalyzing Dynamic Living Labs for Next-Generation Engagement

Speaker: Oriol Costa

Format: Storytelling (20 min)

Abstract: Our presentation, "Agile Methodologies: Catalyzing Dynamic Living Labs for Next-Generation Engagement," aligns seamlessly with the theme of the 10th Living Knowledge Conference, "Building and sustaining next generation engagement." This abstract outlines a transformative approach to community-driven research through the application of Agile methodologies, emphasizing the principles of collaboration, adaptability, and continuous improvement.

Introduction:

The urgency of adaptation to climate change and the challenges of the ecosocial transition require accelerating this transition. Accelerate with 19th century methodologies, which is the starting point of many public administrations and universities. Agile is already becoming a standard for business management. It is an opportunity for the global management of living labs. And integrate the citizenship and the territory-region effectively.

In an era marked by dynamic societal changes, community-driven research has become pivotal. Our presentation proposes an innovative fusion of Agile methodologies with the concept of Living Labs to create dynamic environments that foster next-generation engagement.

Agile Methodologies in Living Labs:

Agile, known for its flexibility and iterative approach, brings a paradigm shift to the development of Living Labs. By adopting Agile principles, we empower researchers, practitioners, and community members to respond swiftly to evolving research needs, ensuring the relevance and effectiveness of Living Labs over time.

Iterative Collaboration:

Living Labs thrive on collaboration, and Agile methodologies enhance this collaborative spirit. The iterative nature of Agile allows for continuous feedback loops, enabling stakeholders to actively participate in the development process. This ensures that Living Labs remain responsive to community needs and aspirations.

Adaptability and Innovation:

Agile's emphasis on adaptability aligns with the dynamic nature of community engagement. Living Labs, as experimental spaces, can benefit from Agile's ability to accommodate changing requirements, allowing for the exploration of innovative approaches in real-time.

Continuous Improvement:

The heart of Agile is continuous improvement. We propose incorporating regular retrospectives within the Living Lab framework, encouraging participants to reflect on processes, outcomes, and community impact. This iterative feedback loop ensures that the Living Lab evolves in tandem with the ever-changing landscape of community-driven research.

Synergies and Benefits:

Our approach aims to create synergies between Agile and Living Labs, fostering a 'community of practice' that embraces both seasoned researchers and new minds. By catalyzing dynamic and adaptive Living Labs, we not only elevate the quality of research but also empower communities and participants to actively shape the trajectory of the research journey.

This presentation offers a transformative perspective on the convergence of Agile methodologies and Living Labs. Through interactive discussions and workshops, we intend to explore how this fusion can amplify the impact of community-driven research, creating sustainable and adaptable environments that truly embody the spirit of next-generation engagement.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Investigative Journalism, Living Labs; Science Shop, Service Learning, Social Innovation, Student Research.

4.2.2. Relational Restoration: Healing the Land & Ourselves

Speakers: Judith Lyn Arney, Sarah Jim, Kyle Clarke

Format: Storytelling (20 min)

Abstract: The PEPAKEN̲ HÁUTW̲ Foundation is a W̲SÁNEĆ First Nations community based nonprofit organization located in the W̲SÁNEĆ homelands (Saanich Peninsula & Gulf Islands, BC Canada). We offer participatory education opportunities for local schools, community organizations, colleges, and universities doing ecosystem restoration as an act of decolonization and reciprocity as well as promoting food security and Indigenous food/land sovereignty. We directly support the UN Decade of Ecosystem Restoration (2021-2030) and the United Nations Declaration of the Rights of Indigenous People; we consider ourselves locally based and globally relevant. Our hope is to connect with EU and global groups at LKN 10 to build our grassroots educational movements together!

In our presentation we will discuss our unique relationship based approach to fostering the next generation of land stewards to practice ecosystem restoration as an act of decolonization and reciprocal healing. We will explore the layers of relationships in our work from the ecological to the political, which includes the creation of sustainable livelihoods, equitable workplaces and education pathways into this important field. Everyone can look outside their window and see lands or waters in need of healing; taking meaningful action to support ecosystem health on a community level has the power to shift worldviews and systemic priorities as we collectively navigate the climate crisis.

After our presentation there will be time for questions as well as handouts for those wanting to collaborate further. We hope participants will leave inspired to initiate or support relational actions of healing ecosystems in their own home places.

https://www.pepakenhautw.com/

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Theory Development / Reflection Transition Design.

