

Applying Engaged Research to your work: WORKSHOP

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Research Centre at DCU committed to the embedding of the principles and practices of engaged research at the university and across the island of Ireland with our active partners and networks.

- **Training** - Building capacity for engaged research across DCU through dedicated activities aimed at sharing knowledge of relevant research, methods and best practice.
- **Show-casing** - Increasing awareness of engaged research and, thus, fostering both knowledge and enthusiasm for others to get involved in the future, through highlighting ongoing activities and projects.
- **Facilitating** - Paving the road for further engaged research collaboration between researchers and community stakeholders through highlighting funding opportunities and developing relationships with relevant stakeholders.

Co-directors: Ronnie Munck and Kate Irving

More info at <https://www.dcu.ie/engaged-research> Contact mariana.colman@dcu.ie

Engaged Research: Theoretical Framework

- Underpinned by approaches such as RRI (Responsible Research & Innovation)...
 - Process where all societal actors (researchers, citizens, policy makers, business, third sector organisations etc.) work together during the whole R&I process in order to better align R&I outcomes to the values, needs and expectations of European society
 - Grounded in 5 themes: Public Engagement, Open Access, Gender Equality, Ethics, Science Education
- ...and PPI (Public and Patient Involvement)
 - Research carried out 'with' or 'by' members of the public rather than 'to', 'about' or 'for' them.
 - Valuing the expertise of experience & the insight of different perspectives.

Engaged Research: Theoretical Framework

- At the heart of engaged research is “the integration of theory and practice” and explicit reflections on the role of the researcher in the process (Touboulic & Walker, 2016: 311)
 - Touboulic, A., & Walker, H. (2016). ‘A relational, transformative and engaged approach to sustainable supply chain management: The potential of action research.’ *Human Relations*, **69**, 301–343.
- While diverse, engaged research largely aligns with Flyvbjerg’s definition of “phronetic” research (2001), that is, research that focuses on values and power to inform practical knowledge rather than abstract knowledge.
 - Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge, UK: Cambridge University Press.
- Reflexivity is key: continually questioning the design & impacts of your research: who it serves, what context it is operating in, who is included & excluded, etc.
 - Touboulic, A., McCarthy, L., & Matthews, L. (2020). ‘Re-imagining supply chain challenges through critical engaged research.’ *Journal of Supply Chain Management*, **56**(2), 36–51

Engaged Research & Your Work

- Engaged research is a flexible framework, but to be truly effective, it needs to be adapted to your work & your work needs to be adapted to its principles.
- Briefly outline your current research work & discuss where you see engaged research fitting into it.
 - What are your priorities?
 - What are your concerns?
 - What is the context?

Engaged Research Context & Drivers for Change

- EU Commission Horizon Europe
- National Strategy for Higher Education 2030 (Hunt Report)
- Mission-based Performance Compact & HEA Performance Framework
- Charter for Civic & Community Engagement (Points 7&9)
- DORA and HEA metrics
- National Science and Innovation Strategy, Innovation 2020: Excellence, Talent, Impact – **and** new National Dialogue on Science in Ireland leading to a new, shared research strategy 2021
- Science Foundation Ireland Strategy 2025
- “Creating Our Future”: national conversation with Irish public involvement in direction of research July-Nov 2021; results due Spring 2022



ONE
We, the Irish higher education institutions, wish to acknowledge and celebrate the achievements of our higher education institutions over the years, pursuing engagement with local communities, and society at large, for the common good.

TWO
We will continue to promote civic and community engagement through the mission and strategy of our institutions wherever possible.

THREE
We will promote civic and community engagement through a variety of community-based learning, community-based research, public scholarship and volunteering activities and seek to align these with the overall teaching, research and outreach missions of our institutions.

FOUR
We will continue to build a campus community imbued with a civic culture through our use of space, cultural activities, commitment to diversity, co-operation with partners, student civic engagement and all relevant operational practices.

FIVE
We will pursue, through a variety of means, our aspiration to open our campuses to local communities, and our social, arts, cultural, academic and sports activities will, where possible, promote local community engagement and partnerships.

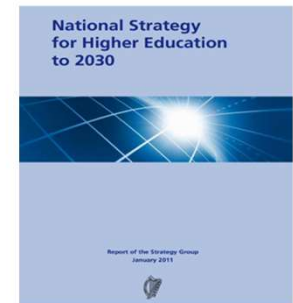
SIX
We will contribute to the enduring participation and lifelong learning agendas by promoting civic and community engagement, combating disadvantage and furthering the social inclusion mission of higher education.

SEVEN
We will partner with relevant stakeholders and agencies to promote our institutions as hubs of engagement activity in order to actively address the local and regional development, regeneration and research agendas.

EIGHT
Our campus and all our activities will be informed by the sustainability agenda in recognition that a green campus contributes to community well-being and economic development.

NINE
We will continue to provide the engagement of our institutions with the wider society through two-way knowledge exchanges, and actively communicate the social relevance and impact of our research and teaching activities as broadly as possible.

TEN
We will continue to advocate for appropriate resources, both financial and human, to achieve high impact civic and community engagement activities to maintain and build on what we have achieved to date.



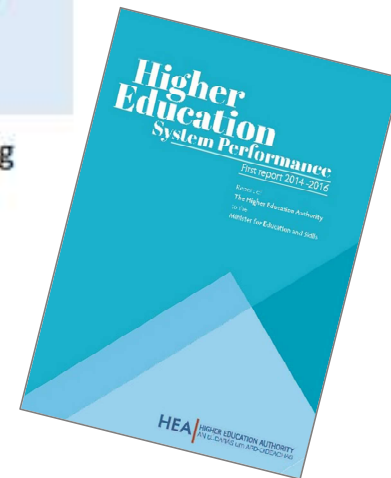
A National Conversation on Research in Ireland



HEA System Performance Framework

Key System Objectives for the Higher Education System 2018-2020

-  **Objective 2** Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
-  **Objective 3** Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
-  **Objective 4** Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population



Campus Engage Strategic Plan 2019-21

1

Embed good practice and infrastructure at a local level;

