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Living Knowledge

The International Science Shop Network

Newsletter 69

December 2023

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Editorial

Dear colleagues and friends!

The old year is coming to an end. On behalf of the Living Knowledge Network, I would like to thank everyone who has worked on research and campaigning on a wide range of issues related to what we all have in common: an urge to co-create and share new knowledge for an inclusive, equitable, healthy and sustainable society. Thank you for your great commitment to the benefit of all our communities. Therefore, we hope to see you 26-28 June in Girona for our 10th Living Knowledge conference and talk about your Science Shops, research shops, living labs, citizen science, public engagement, participatory action research, community-based research, community service learning, user driven innovation, your projects, ideas and visions. Submission of proposals is still possible until 8th January.

Let's continue to live the sense of togetherness. Because we have seen what the power of engaging with our communities can achieve. With this in mind 2024 will be another successful year.

Have a peaceful and relaxed Christmas and a good start into 2024.

Yours sincerely
Norbert Steinhaus

News on the Living Knowledge Conference



BREAKING NEWS: DEADLINE EXTENDED

The submission deadline for the 10th Living Knowledge Conference under the theme "Building and sustaining next generation engagement" has been extended till the 8th of January to allow everyone interested in participating in this event a chance to submit their contributions. Living Knowledge Conferences favour interaction and ample time for discussions, workshops, and dilemma sessions. We want to hear from new and experienced researchers and practitioners working with community-based research, engaged research and citizen science.

The call is looking for proposals in the following topics of the next generation:

- Curriculum: Engaged Research embedded in the curriculum and next generation of teachers.

- Genuine engagement: Participatory techniques vs rhetoric's on participatory based research; Cooperation vs engagement; Science Shops and Citizen Science/Living Labs; power relations.
- Leaders: young researchers and practitioners– specific track for this group – and how to support researchers.
- Overcoming barriers: How to support local communities (transdisciplinary and across universities); influence of political restrictions on community-based work.
- Engagement policy and funding: Policy dimension and advocacy for community engagement/citizen science/RRR in next EU funding programme; governance of research; assessment and funding of participation.
- Impact: Transformative and impactful collaboration (from knowledge to implementation)
- Strategy: From in house to local to global; from values to strategy: changing institutes' strategy.
- Futures: participation for Horizon Europe Missions and SDGs.

You can find more information on the conference here:

10th Living Knowledge Conference 2024 - Living Knowledge

[See the call for proposals here](#)

Projects

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



LOESS

LITERACY BOOST THROUGH AN OPERATIONAL EDUCATIONAL
 ECOSYSTEM OF SOCIETAL ACTORS ON SOIL HEALTH

Soil hosts more than 25% of all biodiversity on the planet 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 scientific 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 approaches, 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 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. LOESS will carry out activities in 15 countries. Hands-on activities related to soil education will be provided e.g. through Community Engaged Research and Learning (CERL).

BioGov.net

Mobilizing European Communities of Practice in bio-based systems for better governance and skills development networks in bioeconomy



The bioeconomy is expected to be a lever for sustainability and a solution to several ecological and social challenges, including climate change mitigation, cleaner production processes, economic growth, and new employment opportunities. However, despite all the efforts, the transition toward a sustainable bioeconomy is progressing too slowly. There is a need for establishing the means for exploring new paths to govern the transition process, in particular by:

- making information and knowledge available and accessible;
- assessing the regional needs and good practices to define targeted strategies towards fostering bioeconomy education and capacity building;
- bringing the various stakeholders together to co-create guidelines for bioeconomy training and mentoring;
- using arts in their different forms and applications to develop systemic thinking, encourage to pursue a career in the bioeconomy, facilitate inclusion and awareness.

BioGov.net will contribute to establishing innovative governance models in the bioeconomy by providing an inclusive training and mentoring framework in specific European regions and building a bridge between knowledge and skills in the bioeconomy, secured by effective governance. BioGov.net is a three-year project funded by the Horizon Europe programme, composed of 10 experienced partners, coordinated by CIVITTA, Estonia. The partners will operationalise the project's activities in 8 EU countries: Estonia, Italy, the Netherlands, Greece, Slovakia, Czech Republic, Portugal and Germany. The project will have a role in enabling better-informed decision-making processes, improving the social engagement of all actors and increasing the uptake of sustainable innovations in the bioeconomy.