4.2.3. The Living Lab Network's Indigenous Youth Stewardship Program: In-Spiring Citizen Science supporting Ecosystem Restoration and Resurgence on the west coast of Canada/ Turtle Island

Speakers: Maeve Lydon, Darcy Mathews, Jessica Joseph, John Harris, Desiree Jones, Kyle Clarke

Format: Storytelling (20 min)

Abstract: A flagstone program of the Living Lab Network in Canada is the growing Youth Eco-Stewardship Program - https://livinglabproject.ca/wp-content/uploads/2023/12/Summer-2023-Eco-Youth-Living-Lab-Report.pdf - which supports next generation engagement- local Indigenous youth reconnecting with their homelands and waterways and to support personal, community and environmental well-being. The Living Lab Network is a community-schools- campus partnership which began in 2017. Living Lab is co-governed by community, NGO, school and campus bodies including the WSANEC School Board, School District #61 Indigenous Education, PEPAKEN HAUTW Foundation, Parks Canada (govt) , Camosun College and the University of Victoria. This presentation will share highlights of the project, including the approach, program content, ethical and process issues and direct testimonials from youth participants and project leaders. Fishing, singing, cooking, archaeological digs, sea -clam garden restoration, language and cultural reconnection.....so much to share! This program, which is based in the traditional territories of the WSANEC and Lekwungen Indigenous peoples, builds on the profound and vital cultural, lingustic, scientific and legal frameworks and ways of knowing and being that were subjugated by European -based imperial and settler expansion and genocidal policies designed to destroy Indigenous languages, culture and livelihoods and as documented by the Truth and Reconciliation Commission of Canada. This Living Lab network and the youth program is designed to transform our educational system focused on environmental and social action/ justice - led and amplified-informed by the voices, priorities and distinct-diverse cultural- socio-linguistic and scientific knowledge of local communities. This is globally relevant to all communities and campuses who want to create positive, climate-action and personal/ ecosystem focused and creative-collectively focused curriculum and programs. Academic partners will also be present to share how this collaboration and youth program enhances their own scholarship, innovation and revives Indigenous knowledge and connection respectively and LED BY community - youth members. Besides getting a program overview attendees will be given reports, handouts and be welcome to join in a Q and A /discussion about how to connect our youth- next gen efforts across continents which address climate action, youth-community empowerment and educational change.

Focus Keywords: Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement;

Open Science; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics.

4.3. Cutting up the logics of impact

Speakers: Gemma Moore, Tadhg Caffrey

Format: Arts-Based (45 min)

Abstract: This arts-based session will focus developing narratives of research-impact. Taking our newly developed 'Bartlett Manual of Impact' the session will encourage conversations via a cut-up activity to generate ideas, disrupt logic and question linearity when thinking about narratives of impacts, from research. Rather than duplicate the wealth of guidance on impact, we, the UCL Bartlett Faculty of the Built Environment have created a "Manual" to provide a set of ideas and principles, to support staff and students within the university to develop their work in the most meaningful way possible, to decide what "impact" means for them. We hope to harness the 'impact agenda' to establish more diverse, thoughtful and exciting working practices. Our experience of working in the field of impact and our scoping with staff and students, has identified three core principles that should underpin any approach to meaningful impact:

Trust and care: Partnerships with equivalence can only happen if we "move at the speed of trust" and take care to understand contexts, viewpoints, and goals.

Power and equity: The formation of equitable partnerships is key in any process and within our impact processes we need to continually work to address imbalances of privilege and power. We should strive for dialogue, recognising that a vision and purpose will contain priorities, diverse viewpoints and tensions.

Learning and reflection: Within any impact approach there should be clarity on what you want to do and how to measure and assess it, so it is possible to understand what has been have achieved. Embedding learning is essential to understand what could be improved in the future.

The Manual – which provides insights, points and reflection around these three principles – will be used within an interactive activity for participants to share different narrative of impact, from the same starting text. We will use the arts method the 'Cut-Up technique' in which words and text are combined in random combination. We will cut the Manual into pieces with a few words on each piece. We will work with participants, supporting them to rearranged the text into a new text, for them develop and share their narratives of impact. We will use this arts-based method, used by writers (e.g. William Burrows) and musicians (e.g. David Bowie, Sonic Youth), to generate fresh ideas, stimulate conversations and share learning on how every route to impact is different. Participants will recognize that 'making impact' is a dynamic and iterative process, often not a straightforward, logical or planned endeavour. Through this workshop, we hope to encourage a more inclusive and collaborative way to talk about impacts our work has.