2

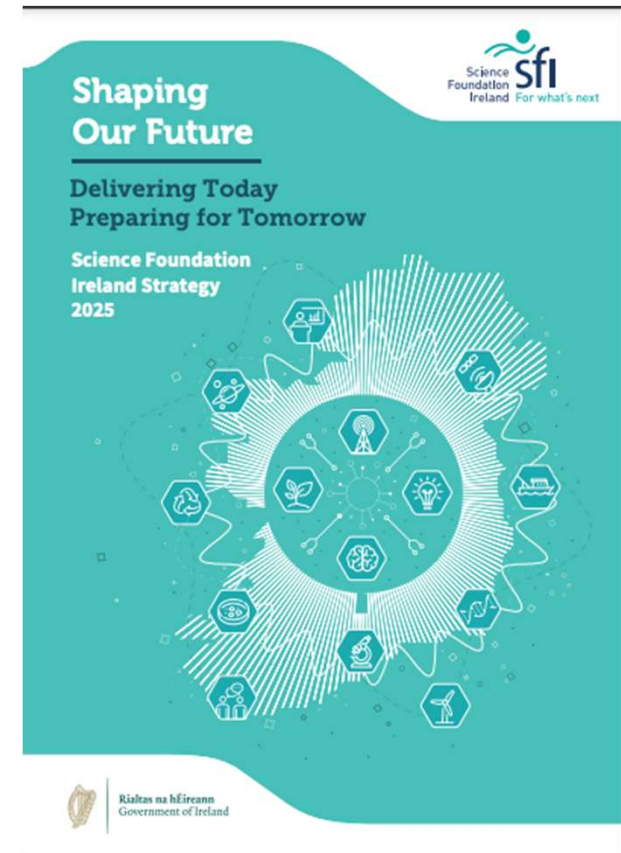
Scale activity both locally and nationally using existing tools and services;

3

Promote, advocate and communicate the value of HEIs working with civic society, communities, policy makers, funding agencies, publics, EU and international stakeholders.

Shaping Our Future

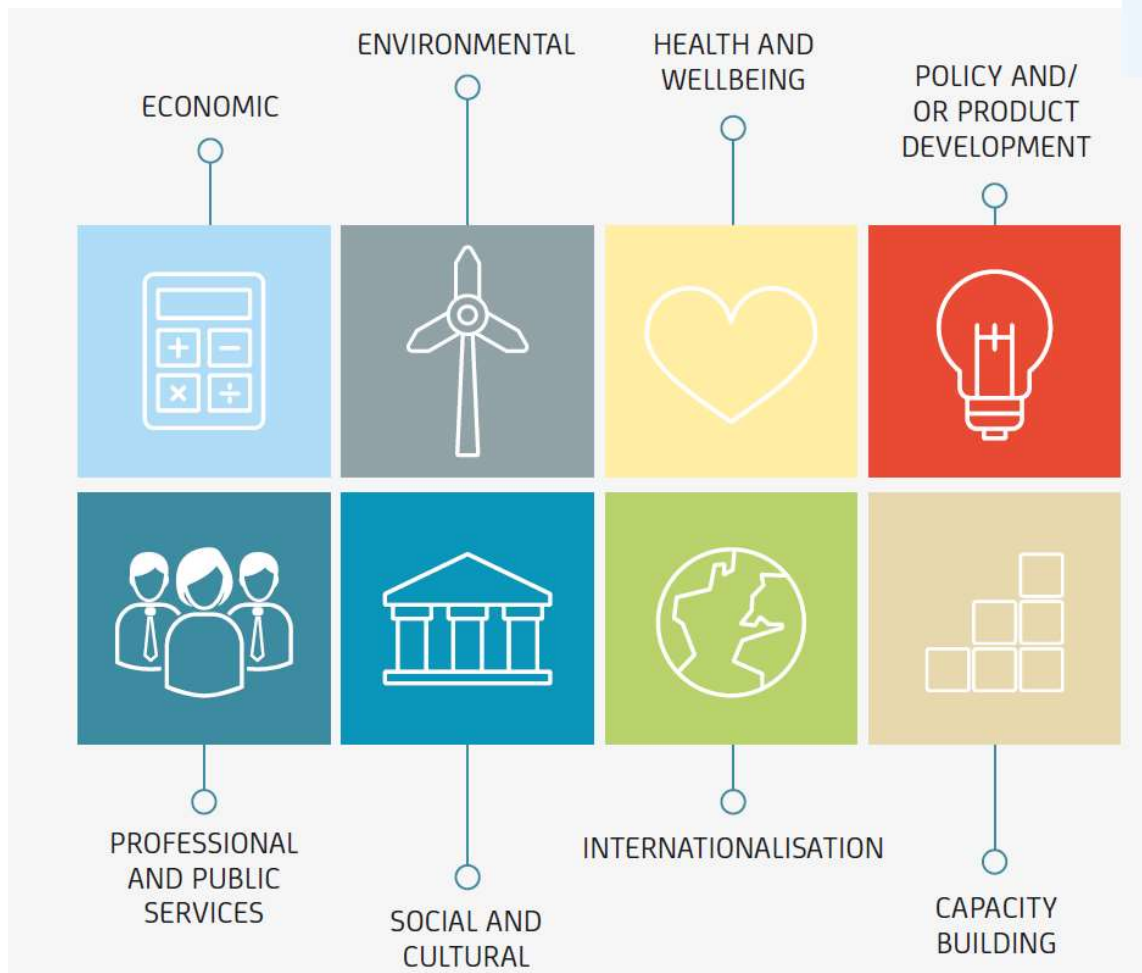
- Aligned with The United Nations Sustainable Development Goals 2030.
- “One way for research to have the best positive benefit is for researchers and funders to work together to prioritise the benefits of the research at both the application stage and during the research itself. In SFI’s new strategy, SFI commits to working with and supporting its researchers to ensure that potential positive benefit is maximised.” (p18)
- Actions prioritised by the strategy include:
 - Increase evaluation of the potential impact of applications for funding and of awards;
 - Collaborate with policy makers, other funders, researchers, enterprise and civic society;
 - Improve SFI’s measurement and analysis of wider economic and societal impact





CampusEngage

Impacts - Criteria for Irish funders



Change Makers.

