



INTEGRITY

Empowering RCR through education

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Outline of the talk



EMPOWERMENT AS TEACHING
PHILOSOPHY, SCAFFOLDING TO
STUDY PHASES



EXAMPLE OF OUR TEACHINGS



RESULTS OF SPOC: HOW TO DO
THINGS RIGHT?

Empowerment perspective: learning to hear, see, speak up

- **Building capacities** of researchers
- Help to **learn to take control**
- Is to learn **to develop a critical autonomy** (self-reflective attitude, able to deliberate independently, able to evaluate contexts of research and able to develop strategies to become a responsible researcher)
- Stimulating to **act upon** decisions (pro-active)
- **Stimulates an attitude of openness and courage** (when needed)



Scaffolded

- One teaching philosophy
- One competence profile based on empowerment
- Scaffolding study stage + discipline + country specific elements
- Blended course materials which can be used in own curricula, in own ways, and own pace (respecting the teaching philosophy)

High school

undergraduate

(early) career

super visors

Tools: innovative and appealing



INTEGRITY GAMES Home | Key terms | Dilemmas | For teachers | About the games | My cases | Lang ▾

About the Integrity Games

Integrity Games is a research based teaching tool on academic integrity aimed at university undergraduate students from all disciplines.

Suggestions on how to use the tool in teaching are found [here](#), on the "For Teachers" page.

Part of the Horizon2020 INTEGRITY project

The first version of Integrity Games was developed in 2021 as part of the research project **INTEGRITY** funded by the EU through Horizon 2020. The site will be continually expanded with new cases and translations.

Integrity Games was originally developed by researchers from the universities in Copenhagen, Debrecen, and Geneva in collaboration with **imCode Partner AR, Sweden**.



INTEGRITY HOME ABOUT US INTEGRITY PARTNERS RESOURCES BLOG CONTACT



Diner Pensant (13 Oct)

Home / Blog / Pensant

DINER PENSANT

Tasteful conversations to empower good practices in science.

INFORMATION			
Date	Time	Location	Who's Invited
October 13, 2021	5:00pm - 7:00pm CET	Online	Academics & Researchers

MESSAGE FROM CHEF

An academic dinner is usually a good occasion for doing research well. In addition to research integrity, promoting responsible conduct of research (RCR) is a priority agenda item for many universities. The dinner provides an opportunity for researchers to discuss their own experiences and to share best practices. We will be featuring a panel with a special focus on the responsibility of senior researchers to mentor junior researchers in research practices. For example, when supporting a young researcher, an academic supervisor should be considered as a guide for their career development. It is the responsibility of leading dinner participants, we invite you to actively contribute your thoughts and experiences with your fellow table guests by being open of your views after the regular hours. We will also discuss a number of research and non-research, which will be moderated by the host of the evening, and which will be followed off with a career session. It goes a great year in the presence of interesting table guests from our European countries.

AMUSE-BOUCHE



RCR course: how to do things right?

Todo 2.2 Styles of supervision and mentoring 25 min

Learning objectives

This activity will increase your awareness of different styles of supervision and mentoring. In addition, it allows you to practice how to respond to a style of choice.

Assignments

1. Supervisors and mentors may employ a range of different styles. The following cartoons will give you some examples. Look at the images and click on [-] to read the explanation.
2. Which role do you recognize in the way you are currently supervised? Use the discussion section to share your views with each other.
3. Which role would you prefer your supervisor to take (more often), and why? Again, use the discussion section to share your views.



The screenshot shows the course page on the eLevate platform. The course title is 'INTEGRITY Responsible Research through supervision, mentoring & working together 2021 II'. The interface includes navigation links for 'Course info', 'My Peers', 'Schedule', 'News', 'FAQ', and 'FAQ for moderators'. A progress indicator shows 'You are 6 steps away from starting the next learning unit...'. The course content is organized into sections: '0. Introduction to the course' with sub-sections '0.1 Welcome' (5 min), '0.2 Consent to course rules' (5 min), and '0.3 Have a look around' (5 min). A 'Help' button is visible at the bottom left of the course content area.

- 4-week course, average course workload 2.5 hours each week
- Certificate at the end of the course
- Interactive assignments (individual and group work)
- Topics: doing research well; supervision and mentoring; publication, reviewing and evaluation;

RCR course: empowerment examples

- **LU 1.5:** apply ALLEA code of conduct to own research project (what is well taken care off, what could be improved)
- **Lu 2.6:** using a case deliberation method RCR reflection model, reasoning skills are stimulated.
- **LU 3.5:** portfolio assignment where participants are asked to find information within their own institution, e.g., whom to turn to with questions on Ethics Review, the GDPR, data management, etc.