Focus Keywords: Evaluation and Impact Funding; Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.4.　Scaling next generation engagement in the neoliberal university at the Research Justice Shop (University of California, Irvine)

Speakers: Victoria Lowerson Bredow, Connie McGuire

Format: Workshop: Problem-Solving (45 min)

Abstract: In this workshop, participants will discuss the challenges of ethically scaling a science shop training and community engagement model in the neoliberal university context. Presenters will share the case of the research justice shop (rjs) at the University of California, Irvine described below. Then, in breakout groups, participants will share their experience and ideas for how to address specific challenges including: 1) sustaining programs that fundamentally critique and work to transform the structures of the university that perpetuate violence (e.g. neo-colonialism, racism, extractive research practices), 2) how to move from working directly with long-time community partners to supporting others to do so, 3) locating the shop in a central or peripheral part of the university, 4) supporting community partners as demands for partnership increases, and 5) communicating about community-university research partnerships, especially related to representation of Black Indigenous People of Color. We will close the session with small groups sharing their recommendations with the large group.

In 2018, rjs began a graduate student, disciplinary-agnostic methods program that builds a campus-wide community of graduate student, community-based researchers. Feedback from community partners who had long term partnerships with the university and faced significant burden managing researchers' requests, including hosting students, strongly informed program design. The program includes: a) a year-long fellowship for early career graduate students, including a placement with a community partner, and b) a year-long, monthly research justice workshop series for a general graduate student audience. Since 2018, a global pandemic, a national reckoning for racial justice in the US, a global cost of living crisis, political strife and wars, and more have shaped the political landscape of community-university partnerships. The US university context has shifted in the wake, including investment in diversity, equity, inclusion, and access, and new national funding requirements to include substantive participation of communities most impacted by social and environmental injustices in research design, implementation, and dissemination. In this context, demand for and interest in rjs programming has surged. The changing context has created opportunities to scale the rjs programming, and brings into relief the contradictions of working for racial justice and research justice within the neoliberal university.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

4.5. The Francophone Science Shop network: How to institutionalise science/society actions in public policies?

Speakers: Glen Millot, Stéphanie Bost, Clara Descamps, Grégoire Wallenborn, Morgane Montagnat

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: The French-Speaking science shops network includes members throughout Africa, the Caribbean, North America and Europe. Although most of these science shops operate within public institutions, the projects they support or run and the directions they take are specific to their contexts and territories: like the members of the European Union, they are united in their diversity. The network facilitates relations between members, cooperation as well as capacity building. At the beginning of spring 2023, the network drafted and adopted a charter to highlight the similarities between its members and our shared values.

Leaning on the experiences of this network, the workshop aims to initiate an open discussion on the link between a shared philosophy regarding participatory research approaches formulated within a Charter and concrete actions, positions and activities, carried out either locally by the members or more generally supported or extended through a network.

We will first present several science shops models of our network, their specificities, and our Charter, through dynamic and participatory means. We will then reflect on the opportunities and issues associated with having a charter and how to effictively translate the words and shared values into effective and concrete ideas and actions carried out or supported by our network or its members, at different geographic scales (from local to global).

Headings of the Charter of the Francophone Science Shop network:

1. Responding to the needs or requests expressed by civil society on matters of general interest.

2. Promoting and supporting participatory scientific approaches.

3. Facilitating the exchange and co-production of different types of knowledge and practices.

4. Ensuring that results are disseminated, made freely available and used.

Planned programme of the workshop:

• Introduction

• Presentation of the French-speaking science shops network and its charter

• Survey (in small groups) of the headings of the Charter:

◦ Purpose of a charter in the context of a network

◦ What effect does it produce/may produce? What to expect of it?

◦ Points to watch out for. Concrete examples/actions of what the Charter aims to achieve

• Restitution

• Discussion:

◦ Strengths and weaknesses of being part of a network?

◦ Themes for cross-cutting activities between members of the French-Speaking network and the rest of the world? Contributions from other networks to this Charter and its application? How this Charter could serve other networks?

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

4.6. Research Presentation: Three examples of research into collaborative policy development: Race and Housing Access; Healthcare in Prisons and University Community Engagement.

Chair: Emma McKenna

4.6.1. Building bridges for better health: Knowledge Transfer strategies in public health research and practice

Speakers: Cyrine Bouabid, Michaëlla Razaf, Chiarella Mattern, Christian Dagenais, Aurélie Hot

Format: Research Presentation (10 min)

Abstract: Sharing scientific discoveries plays a pivotal role in shaping public health on a larger scale. It guarantees that significant users embrace and implement research outcomes. Knowledge transfer (KT) is defined as "all efforts made to ensure research activities and results are known and recognized…so they can be put to use by practice settings, decision-makers, and the greater public, whether the process is interactive or not''.

In social sciences and humanities research, especially in health, KT is a critical element, it encompasses insights to individuals beyond academia, professionals, and society.

Within Institut Pasteur de Madagascar (IPM), particularly in our group "Health and Social Science" we actively employ KT strategies to circulate our research results.