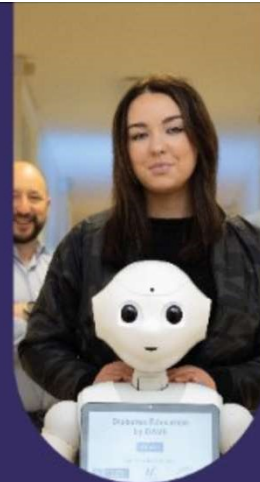
Improving Lives Through Research

*From Jan 3rd RTE 1
Mondays at 8.30pm*

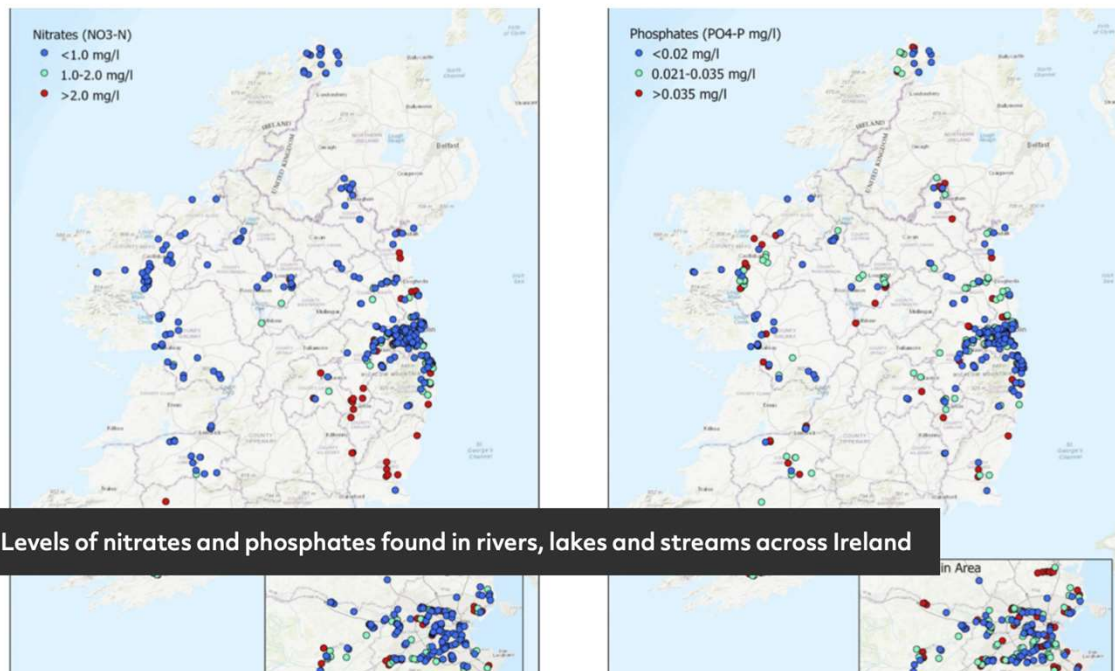
iua IRISH
UNIVERSITIES
ASSOCIATION

RTE

ND | New
Decade



DCU Engaged Research Examples: WaterBlitz



Dr. Susan Hegarty, School of History and Geography and DCU Water Institute

WaterBlitz 2021 gives snapshot of the health of Ireland's waterways

DCU Engaged Research Examples: community-engaged art

DCU Arts and Culture

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Viewing of Work-In-Progress by Mandy O'Neill, DCU Visual Artist in Residence



“The Poor Land: Visualising a transitioning landscape, through photographic strategies, text and engaged research.”

DCU Engaged Research Examples: Insight SFI Centre



CROWD/ACCESS

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**WANT TO LEARN HOW TO MAP FOOTPATH
ACCESSIBILITY?**

Join our online workshops during Science Week 2021.

REGISTER

Am I conducting engaged research?

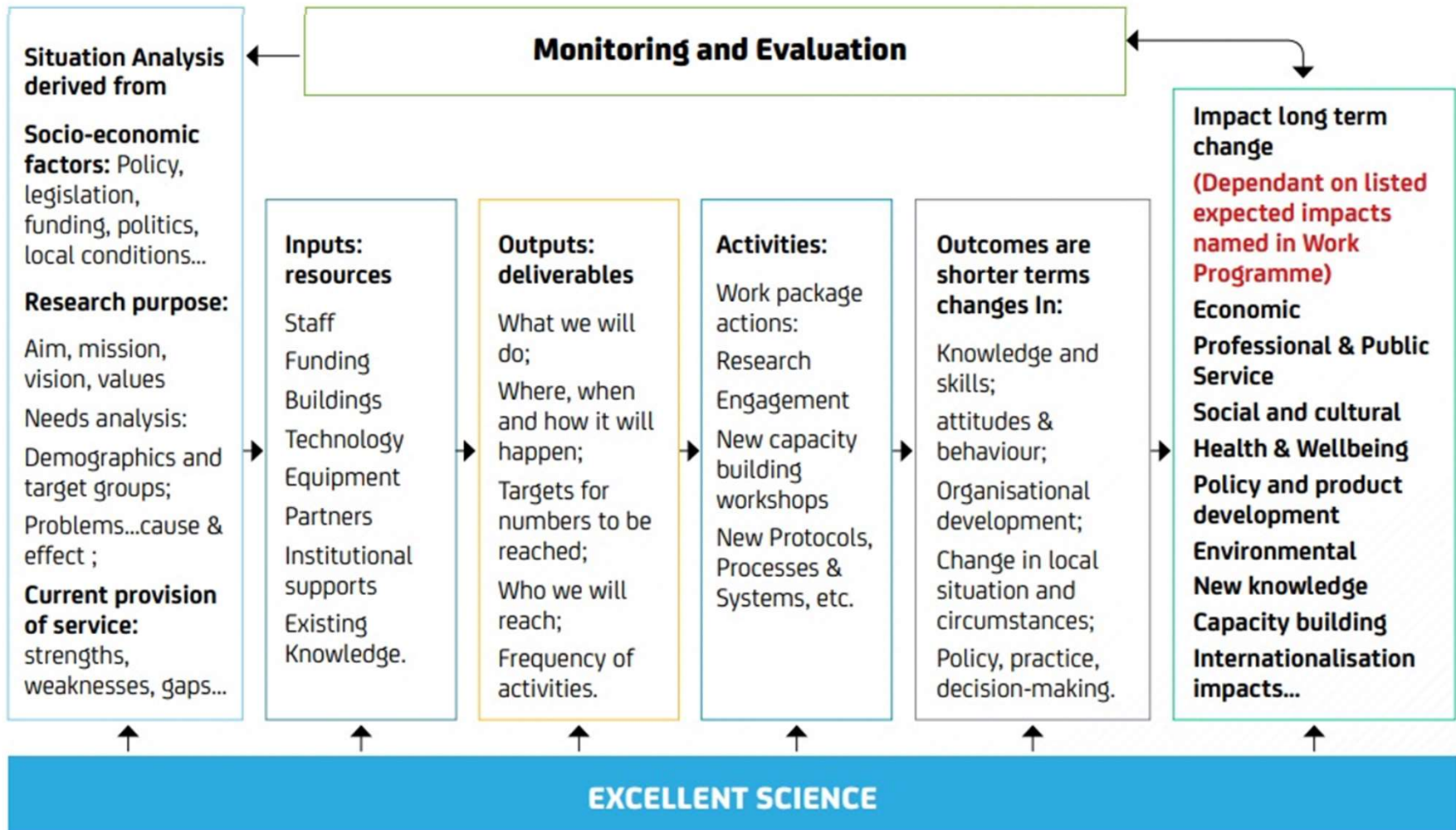
- If your research is addressing a societal challenge or issue of public concern, have you engaged those stakeholders most affected?
- Does the proposed research tap the expertise and tacit knowledge of both researchers and community members?
- Does the design of the research ensure that stakeholders and researchers are clear about the extent of their collaboration, their respective roles and responsibilities, what they can expect to gain from the research, and what they will be expected to contribute?
- How will community members be recognised and acknowledged in research outputs?
- How will this research result in positive steps towards addressing the issue of public concern or societal challenge?