The value of a sensory garden for the early childhood development

by Martina Jordaan and Susan Thuketana

A sensory garden was created on the University of Pretoria Mamelodi campus by the Department of Architecture, Siyathemba Clinic in Mamelodi, and the Community-based Project Module (JCP) within the Faculty of Engineering, Built Environment and IT. Sensory gardens are designed to enhance physical fitness, mental health, mood, and cognitive abilities. Gardening and plant care can help children improve their gross and fine motor skills, while spending time outdoors, inhaling fresh air, and basking in sunlight can be highly beneficial for children's overall physical health. Sensory gardens comprise various features, surfaces, objects, and plants that stimulate our senses, including touch, sight, scent, taste, and hearing.

In its initial stages, the project received vital support from the South African Higher Education Network-Higher Education Network, and the Goethe Institute Green Libraries Project, which facilitated the training of Early Childhood Development (ECD) practitioners. The sensory STEM garden has since become a valuable resource for ECD students and students from the Department of Health Science, offering a platform for ECD practitioner training.

A storytelling project with a focus on the garden was resented by the University of Pretoria Merensky Library in collaboration with the Mamelodi campus which captivates the senses and imagination. The garden became a dynamic interdisciplinary research

space, catering to learners in the ECD phase, individuals with special educational needs, and the elderly, all of whom stand to benefit from the immersive sensory environment.



EndoHealth: Placing Patients at the Centre of Care

The Patient Experience Observatory of the Hospital Clinic of Barcelona, in collaboration with the Endometriosis Unit of the Clinical Institute of Gynaecology, Obstetrics, and Neonatology, is currently engaged in the "EndoHealth - New Model of Care for Endometriosis" project. This citizen science initiative is designed to transform patient care at our hospital by centring decision-making on the patients themselves. We aim to achieve this by developing a digital platform that gathers patient-reported experience and health outcome indicators throughout a patient's healthcare journey. This approach enables timely interventions and service adjustments when necessary.

We are thrilled that our project was chosen to participate in the Impetus Accelerator Programme, which is funded by Horizon Europe and spans from June to December 2023. Over this period, we have been actively engaged in co-creating a new set of Patient-Reported Outcome Measures (PROM) and Patient-Reported Experience Measures (PREM) through various activities, including patient and healthcare provider workshops. This collaborative effort involving patients and healthcare providers is instrumental in identifying crucial areas of focus for these questionnaires.

The achievements of these six months will lay the foundation for the development of our innovative platform. Furthermore, our work will contribute to the generation of new knowledge, especially considering the limited availability of published endometriosis-specific PROM and PREM. We are dedicated to publishing our co-creation process through public channels. As we approach the conclusion of this project phase, we are

enthusiastic about continuing our journey and remain committed to increasing awareness about endometriosis and its care.





**Advancing Greencare in Europe:
An Integrated Multi-Scalar Approach for the Expansion of Nature-Based Therapies to Improve Mental Health Equity (GreenME project)**

The GreenME project has officially launched its mission to redefine mental healthcare through nature-based therapies. The project, which commenced in September 2023 and is set to run until August 2027, is poised to revolutionize mental health equity understanding and practices across Europe.

GreenME, an acronym for "GreenME: Advancing Greencare in Europe: An Integrated Multi-Scalar Approach for the Expansion of Nature-Based Therapies to Improve Mental Health Equity," is a collaborative effort involving 19 partners from seven countries. These countries include Spain, Italy, the UK, Poland, Belgium, Sweden, and Germany, bringing together a diverse consortium of academic and non-academic organizations. This powerful coalition will harness its collective expertise to address the pivotal intersection of mental health equity and environmental sustainability.

"We are immensely honored to have been chosen by the EU to lead this ambitious project," commented Margarita Triguero-Mas, Project scientific coordinator at GreenME. "Our project will advance our understanding of the intricate relationship between various levels of green care and mental health equity, all while facilitating the translation of this knowledge into actionabl



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policies."