A recent qualitative study on health in prisons demonstrates the benefits of mobilizing this approach to ensure its impact on public health interventions.

This study aimed to assess how non-medically trained incarcerated individuals influence healthcare in prisons and implement a knowledge transfer strategy to improve healthcare by involving and training inmates in Madagascar's prison system.

The research revealed that incarcerated individuals have a significant impact on healthcare within prisons, particularly in referring fellow detainees and supporting nursing staff. This led to a program involving 240 inmates and 33 staff in four prisons. The program focused on first aid, recognizing common prison illnesses, and reinforcing referrals to the infirmary.These findings were shared with stakeholders, emphasizing the need for training, implementation, and evaluation to scale up healthcare initiatives in prisons.

Building on the impact of the KT approach, our team is engaged in a multicenter study focusing on vaccination strategies within four African nations. This investigation constitutes a segment of the ALLIANCE SHS AFRIQUE project led by IPM.

This research will explore the impact of COVID-19 on integrated vaccination initiatives.

The insights gained from this study will empower stakeholders to help them adapt their national vaccination strategies.

To achieve this goal, we will co-formulate recommendations. These will be developed in workshops with various stakeholders, resulting in the creation of a "policy brief", aiming to inform or influence public policy decisions.

This participatory KT activity became one of the primary pillars within the Pasteur Network SSH team established in 2022.

Focus Keywords: Evaluation and Impact Funding; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.6.2. Community Engagement Challenges: University of Girona's experience

Speakers: Anna Planas, Edgar Iglesias, Pere Soler, Sílvia Llach, Jaume Feliu

Format: Research Presentation (10 min)

Abstract: In the university institutional context, community engagement is understood as a process of interdependence where universities relate and collaborate with external organizations to face urgent needs and challenges of society, both from the immediate local environments as well as from the regional, national and global contexts.

This communication presents the process of reflection that has been carried out at the University of Girona regarding its level of community engagement as part of UdG's participation in the European project "Steering Higher Education for Community Engagement" (SHEFCE) together with 4 other european institutions. The SHEFCE project aimed to build the capacities of universities, policy makers and stakeholders in Europe to integrate community engagement in higher education. The workplan of the project included two phases: the first phase consisted of the analysis and diagnosis of community engagement based on the TEFCE toolbox; the second phase consisted on drafting a strategic action plan based on the results obtained.

The diagnosis carried out made it possible to verify that community engagement is in the same nature and form of exercising the functions and missions of the UdG. The results of the diagnosis highlighted how UdG and its community partners deploy multiple actions of community engagement. There is a large diversity of external partners and includes collaborations with both the private sector, the third sector and the local administration. A variety of teaching initiatives linked to the territory are promoted (among them bachelor and master thesis, practicums and innovative teaching methodologies), and regarding the transfer and research structures, sectorial campuses and territorial chairs stand out. UdG also has a volunteering program with great impact and influence in the territory. Nevertheless, despite the high level of initiatives and activity, community engagement is not always visible. Because it has not been formalized as, for example, a part of a strategic plan, or a specific policy. The SHEFCE project included the elaboration of a specific community engagement action plan for UdG that allows the different actions to be aggregated and facilitates their visibility. Among the needs detected during the SHEFCE project we found the support and recognition services for teachers who undertake community engagement initiatives and bring the university closer to the community, establish connections with alumni, increase the social use of university spaces and equipment, or promote research projects that stemm from co-creation with society. All these elements have been incorporated into the draft action plan drawn up and which will be integrated into the university policies and strategic initiatives. This action plan is relevant since it fulfills two functions: a) a strategic one since it formalizes the actions to be promoted by UdG in the area of community

engagement, and b) a technical one since it allows the actions to be structured by topic and provides a timeline for the actions to be implemented.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.6.3. The case of racism in access to housing: how universities can facilitate deliberative spaces to address complex problems in local municipalities.

Speakers: Eduard Carrera-Fossas, Quim Brugué

Format: Research Presentation (10 min)

Abstract: We present the results of a collaborative project between the University of Girona and a city council in a medium-sized city in Catalonia (Olot), interested in addressing racism in housing access. For some years now, racial discrimination has been a relevant and frequent phenomenon in real estate markets in various Spanish and European cities. Several studies document and analyze discriminatory behaviors in the field of housing access (Charles 2003, Turnes & Ross 2003, Roscigno 2007, Fitó 2020), although the data is challenging to verify.

Precisely, we aim to separate racism in access to housing from situations of social and economic deprivation, which unfortunately are becoming more common. Although the relationship between poverty and housing is one of the main challenges of our public policies, the discrimination we intend to analyze would not result from situations of vulnerability but rather from the race and/or origins of certain individuals or groups. We are interested, therefore, in strictly focusing on the concept of racism in access to housing, not on difficulties in accessing housing associated with various social issues. In this sense, we reject the tendency to associate certain racial traits with social vulnerability and focus on cases where, under equal socio-economic conditions, discrimination occurs solely due to race.