SLIPDOT Analysis

Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
Areas where the university is doing particularly well in terms of community engagement.	Areas of community engagement that are not highly developed at the university (due to it not yet being a priority, due to limited capacity or other reasons).	Areas of community engagement that the university could realistically improve in the future.
Opportunities		Threats
<u>Internal</u> : e.g. Level of support among leadership and academic staff		<u>Internal</u> : e.g. Level of support among leadership and academic staff
<u>External</u> : e.g. Level of community support; in line with national policy; availability of funds and programmes (at the national and European level)		<u>External</u> : e.g. Level of community support; in line with national policy; availability of funds and programmes (at the national and European level)

Illustrative example

Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
<ul style="list-style-type: none"> • <i>Community-based learning is integrated into study programmes at several departments.</i> • <i>There are examples throughout the university of communities' and citizens' inclusion in research.</i> • ... 	<ul style="list-style-type: none"> • <i>The primary thematic focus of the university is technology and industry. This means that engagement with other groups in order to address broader societal needs has not been as high a priority so far.</i> • ... 	<ul style="list-style-type: none"> • <i>The university could consolidate and better interlink existing community-engagement initiatives.</i> • <i>The university could adopt more bottom-up level engagement with external communities with fewer resources.</i> •
Opportunities		Threats
<p data-bbox="134 813 275 837"><u>Internal:</u></p> <ul style="list-style-type: none"> • <i>The university is currently in a strategic planning phase for the period until 2030, which provides an opportunity to strengthen the position of community engagement.</i> • ... 		<p data-bbox="1058 813 1199 837"><u>Internal:</u></p> <ul style="list-style-type: none"> • <i>The university might decide to focus only on societal impact through engaging with business and industry, rather than harder-to-reach groups.</i> •
<p data-bbox="134 1070 275 1094"><u>External:</u></p> <ul style="list-style-type: none"> • <i>The societal impact of research and higher education generally is becoming increasingly prominent in policy debates. Prioritising community engagement is a pathway towards achieving such an impact.</i> • ... 		<p data-bbox="1058 1070 1199 1094"><u>External:</u></p> <ul style="list-style-type: none"> • <i>The pressure of ensuring adequate funding for universities presents an obstacle to community engagement that does not have a clear funding stream.</i> • ...



How to Engage w/Community Organisations

- Access to Dublin City PPN through CER DCU
- Clear & measurable impact
- Community organisations have many demands on their time - communication needs to be clear and concise.
- Contact regularly & keep them in the loop. Make them feel like genuine partners in the process.
- Make community partner throughout entire process: design, implementation & dissemination

Impact Statements

1. Choose jargon free, non-technical language;
2. Articulate how the team will engage or involve beneficiaries, and how the translation of knowledge will effect the societal challenge;
3. Use a logic model to identify stakeholder needs, inputs, outputs and activities, outcomes, and proposed impact;
4. Aim to assess research impact as you proceed (formative) and upon completion (summative);
5. Consider the background and range of expertise of those assessing the impact statement, along with the requirements identified in the call;
6. Articulate who or what is expected to change, how the change will take place, and the estimated timeframe for when this change will happen;
7. Set targets against the chosen key performance indicators to monitor progress;
8. Consider qualitative evidence across a range of impact categories;
9. Consider dissemination, knowledge exchange and translational activities to scale up the project in the future and maximise impact.

Example: Engaging Older People

- Trust: Working through organisations/figures that they already have established relationships with.
 - Liaise with DCU Age Friendly Global Network Co-Ordinator Christine O'Kelly
- Accessibility: Awareness of barriers caused by ill health.
 - Avoid buzz words/jargon
- Communication: Make benefits of research & benefits of their contribution clear.
- Methodology: Enjoyable/engaging but rigorous in data collection.
 - Need for patience with data collection

Engaged Research Framework



Figure 3. The Engaged Research Framework presents opportunities for engagement across the research lifecycle. This Engaged Research Framework is based on the original design by Sarah Bowman, Trinity College Dublin.