Measuring empowerment... inquiring what works > explorative study

Interviews + Survey (pre-post)

Case deliberation assignment

Course reflection & evaluation

Experienced empowerment

Interviews (n=6)

Course reflection
& evaluation
(n= 72)

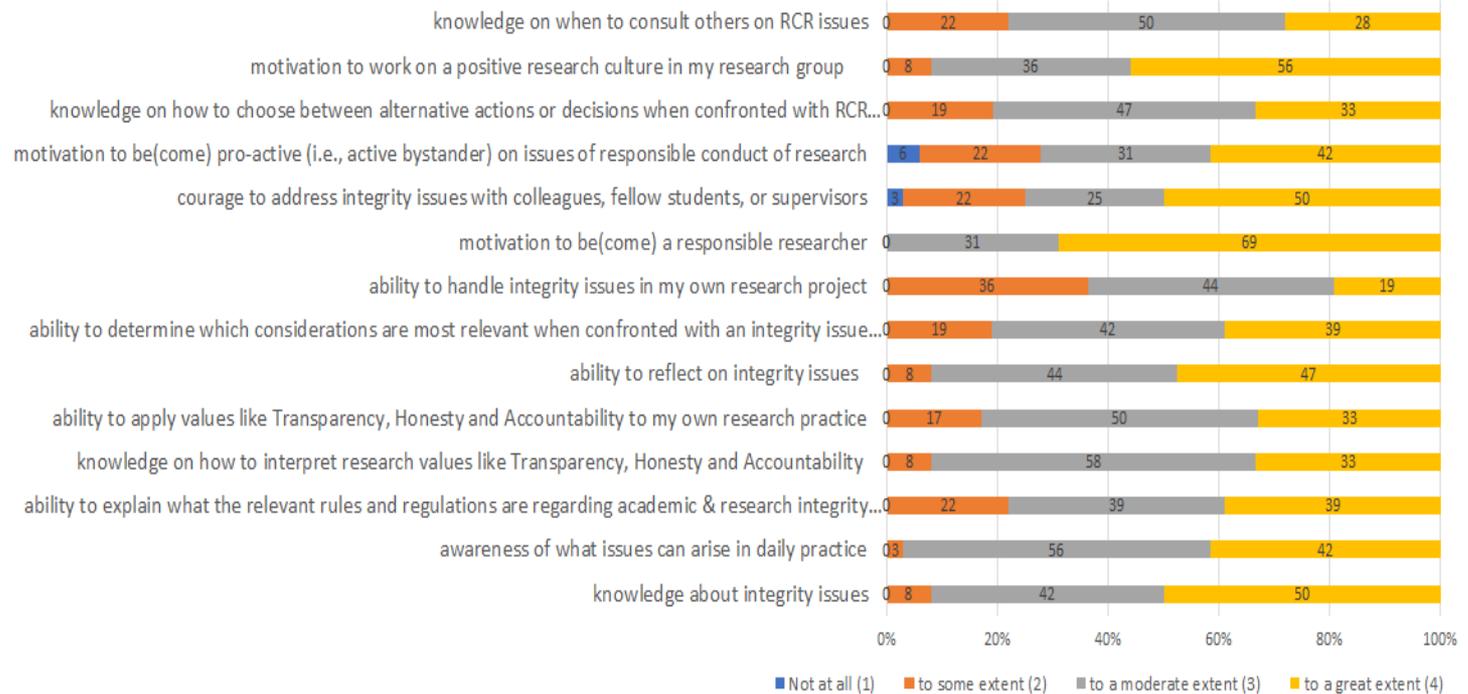
Competences shown

Case deliberation
(n=48)