To achieve this, we present a specific experience in which, through participant observation, we propose how the analysis of the problem - racism in access to housing-has been carried out, and the construction of responses through a deliberative process. In total, 42 persons were involved in the process, including those affected by real estate racism, property owners and managers, social entities, neighborhood associations, technicians from different municipal areas, and political representatives of the municipality.

Finally, for the instance the project isn't complete. Converting the deliberative process into public policy is pending, and therefore, it is impossible to assess the real and effective impacts of the experience we have analyzed. However, we have learned about racism in access to housing, as well as the potentials and limits of concepts such as deliberative rationality, the problems of irreducible complexity, network management, or what it entails to advocate for new forms of governance.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics;

Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.7. Fundació Girona Regió del Coneixement: responding to social challenges through the dynamization of the innovation ecosystem

Speaker: Xavier Jané

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: In today's rapidly evolving social landscape, addressing complex challenges requires innovative approaches that actively engage diverse stakeholders. This proposal outlines a practical session aimed at demonstrating the utility of co-creation in resolving social innovation challenges within a specific territory. Co-creation, a collaborative process involving the active participation of various stakeholders, proves to be an effective strategy in generating creative solutions that are contextually relevant.

The proposed session seeks to showcase the benefits of co-creation through a hands-on experience focused on addressing territorial challenges. Participants will be guided through a structured process that encourages the exchange of ideas, perspectives, and expertise, emphasizing the power of collective intelligence in problem-solving.

The session will commence with an overview of the significance of social innovation and the role of co-creation in fostering inclusive and sustainable solutions.

The core of the session will involve practical exercises designed to simulate the co-creation process. Participants will be organized into interdisciplinary groups, mirroring the diversity of stakeholders involved in real-world social challenges. Facilitators will guide these groups through a series of dynamic activities, encouraging collaboration, idea generation, and the exploration of innovative solutions.

The session will conclude with a reflection and debriefing period, during which participants will discuss their experiences, insights gained, and the potential applicability of co-creation in addressing other territorial challenges. Additionally, resources and tools for continued collaboration will be provided, fostering a community of practice dedicated to ongoing social innovation.

In summary, this practical session aims to demonstrate the tangible benefits of co-creation in addressing territorial challenges related to social innovation. By engaging participants in a hands-on, collaborative process, the session aims to inspire a deeper understanding of the power of co-creation and its potential to drive positive change within communities.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.8. SFC Tools: The new methodological toolbox to create zero-waste collaborative workshops

Speaker: Blanca Guasch

Format: Workshop: Development Theory/Strategy/Methods (90 min)

Abstract: SFC Tools is the new methodological toolbox created by Science For Change that includes an online platform and a physical toolkit to perform zero-waste workshops. It has been created based on the experience in designing and facilitating more than 300 collaborative sessions in more than 20 European, national, regional and local projects.

The online platform includes methods for all phases of the creative process: research, definition, ideation, prototyping, evaluation and communication. It also offers a physical toolkit to carry out all the methods described. And finally, it displays resources in different formats (articles, videos, interviews, tutorials, etc.) for designing, conducting and facilitating co-design sessions.

In the workshop, we are going to present the toolbox and work with it in an interactive session. Based on the participants' concerns about Citizen Science and its potential to bring change to both science and society, we are first going to define a clear objective and scope. Secondly, participants will be asked to ideate ways in which Citizen Science can contribute to change at different levels of society. Then, we are going to choose the most relevant contributions and rapid-prototype them. Finally, they will be asked to communicate their contributions to the rest of the group in short pitches and evaluate the other groups' proposals.

To conclude the session, we are going to discuss the toolbox. We will ask participants if they found it useful and friendly, how was their experience in each part of the workshop, if they would use it in their daily lives, and other relevant questions that will serve us to keep improving it. We will also have a moment of reflection to see if they realised that all materials were reusable. For this final reflection, we are going to share indicators on how much plastic, glue, and other polluting materials are usually used in collaborative workshops.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.9.   Fostering climate friendly lifestyles through carbon budget visualization and Smart Delphi tools

Speakers: Jan Ferrer Picó, Sergi Nuss Girona

Format: Workshop: Skills Training (45 min)

Abstract: Catalonia's carbon budget until 2050 to stay within the global warming scenario of 1.5ºC is 450 Mt of CO2e. At the current rate of CO2e emissions, this carbon budget will be exhausted before 2035. Therefore, a comprehensive change in the social metabolism of the country is needed so that the emissions predicted for the next 10 years become 25. At this stage, emissions per capita are as transcendent as those of industry, construction, services or the energy sector itself. Private mobility, home air conditioning, diet, or travel have a climate footprint that is not negligible.