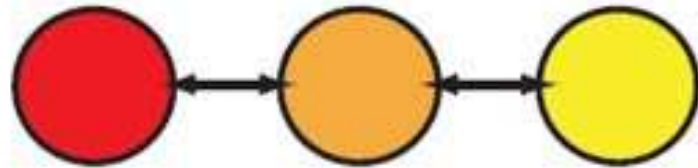
Transdisciplinary



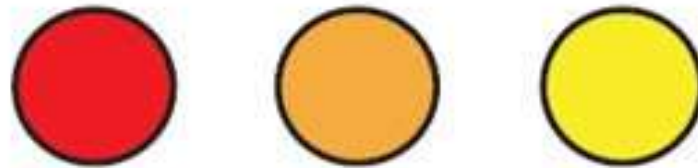
Interdisciplinary



Multidisciplinary



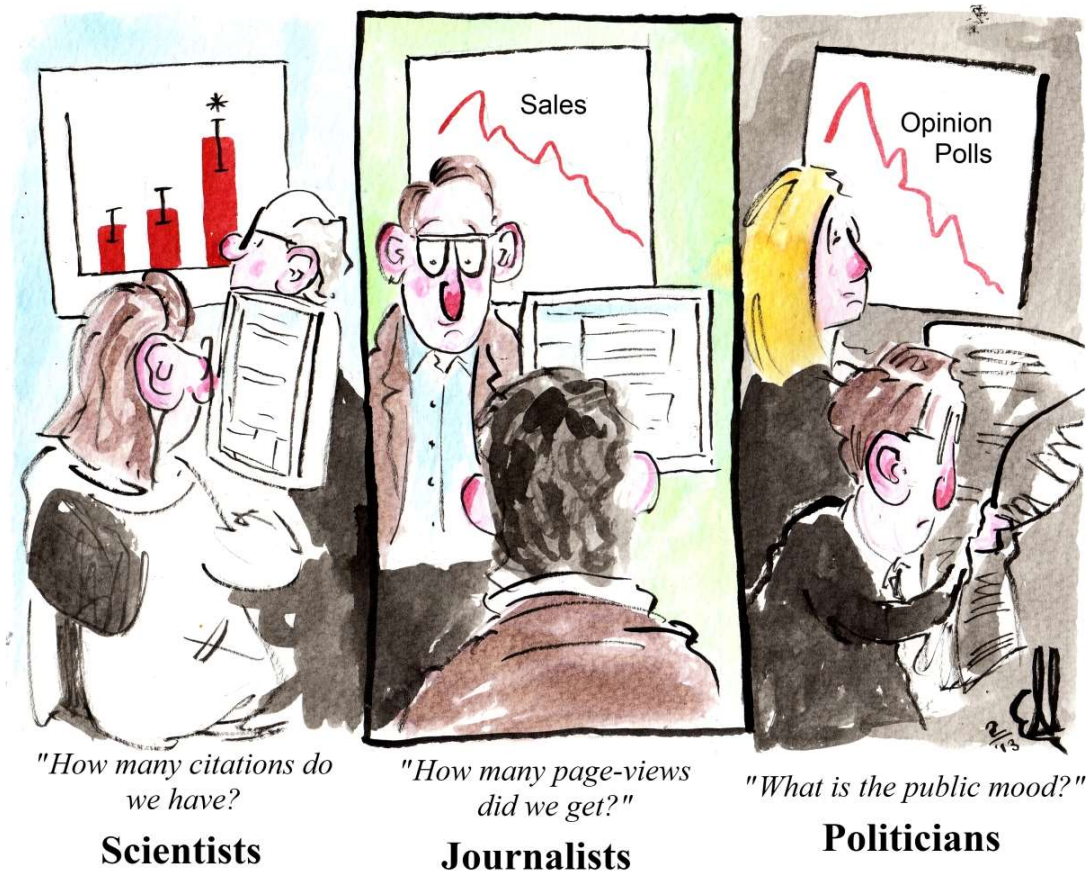
Disciplinary



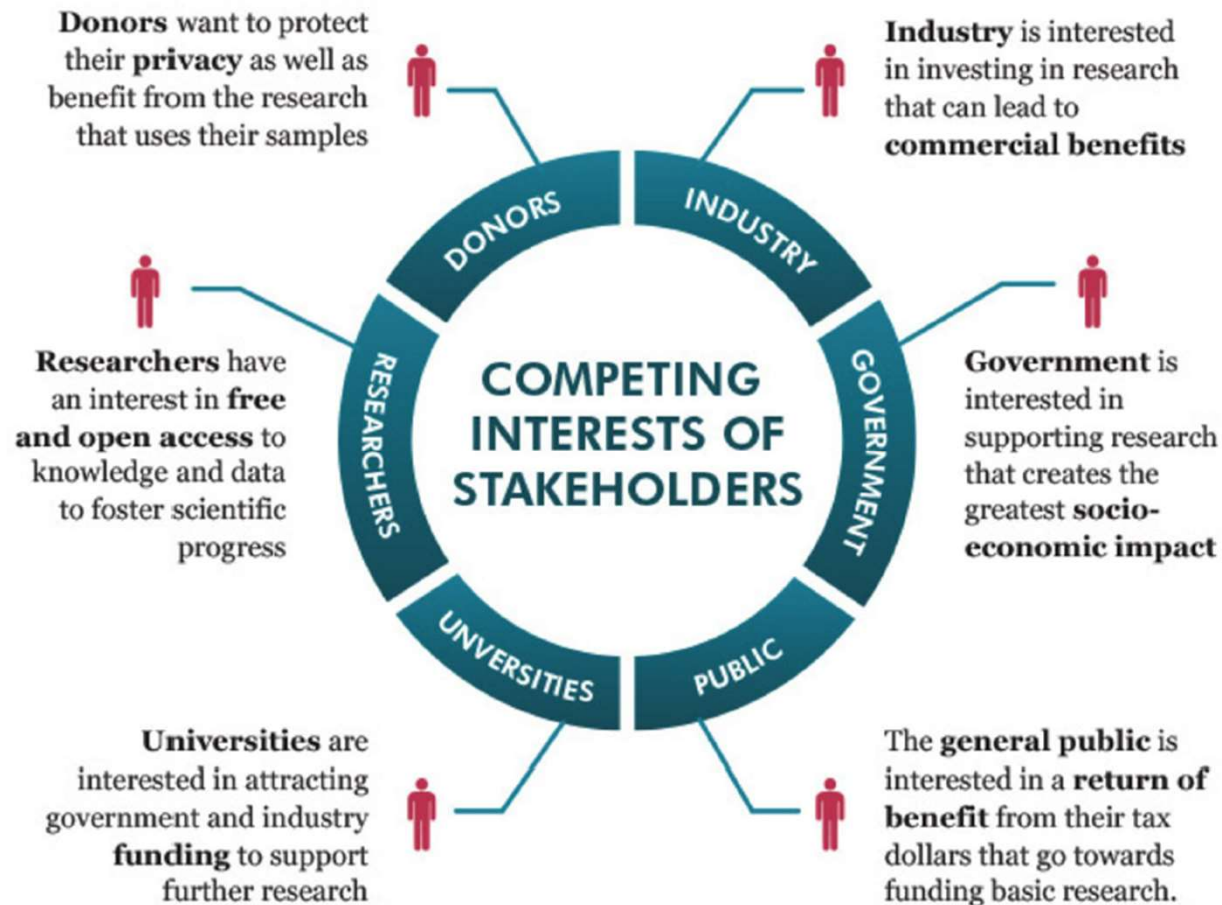
Converging paradigms

Responsible Research and Innovation (RRI)

Assessing the impact of research:



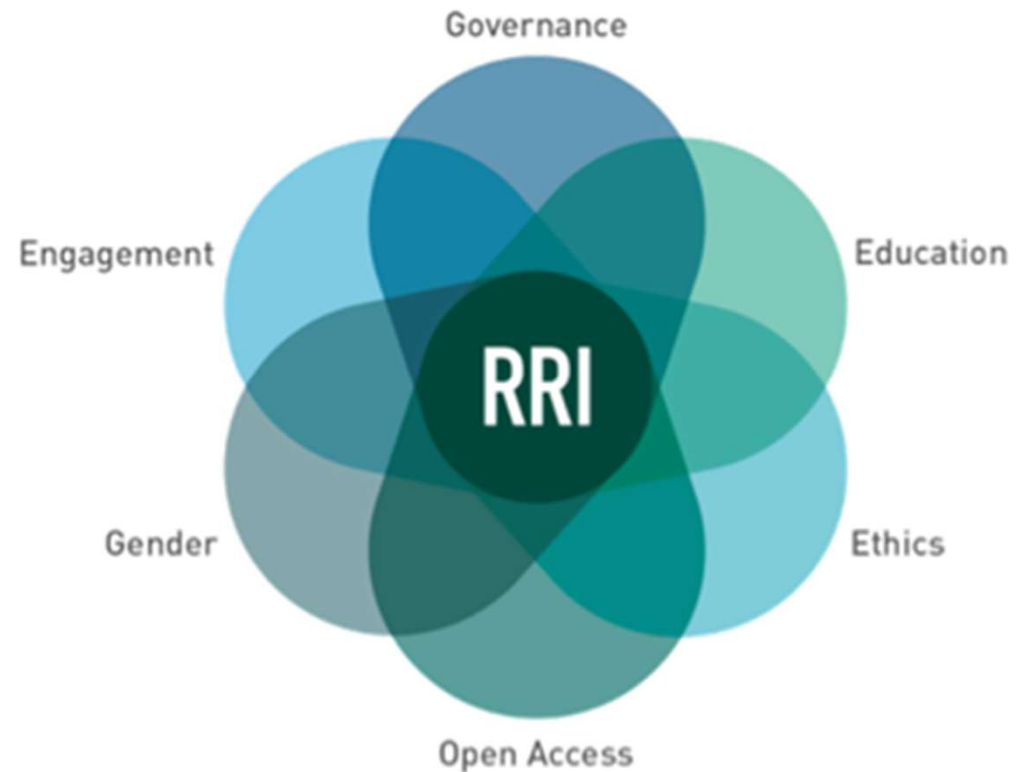
Responsible Research and Innovation (RRI)