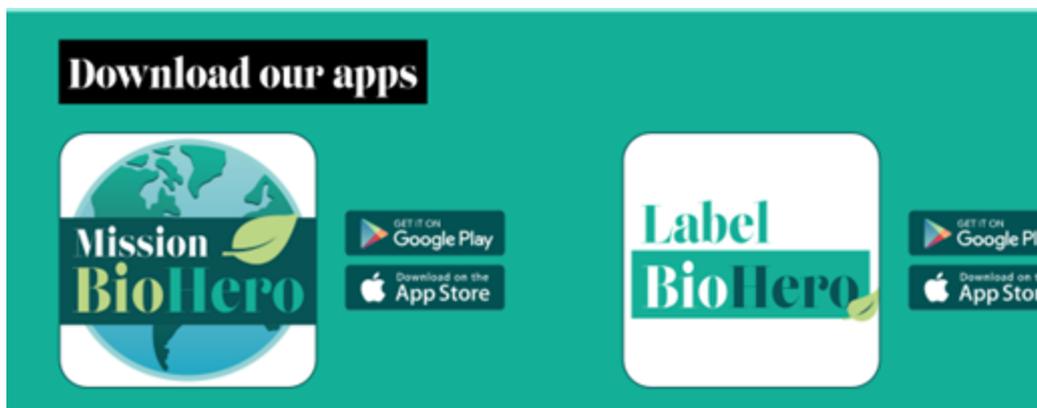
Central to GreenME's mission is an exploration of how nature-based therapies can be integrated to nature-health promotion and nature-in-everyday-life to enhance mental health outcomes and reduce inequities. The project takes a comprehensive multi-scalar approach to examine the intricate interplay between mental health, the environment, and societal factors. With an equal distribution of academic and non-academic partners, GreenME stands prepared to address this challenge from a multitude of perspectives, merging rigorous research with community-driven practical solutions.

[Read more here.](#)

Allthings.BioPRO

Allthings.bioPRO has put all emphasis on getting citizens involved in the bioeconomy and making their voices heard. The project focused on issues and products, which connect with the daily life of citizens and consumers. Themes were the creation of growth and jobs, sustainable and circular use of resources or the societal dimension of the bio-based industry in Europe but also outside Europe where the biomass products might impact societies in other countries. The personal viewpoint of a consumer considers quality, functionality and the costs of products but does also care about sustainable production and the environmental impact of daily life products.

Allthings.bioPRO used **serious gaming** to channel citizens' voices to the bio-based industries.



Related News

Queen's University Belfast Science Shop wins prestigious national teaching award

Queen's University's Science Shop are recipients of the Collaborative Award for Teaching Excellence (CATE), which recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. This award is made by Advance HE and recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. Only 15 such awards are made in the UK every year and The Science Shop are the first team in QUB to receive it.

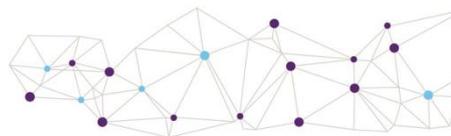
Eileen Martin, Manager of The Science Shop at Queen's, said: "We are delighted to win this award, which reflects the work we have been carrying out with community partners, students, staff and senior managers across the University to develop and facilitate engaged research projects and to create a strategic context for this work. We are really grateful to all the community partners and academics who have supported our work over the years."

Dr Emma McKenna, who spearheads The Science Shop's work at a European level commented; "I am thrilled that the Science Shop has been recognised in this way, showcasing how collaboration between academic and community-based research can tackle societal issues at both local and European levels."



A European Platform for Community Engagement in Higher Education

Launch of the platform will support connections between universities and society



A new web platform has been launched to support the greater societal impact of higher education through fostering mutually beneficial partnerships between universities and their communities. The platform www.community-engagement.eu provides universities, policymakers and other stakeholders with access to good practices, self-reflection and action-planning tools, policy recommendations and networking opportunities related to connecting universities and their surrounding communities. The platform features resources from 10 countries and is open to new content from users around the globe.

There are increasing demands for universities to open up to society and demonstrate their societal impact. Community engagement, a concept that refers to mutually

beneficial partnerships between universities and their external communities (encompassing public, business and civil society sectors) is crucial for achieving such societal impact. However, universities that wish to become more community-engaged often lack tools and support for planning such activities and policymakers require clearer definitions of community engagement, its dimensions, benefits and policy options.