This workshop will present and test an online visualization tool to raise awareness of individuals about their habits, in order to visualize the speed with which the remainder of the per capita budget is used up. The aim of the tool is to understand the importance of individual decisions to stop global warming and show their social aggregation with Smarth Delphi software. And encouraging practices that should allow extending the carbon budget per capita in the 25 years available to achieve a society with zero net emissions, according to the IPCC and international commitments.

Participants in the workshop will be introduced to basic theoretical background of futurization principles and methods, the potencialities of Smart Delphi tools and their visualization outcomes. Likewise, the practical implementation of this framework to the personal carbon budget case study will be displayed, including the scientific consensus building process behind it. Participants will have the chance to test the tool and discuss its usability, the obtained results and potential transference to other cases (other countries, a city or town, specific economic sectors or organizations...).

There is a double innovation in the tool. On one hand, it is not a mere carbon fooprint calculator, but a tool refined for the Catalan case with visualization of the carbon budget exhaustion horizon. On the other hand, it provides agreggated results from a crowsdourcing process to scale up the results. At the time of the Living Knowledge conference, the tool will be already launched and in full operation for the public at www.renovemnos.cat.

This initiative is part of the campaipn of the non-for-profit organization Renovem-nos to approve and enforce Catalonia's Carbon Budget in accordance to the Climate Change Law 16/2017.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Big Data, Citizen Science; User Driven Innovation, Visualization.

4.10. Listening to the stories of water: Co-creating imaginative pathways

Speakers: Tracey Murphy, Kiara Wilson, Natalya Wilson, Maya Willard-Stephen

Format: Arts-Based (90 min)

Abstract: Climate emergency, the legacy child of colonial modernity, is fueling a magnitude of anxiety and paralysis across the globe. Attempts to create equitable solutions are held prisoner to the demands of economic growth and consumption and, as a consequence, perpetuate a paralysis of what Indigenous scholar Vanessa Andreotti calls the Four Denials: violence, unsustainability, entanglement, depth of problem. This workshop will open with a 20-min. documentary of one response to these denials, through a performance created by a group of mixed Indigenous and settler women that intends to electrify the somatic and affective knowledges of audiences and, in poetic storytelling, proposes how the imagination can open up pathways to hospice modernity.

Following the film, I will take 20 min. to describe how this performance emerged from the Climate Emergency Fellowship Program, led by Dr. Andreaotti at the University of Victoria, Canada and the impetus to co-create this response, inspired and guided by our work with Visible Bodies Collective (https://lindsaydelaronde.ca/visiblebodies.html).

Embodied storytelling, as a participatory arts-based research method, is one way to explore how co-creative practices can deepen skills for dialogue, engagement and action, and pedalogically energize imaginative responses to the current climate emergency. For the final 40 min. I will invite participants to engage in somatic and imaginative activities that emerged from this project and consider how yearnings and entanglements both occur in the affective realms of space and place. I will end our workshop with 10 min. for questions and discussion.