Helen Yu (2016) Redefining responsible research and innovation for the advancement of biobanking and biomedical research *Journal of Law and the Biosciences*, Volume 3, Issue 3, 1 December Pages 611–635, <https://doi.org/10.1093/jlb/lsw047>

Responsible Research and Innovation (RRI)

- RRI was a pillar of Horizon 2020, large scale funding of most EU research projects
- combination of years of research in science communication, ethics, science education, “ELSI” of science, tech governance
- Likely to evolve into what policymakers are calling the “three Os”: open science, open innovation, open to the world



Ref EC project “RRI Tools”

Also see <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation>

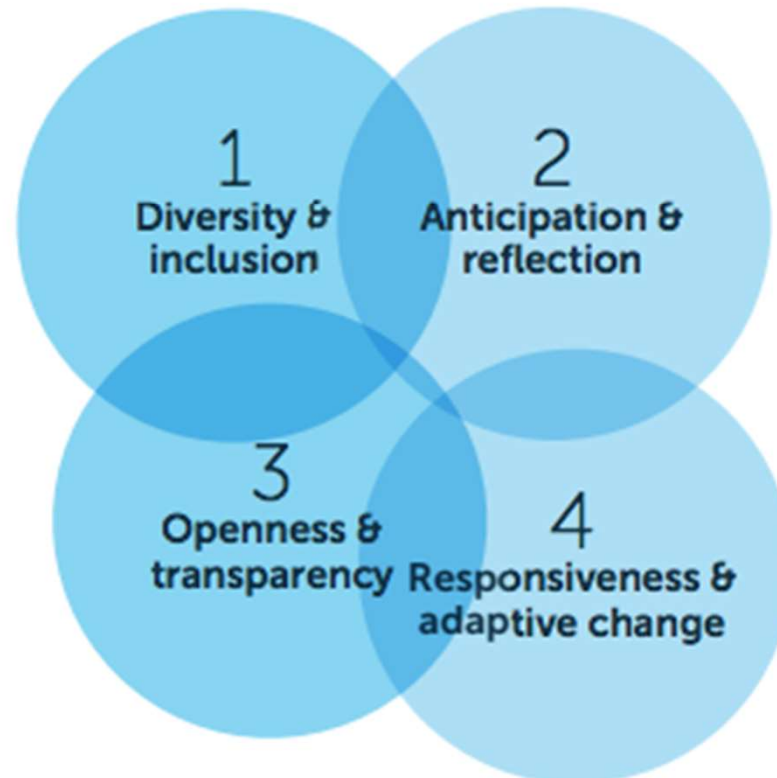
RRI

- ‘Sustainability’, ‘inclusivity’ added later as themes
- A worthy but unworkable all-things-to-all-people?
- Rome Declaration 2015 with ‘simpler’ schema of ‘process requirements?’

Ref EC project “RRI Tools”

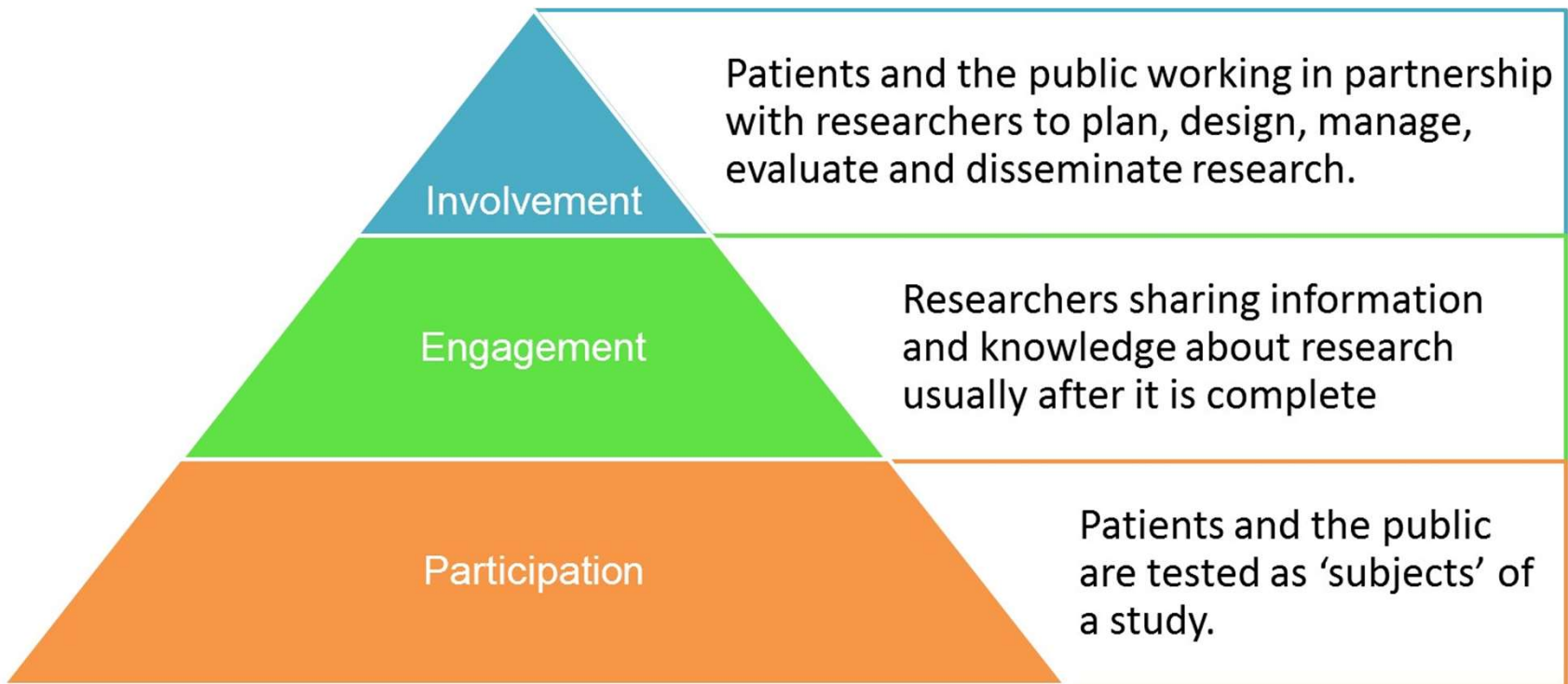
Process requirements

In order to achieve the outcomes as described above, the R&I process has to accord with certain process requirements. We have identified eight requirements and divided them in four clusters.