The Community-Engagement.eu platform responds to these needs by developing a range of new resources that can be used by universities, policymakers and community stakeholders. Developed as part of the Erasmus+ funded project Steering Higher Education for Community Engagement (SHEFCE), which aims to contribute to increasing community engagement of European universities, the platform features a range of resources that allows users to:

- Search for university profiles around Europe that have carried out institutional self-reflections and actions plans for community engagement
- Search for good practices in community engagement, according to academic field or dimension of engagement
- Use self-reflection and action-planning tools for community engagement in higher education
- Consult policy recommendations for system-level support for community engagement in higher education from 5 European countries, as well as other publications and resources on the topic.

Universities, policymakers and communities are invited to actively co-create the content of the platform by sharing their own community-engaged practices and resources, and by connecting to the existing network of engaged institutions.

For further information about the platform, please contact the SHEFCE [project coordinator](#).

Final Conference of INCENTIVE

INCENTIVE is a cross-national 3-year long Coordination and Support Action



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It demonstrates the potential of citizen science through **the co-creation, establishment and assessment of Citizen Science Hubs (CSH) in four European Universities:**

- University of Twente (the Netherlands)
- Autonomous University of Barcelona (Spain)
- Aristotle University of Thessaloniki (Greece)
- Vilnius Gediminas Technical University (Lithuania)

The project accelerated the transition of these institutions to **more inclusive, open and democratic innovation and scientific governance, under the principles of Responsible Research and Innovation**. Moreover, the project seeds to deliver a legacy to European and international research institutes on how to create and operate their own CSH with the aim to secure a democratic and collaborative way of designing, implementing and monitoring scientific progress and technological growth.

On the 1st of November 2023, the two Horizon 2020 projects INCENTIVE and TIME4CS organized their Joint Final Conference, at the DesignLab of the University of Twente, in the Netherlands. The Conference took place right after the **Citizen Science for Health Conference** also organized by the University of Twente. [Final Conference – Incentive Project \(incentive-project.eu\)](https://incentive-project.eu)

[Incentive Project – Building 4 citizen science hubs through Europe \(incentive-project.eu\)](https://incentive-project.eu)

Vacant Researcher position at Corvinus Science Shop

A 3-year Associate Professor position in Social Entrepreneurship and Social Innovation is currently open at Corvinus University of Budapest. The researcher will work with the local lecturers-researchers at the Corvinus Science Shop and the Institute of Entrepreneurship and Innovation through community engaged research and learning. See the call [here](#). If you have a question: science.shop@uni-corvinus.hu. Find our science shop on LinkedIn [here](#).

Call for Papers

Gateways: International Journal of Community Research and Engagement is pleased to announce our new themed volume, 'Opening Gateways: Writing research differently (or, Is this going to be just another academic paper?)'. Contributors are encouraged to explore the ways in which the research article can be critically and creatively re-imagined to help make tangible the larger vision that lies at the heart of collaborative, situated and change-oriented community-based research and practice. Publication is planned for December 2024.

Guest editors are: Dr Jourdan Davis, Dr Margaret Malone, Professor Stephen Muecke, Professor Karen Schwartz, Assoc. Professor Chantal Trudel and Liz Weaver.

Our shared interests are: community-based research and practice, humanities, linguistics, Indigenous studies, collaboration, governance, place-based change, social work, industrial design, human factors/ergonomics, public administration, literacy, higher education, editing, genre conventions, social justice, sustainability.

If this sounds of interest, please see [here](#) for the full Call for Papers: Contributors interested in participating in this special volume are encouraged to submit a short proposal (300–500 words) by 15 January 2024.

Publications & Articles

Science Shops today - Annual Report published

The annual report of all projects of the Dutch Science Shops of 2022 has been released. Besides various articles on the different Science Shop projects it also includes a detailed

article on the last Living Knowledge conference in Groningen.
You can read it [here](#).

EUTOPIA's Citizen Science Starter Kit

Are you a researcher who is (relatively) new to citizen science, curious to learn more? Or are you about to start a citizen science project, and looking for practical guidance?

No worries: EUTOPIA's Citizen Science Starter Kit has got you covered!