This workshop is significant as an example of how collective imagining can offer hopeful possibilities and alternatives towards a future where all can thrive. Our group's evolving relationships to land, life and our collective well-being affirm how our accountabilities to place must be guided by the ontological and epistemological knowings of the original caretakers of the land. Co-creating research in this way challenges scientific research traditions that continue to uphold patriarchal and epistemic colonial violences. Our group affirms that pedagogical offerings and responses to climate emergency begin by healing the loss of connections to self, to the bones of our ancestors and to our relationships to place, and to other than human life.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Other.
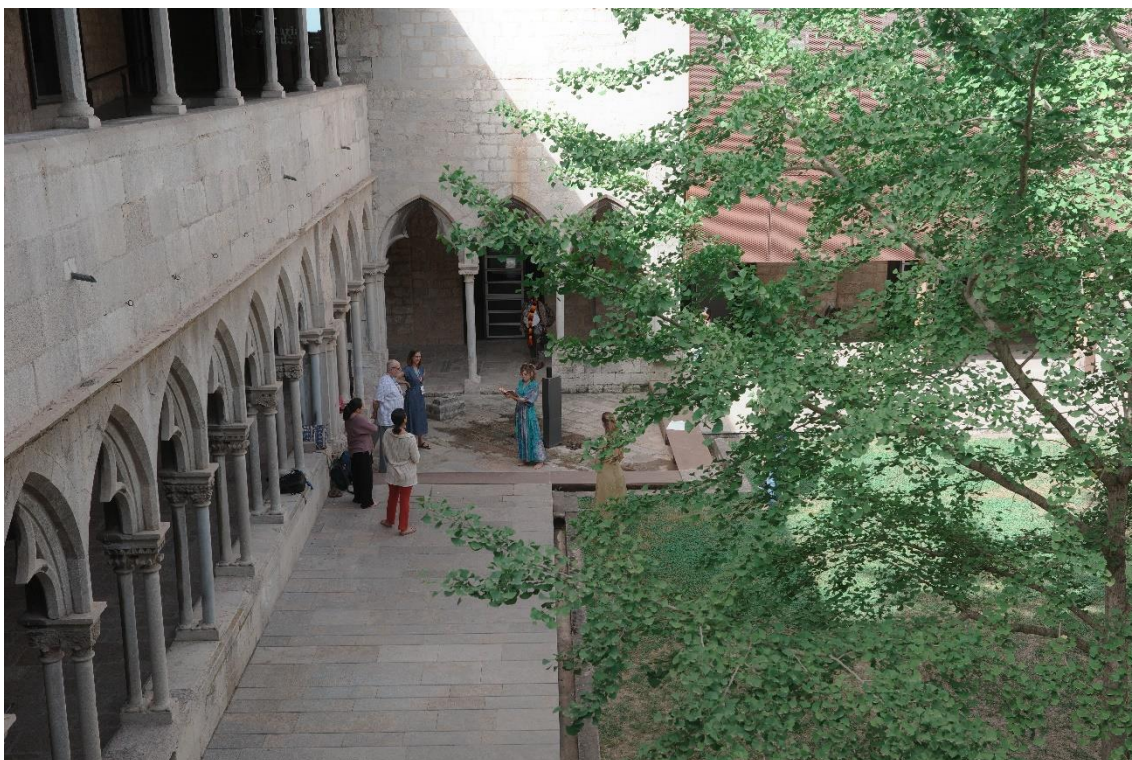
4.11. Artist residencies as knowledge exchange

Speaker: Lizzy Baddeley

Format: Workshop: Development Theory/Strategy/Methods (45 min)

Abstract: How can artist residencies in universities be reframed as mutually beneficial collaborations that create new knowledge and facilitate impact? And how can we advocate for and build these opportunities into our programmes?

Drawing on our experience of running a number of artist residency programmes, including the Trellis programme at UCL East, this session will explore the opportunities, challenges and practicalities of artist residencies as genuine knowledge exchange. We will ask delegates what would help them to deliver effective, impactful artist residencies in their organisations, and aim to produce a proposal document to share with the sector.

Background:

At UCL East we have been piloting and developing engagement programmes between artists and researchers for a number of years. Traditionally these kinds of artist residencies are seen mostly as dissemination opportunities for universities, or simply as beneficial only to the artists who can develop their practice by learning from the university.

We know that collaborations between artists and researchers, that are able to take place of a number of months, with time to properly build relationships and collaborative projects, can be so much more that this. They generate new knowledge and forms of practice, on both sides; they often open up collaborations into wider communities outside the universities; they allow questions and ideas to be approached in new ways.

As such, we want to challenge this perspective, and present artist residencies as rich knowledge exchange opportunities. We want to shift the narrative on what they can look and feel like: centring collaboration and access and inclusion.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.12. How to reach and encourage individuals and communities to participate in municipal planning strategies and construction of public policies?

Speaker: Camila Camolesi Guimarães

Format: Workshop: Problem-Solving (45 min)

Abstract: Social participation in urban planning is a right of citizenship and is essential for the construction and implementation of effective public policies. In Brazil, the construction of municipal, regional, state, and federal management plans is among the main urban planning strategies, dealing with different socio-environmental topics, such as waste management, management of biodiversity and forest resources, sanitation, land use and occupation, risk management, sustainable development, and environmental education. For these plans to be built in alignment with the population's desires regarding the topics of interest, it is necessary to ensure that their construction involves social participation, considering individual and collective contributions in establishing the actions and goals that will guide the advancement of these topics over a given period. Popular participation in the construction of management plans in Brazil is generally intended through workshops, public hearings, and public consultations, which, mainly at the municipal level, reach a small number of participants, compared to the total population of the municipality, attracting mainly people who are already engaged in that particular subject. In this problem-solving workshop, the strategies applied to involve the community in the construction of the Atlantic Forest Plan, Environmental Education Plan, and Economic Sustainable Development Plan in municipalities in the State of São Paulo, Brazil, will be presented, as well as the experiences of working with students from low-income neighbourhoods to identify the needs for local planning. Based on the results, the objective is to discuss with participants how to reach individuals and communities and encourage participation in municipal planning discussion environments, to ensure that the population's opinions and desires are included in these instruments. Furthermore, the aim is to discuss strategies so that municipal plans can be used as social instruments for monitoring the implementation of municipal public policies.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement.