Survey (pre- and
post) **response
too little**

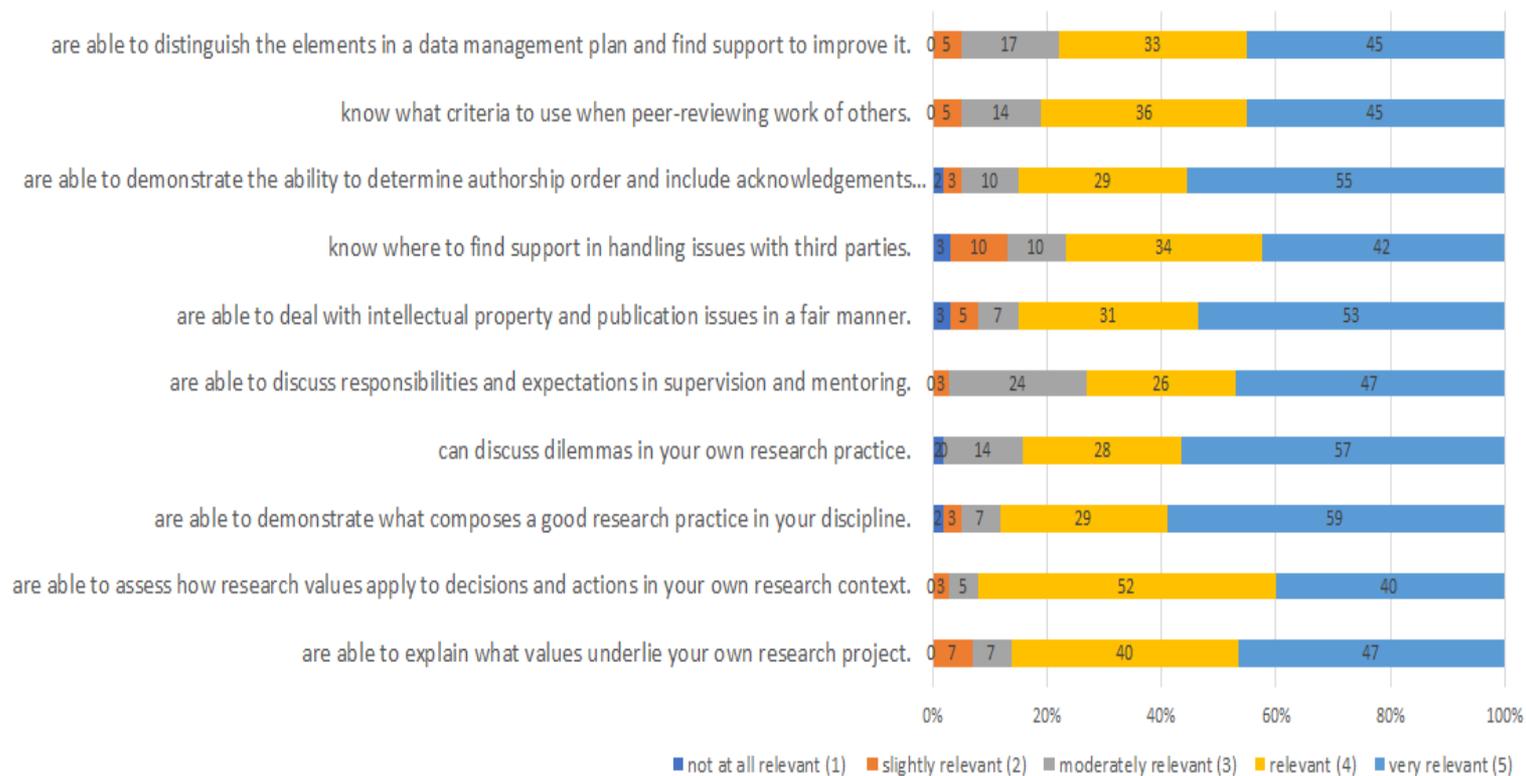
Reflections on competences: the course has helped increase my...

% of participants (n=36) that agree with the following statements:
This course helped me increase my...



Relevance learning aims: after following the course you...

% of participants (n=36) indicating the (ir)relevance of the courses' learning aims.
After following this course you ...



Empowerment: competent with regards to..

Awareness

Knowledge

Reflection

Motivation

Courage

Ability to deal with integrity issues

What positively contributes to empowerment

Motivation competence: “. . . if you don’t know what to do yourself and you have all these senior researchers I don’t think that would motivate me to stand up.”

Motivation: “in that sense I could say that I feel more empowered, like I know that it’s important and that I should try myself to be . . . as good as I can be in that sense and also if I encounter some kind of problems . . . to address them, not to ignore them.”

Courage: More specifically, four of the interviewees mentioned that they are mainly courageous when it comes to addressing integrity issues with students, friends, or colleagues. Being courageous was felt to be more difficult with supervisors or those higher in the hierarchy, due to the higher risk of negative consequences if the relationship gets damaged.

Obstacles to empowerment

- **Dependency on others** *“in my university I [do] not feel free to say something. We have a really hierarchical system and everyone higher [has] more power than the lower ones and I think if I say something about integrity, they will shush me down”*
- **Institutional and research culture**
- **Lack of power to make changes**

Conclusions

Empowerment as pedagogical view on RCR trainings is novel and leads to a positive, pro-active stance on learning to become a responsible researcher (how to do things right) and stimulates a critical autonomy of researchers;

This view is used in the design of courses (4 SPOCs, 1 MOOC) for PhD students, but also for undergraduates and high school students;

Explorative study (qualitative) shows positive effects of empowerment in 1 SPOC (RCR: how to do things right)

More study needed to see if these effects also show in other courses, and quantitative data needed to scrutinize these data (mixed method)

Thanks for your attention

Project Partners



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