With this [new version](#), we have updated and improved the first 3 modules, which together can be considered as a how-to guide for beginners, a foundation course. The Starter Kit

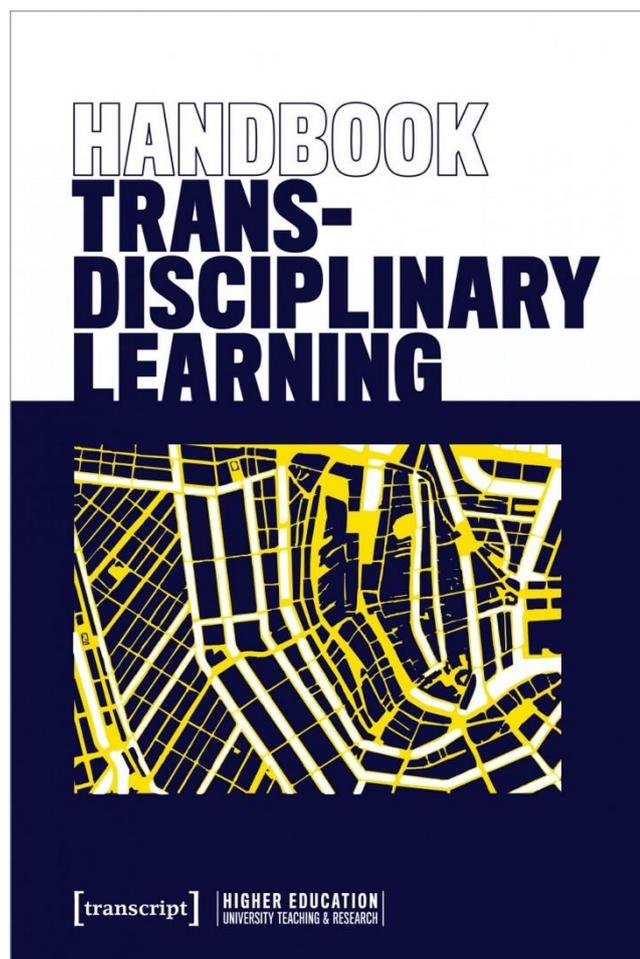
offers background information on citizen science, helps you to determine whether citizen science is the right approach for your research question, and introduces crucial design factors for a successful citizen science project. Each module contains case studies, tips for further reading and links to online materials or courses.

Completely NEW is the 4th Module, a hands-on tool designed for everyone involved in citizen science (not just beginners), inviting them to get to work! More specifically, we guide you through each phase of a citizen science project, from the initial idea to sustaining the project, its results and its impact. Put your ideas into practice with our templates and checklists and improve them even further by consulting our extensive resources.

Still need help? Questions? Find us at citizenscience@vub.be!

Handbook Transdisciplinary Learning

We are pleased to announce the publication of the entry on "science shops" in the HANDBOOK TRANSDISCIPLINARY LEARNING, edited by T. Philipp / T. Schmohl, Martine Legris (BdSL) and Frank Becker (kubus) set out the background, highlight debate and criticism, and analyse current forms and prevalence of science shops in higher education. kubus - Science Shop of Technische Universität Berlin contributed to two other entries:



Citizen Science and Student-Organized Teaching. These and 34 further entries make the Handbook a valuable and comprehensive reference work for the work of science shops but also for students, lecturers, scientists, and anyone wanting to understand the profound changes in higher education.

The good news is: there is a [free download version](#) but there is also the option to purchase a print version.

Community-Engaged Research and The Climate Crisis: Key Insights and Best Practices

The report summarizes ideas and best practices related to three themes: Indigenous sovereignty, storytelling and youth-driven research and engagement for climate justice.



The recommendations shared in this report will inform the research agendas of CERi and the University of British Columbia's Centre for Climate Justice, identifying future areas of focus, best practices of research, and new potential partnerships.

See the report [here](#).

Walk With Me: A Community-Engaged Response to the Drug Poisoning Crisis

The Walk With Me team and Simon Fraser University's Community-Engaged Research Initiative collaborated on the report Walk With Me: A Community-Engaged Response to the Drug



Poisoning Crisis to illuminate a powerful role for community-engaged research in addressing the drug poisoning crisis. The report explores the Walk With Me framework of using story walks, creative practice and sharing circles as a way to mobilize lived experience wisdom within a wider set of research contexts. Ultimately the Walk With Me project and this report aim to support community-driven systems and policy change; and cultivate new understandings and practices of community wellbeing and belonging. See the report [here](#).