Public and Patient Involvement

Ref: INVOLVE, UK



Central concepts in this convergence

- Inclusivity
- Participation to involvement – publics, stakeholders
 - Anticipatory governance
 - Models and activities of communication

Science communication/science education spectrum?

Science education
communication

Science



Literacy?



Engagement?

Refs:

Wynne, Brian 1991

Holliman (ed.) 2009

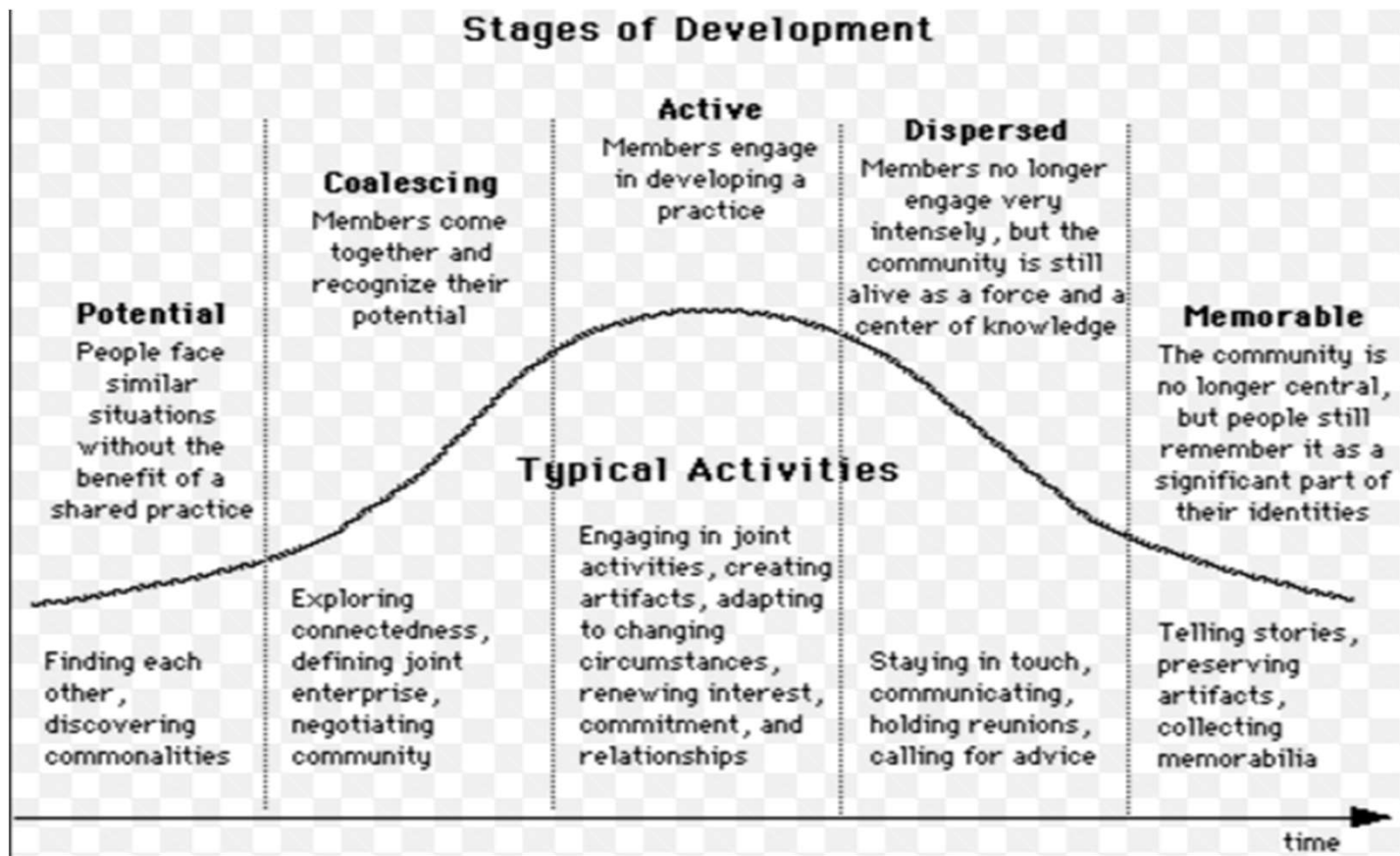
Davies, SH

Weingart and Joubert, 2019

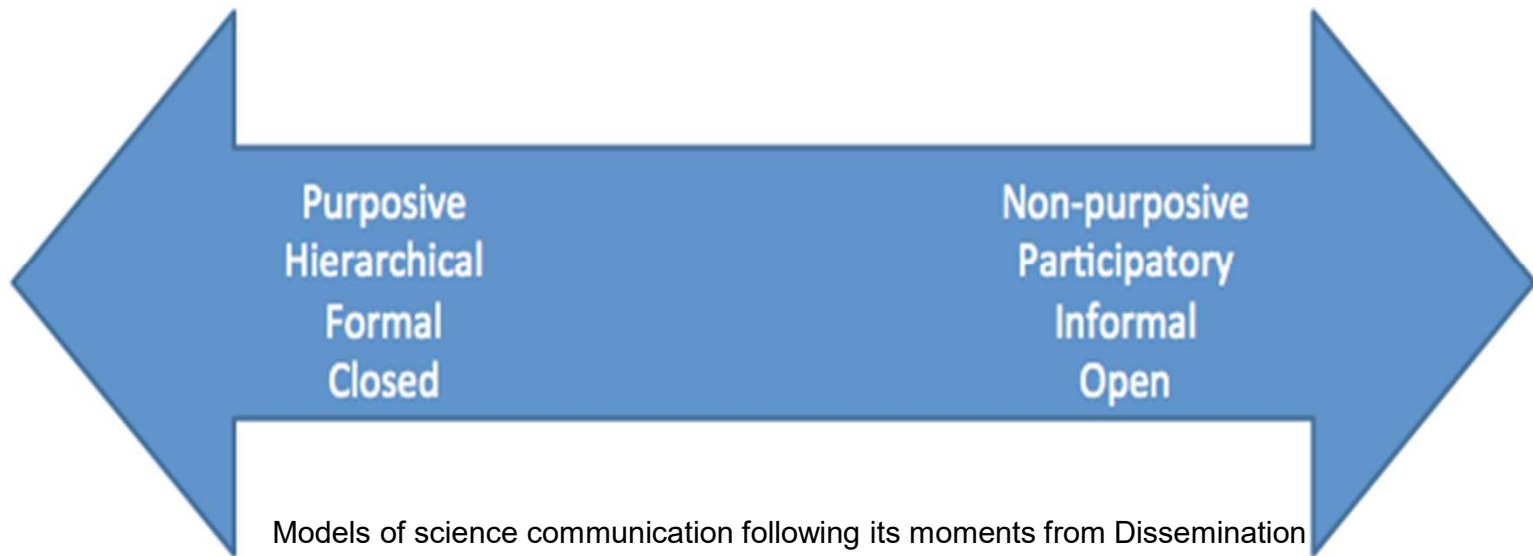
Levels of interaction in community based science projects (Jellema and Mulder 2016)