4.13. Specificities of collaborative/participatory research with various vulnerable groups

Speakers: György Málovics, Judit Gébert, Roland Herke

Format: Workshop: Problem-Solving (45 min)

Abstract: Collaborative research with and for vulnerable groups has greatly developed actual participatory research practices and built consensus in relation to certain "principles" of collaboration, including: the importance of prioritizing community needs; balanced distribution of power; transparency of processes; active participation of community members; empowering participants; bringing results back to the community; and creating social impact through collaborative actions.

However, our own decade-long experiences of cooperative research and education with diverse vulnerable local communities (Málovics et al. 2021, Mihók et al. 2023) made us realize that the actual feasibility of such principles is heavily influenced by the partnering vulnerable group itself and the context of cooperation. Therefore, we aim to reflect on the practical applicability of the aforementioned principles in different contexts. Our question is: What happens in practice with cooperative/participatory research principles when working with various community groups?
Questions we aim to discuss are the following:
- How is the need of (various) vulnerable groups actually interpreted/articulated?
- How can the distribution of power, active participation, and empowerment of various vulnerable groups be achieved?
- How can the results of such processes be fed back to communities in a way that it leads to actual social impact?
- What is the actual role of participatory researchers (researcher-activists) in different settings?

Methods
The workshop consists of 4 parts. First we thematise our argument (7 min), before articulating some related dilemmas (8 min). Third, we discuss research questions in small groups (20 min).
Group 1: Working with natural – non-human groups?
Group 2: Working with community groups (e.g. hard-of-hearing people, blind and visually impaired people, stigmatized ethnic minorities, economically disadvantaged communities)

Finally, group discussion is to be followed by a final workshop-level discussion (10 min).
References
Málovics Gy., Méreiné Berki B., Mihály M. (2021): Policy Reform Instead of Policy

Transformation? Experiences of Participatory Action Research (PAR) on Desegregation Policy in Szeged, Hungary. IJAR – International Journal of Action Research, 17(1-2021), 81–101.

Mihók B., Juhász J., Gébert J. (2023): Slow Science and "Caring" Research – the Transformative Power of Collaborative Research with Hard of Hearing Youths. International Journal of Action Research, 19(2), 157-173.

Focus Keywords: Co-creation / Collaborative Research, Community-based Research, Curriculum Development, Empowerment, Engagement/Participation Methods, Ethics; Participatory Action Research, Participatory Governance, Participatory Mapping, Partnership Development Policy / Strategy Development, Public Engagement; Science Shop, Service Learning, Social Innovation, Student Research.

4.14. Building and sustaining next generation engagement: Visioning our future

Speakers: Emma McKenna, Catherine Bates

Format: Conference Plenary Sessions

Abstract: This interactive plenary will offer you a breathing space and a chance to consolidate your learning and consider what you are taking away from the conference. You'll have time to think on your own, and to share with and hear from others. What will change for you? What do you want others to change? How will you (and we as a network) play a part in building and sustaining next generation engagement?

5. **Organisers**
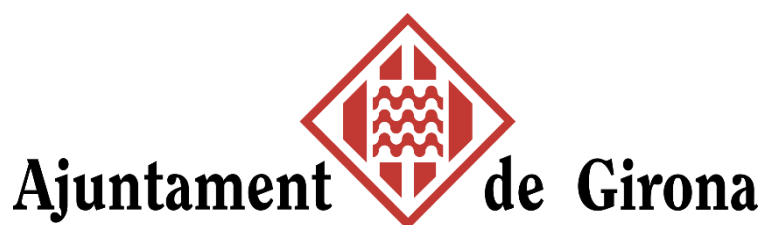
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- Norbert Steinhaus – Bonn Science Shop, Germany; Project manager, Center of Sustainability Transformation in Areas of Intensive Agriculture, University of Vechta, Germany
- Vera Verhage – Coordinator Science Shop of Medicine and Public Health University Medical Center Groningen/ University of Groningen, The Netherlands

5.2.   Local Organising Committee

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- Sílvia Llach, Vice-Rector for Territory and Social Commitment

- Sara Alburnà, LK10 Conference Organization

- Alícia Betts, Strategic International Projects

- Joaquim Brugué, Lecturer and Researcher

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- Edgar Iglesias, Lecturer and Researcher

- Anna Planas, Lecturer and Researcher

- Sílvia Simon, Lecturer and Researcher

5.3. The 10th Living Knowledge Conference kindly thanks the support of

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