Quiet Alarm - A Review of CBC's Climate Reporting

Amidst the growing climate crisis, Canadians rely on their public broadcaster for vital information about its origins, remedies, and actionable steps.



"Quiet Alarm: A CBC Climate Reporting Review" is a collaborative research initiative by CERi and the Climate Emergency Unit, dedicated to enhancing the Canadian Broadcast Corporation's coverage of climate-related issues. See the report [here](#).

Preparing Students to Engage in Equitable Community Partnerships

by Elizabeth A. Tryon, Haley C. Madden, and Cory Sprinkel

A comprehensive handbook for community-engagement professionals to navigate the art of preparing students for humble, respectful, and equitable community partnerships.

Preparing Students to Engage in Equitable Community Partnerships: A Handbook provides a wealth of valuable resources and activities to help impart ideas of identity, privilege, oppression, bias, and power dynamics to best support students and community in these relationships. Believing that authenticity only comes about in an atmosphere of mutual respect and self-awareness, the authors argue for cultural and intellectual humility.

Co-authors have spent years designing a workshop curriculum for training students in cultural awareness and humility prior to working in the community. Expanding on the

work they are doing in one institution, this book shares practical lessons from a variety of sources.

Each chapter looks at issues through different lenses, complete with underlying theories, and relates those discussions to concrete classroom activities, facilitation strategies, and scholarly frames. In addition, the authors include contributions from a diverse group of practitioners at community colleges, private colleges, historically Black colleges and universities, and minority-serving institutions.

Tryon is a member of the Living Knowledge Network, the Midwest Knowledge Mobilization Network, and an Emeritus of the University of Wisconsin-Madison as well as coauthor of *The Unheard Voices: Community Organizations and Service Learning* (Temple).

Policy recommendations of the Co-Change Project

The Co-Change Project has published recommendations for policymakers and managers responsible for research and innovation. Based on the concrete lessons learned about conducting research in the spirit of RRI, recommendations were formulated for policymakers at the national, regional and EU levels, as well as for managers of research-performing organisations (RPOs) and research-funding organisations (RFOs). See the document [here](#).

Conferences & Events

10th Living Knowledge Conference 2024

Building and sustaining next generation engagement

Conference: Wed. 26 June until Fri. 28 June, 2024.

Pre-conference: Tue. 25 June 2024 (workshops, summer schools, network meetings)

Location: Faculty of Arts, Universitat de Girona (Catalonia, Spain)

What are the new trends and approaches? How can we collaborate in the (near) future? Which links have been forged and what connections can still be made?

The 10th Living Knowledge Conference aims to bring together all those involved in doing or supporting research with and for communities and especially those newer to the field.

We are interested in collaborations you have forged, how you created new synergies by involving students, crossovers you have made, and your ideas for future collaborations. A special call out is for those new to the Living Knowledge Network and those newer to the field, we want to hear your voice, experience and knowledge.

[LK10 Call for proposal - Living Knowledge](#)

Engage Live 2024: Innovating Practice **1-2 May 2024, Bristol, UK**

Engage Live 2024 will be hosted in Bristol on the 1st and 2nd of May 2024 and is going to be a celebration of excellent engagement practice in all its forms - led by researchers, engagement professionals, communities, charities and organisations acting as agents for societal change. If you have developed creative ways to share and build knowledge; are working to build inclusive research cultures; or creating change from the ground up, then we want to hear from you!

See the [conference website here](#).

ESOF 2024 **Katowice, Poland, 12-15 June**

The 11th edition of the EuroScience Open Forum. ESOF2024 is one of the most significant international conferences, having an impact on the science and world transformation. During the event, scientists, entrepreneurs, politicians, journalists and inhabitants are going to discuss the latest scientific achievements, the arts and their impact on society. The participation in ESOF2024 is **free of charge**. Discover six thematic areas of the ESOF2024 conference and become a speaker. Apply before **31 January 2024**.

See the [call for applications here](#).



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Living Knowledge Discussion List

Living Knowledge Website

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

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