Empowering students through evidence-based, scaffolded learning of Responsible Conduct in Research (RCR)

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The Partners in the project

Figure 8: Consortium partners
ONKREUKBAARHEID
INTEGRITEIT

ETHIJK
NORMEN
WAARDEN

upright
RCR as start to build capacities of students

- RCR as positive concept
- Future proof training: reflective skills & awareness
- Innovative tools to meet blind spots and needs of students
Aims of the project (Jan ‘19- dec ‘21)

• Innovative tools for student groups (online and f2f)
• Co-creation with students (Dragon-den type, Student convention)
• Evidence-based development:
  • a) needs of students
  • b) what ‘works’ and what is needed for empowerment
• RCR education as a ‘skeleton’ teaching philosophy
• Training mentors/trainers and their role
The components...

WP1: Coordination & Management

WP2: Needs & Knowledge Gaps

WP3: Mapping Methods & tools

WP4: Integrated RCR & Developing Tools

WP5: Train the Teachers: Manuals & Online Modules (SPOC)

WP6: Nudges to Improve Effectiveness

WP7: Dissemination & Communication

Making students future proof in the context of research integrity
Institutional opportunities and challenges

- Time is right to embed research integrity into the curricula (now codes and regulations are there)
- Practical embedding is a great challenge
  - Agreement on all levels of the organisation
  - Are we addressing the right target groups (influence of senior researchers)
  - Influence of socialisation/informal education on new researchers
- How to work together (inter-institutional)?
What needs to be debated more? (on RCR education)

- RCR should focus much more on good research
- RCR education should be more fun
- RCR should include learning aims that are difficult to measure while still being (proven) effective
- We need ingredients for a teaching philosophy on RCR
How to contact us?

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