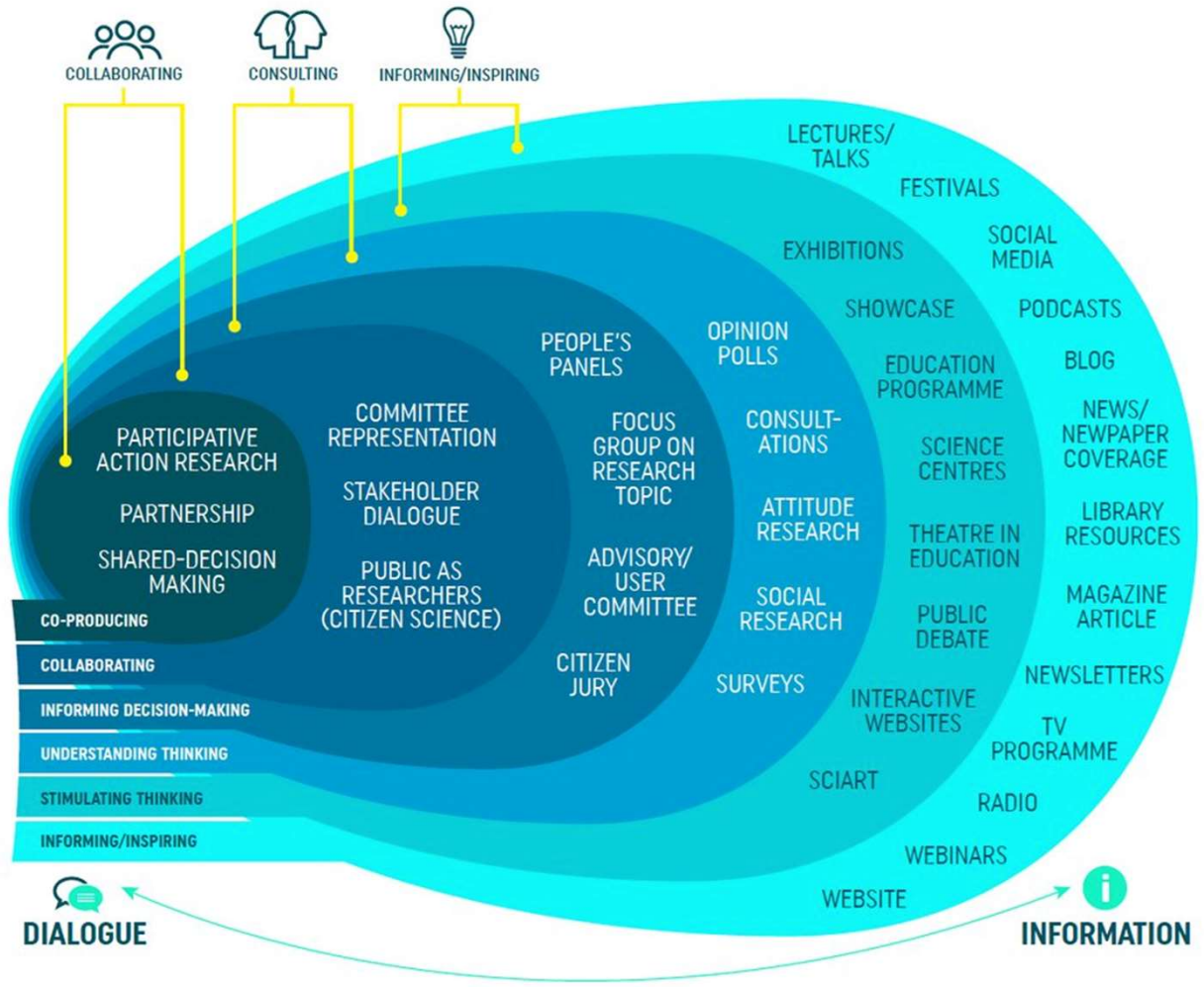
Communities of practice stages of development (Wenger 1998)



Dissemination					Engagement				Conversation		
Deficit	Defence	Promotion	Popularisation	Outreach	Contextual	Consultation	Dialogue	Interactive	Deliberation	Cultural	Citizen / Open science
Findings Finished knowledge					Issues Applications, implications of knowledge				Process, agendas Construction, interpretation of knowledge		



Models of science communication following its moments from Dissemination to Engagement to Conversation (Trench, 2014)



Based on Wellcome Trust Public Engagement 'Onion'

Engaged Research Framework



Figure 3. The Engaged Research Framework presents opportunities for engagement across the research lifecycle. This Engaged Research Framework is based on the original design by Sarah Bowman, Trinity College Dublin.

WORKSHOP (in Breakout Rooms)

1. **Select TWO or THREE potential projects** that can be brought through the Engaged Research Framework, with ideas for these projects developed from the individual and combined interdisciplinary work of your breakout room colleagues (the facilitators will guide you)
2. **Identify co-researchers from community or stakeholder groups and publics** that will guide the research project from beginning to end (they may vary at different stages but will likely remain the same)
3. **Create the stages along the Engaged Research Framework**, from design to project completion with impact; identify tasks at each stage with community partners or publics along the framework NB not all stages may be relevant
4. **Set out public/stakeholder engagement activities** from the Wellcome Trust Engagement “Onion” aligned with your engagement goals for the project and the ER framework
5. **Report back** to main group