FIT4RRI Focus Group

Meeting to discuss objectives related to embedding of RRI in monitoring system research.

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Fostering improved training tools for responsible research and innovation

The project identified a serious gap between, the potential role, and the actual limited impact of Responsible Research and Innovation, and Open Science on research funding and performance organisations.

Responsible research and innovation (RRI)

▶ RRI is essentially a set of initiatives requiring researchers to consider the impact of their research on society and the environment. RRI aims to address social responsibility when research is done, providing essential tools and training, to enable researchers, to undertake responsible research and innovation. This will also ensure that researchers consider the impact of their research on the participants, society and the environment, throughout the research process.

Responsible research and innovation (RRI)

▶ RRI encourages social actors (researchers, citizens, policy makers, businesses, etc.) to work together through the whole research and innovation process. This will enhance and align both the process and its outcomes, keeping the values, needs and expectations of society at the heart of the research.

Open Science

▶ open science is an idea to make scientific research more accessible to all people within society, engaging a more effective way to communicate scientific knowledge with more individuals.

Focus RRI Pillars

Ethics

Is the core of the ideal of RRI. It refers to the integrity of research and innovation, it is concerned with how both the outcome and the process of R&I should be morally grounded and acceptable to society.

Science education

Providing opportunities to understand the nature of scientific challenges, their application to real-world problems and ultimately, their societal implications through first hand contact with processes of science and the cultural environment in which they take place.

Other Pillars

Public and societal engagement.

Open access

Gender equality

Governance
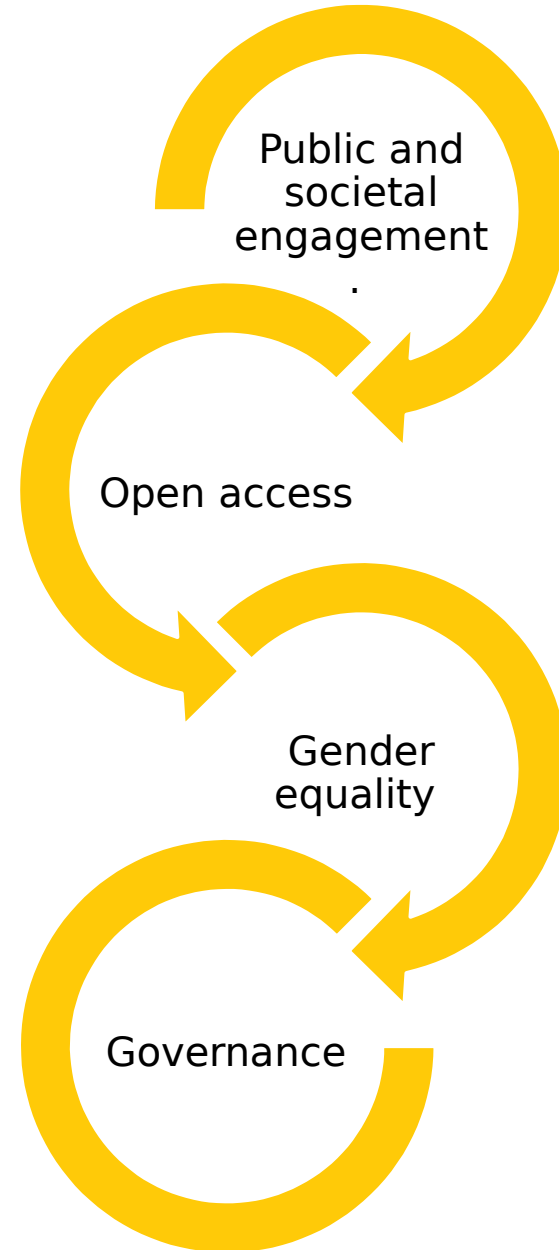
Perceptions of Ethics

- The process is too long, and takes up to much time
- Should be present in policy, practice and civil society
- Ethics is just used in universities and in medicine
- Ethics is only used in research, not throughout an organisation
- Larger companies do not implement ethics
- Ethics is important and needed for good research
- Ethics is used to protect individuals

Perceptions of Science Education

- Science education is just for scientists
- Science education is confusing
- Academic researchers only engage with each other researchers
- Scientists do not consult with policy makers or the public when conducing research
- We need science education because we need scientists
- Science education is important for society

Aims of the project

- To explore and discuss ethics issues with various stakeholders and how they perceive these

- Identify other ethics related issues/challenges that impinge on the research

- Increase awareness of different perceptions and view of ethics

- Identify any weaknesses, misconceptions, omissions, barriers, communication issues etc in Science Education within the research institution, industry and society.

- Explore the understanding and perceptions that stakeholder have of science education

- We hope to identify issues that can lead to the improvement in the way science education is delivered/communicated in the institution and community.

Activity 1: Barriers against the diffusion of ethics and science education

- ► Think about:
  - ► problems you may have encountered when applying for ethical approval
  - ► Issues when communicating the need for ethics to other professionals or beneficiaries of your research
  - ► Communication difficulties with researchers around what you are expecting from being part of a research project or development in innovation
  - ► Issues when working with individuals who are not familiar with ethical practices
  - ► Any other barriers around applying for Ethics or understanding the ethical process
- ► In groups discuss the barriers stated and any others you have encountered. Then make suggests as to how these barriers can be over come

Activity 2: policies and guidelines

- In groups discuss what you would like to see from an ethics policy.

  - The policy would need to outline what you would expect a researcher to abide by when applying for ethical approval.

  - It should outline the procedure a researcher should follow when conducting research

  - It should ensure it protects the participants taking part in the study

  - Think about what you would like to see if this was a policy you were using to either conduct research or take part in research.

  - Design a policy with ethical guidelines that would be transferable to different disciplines within the university and different organisations

  - The policy should include how to communicate with participants and beneficiaries of the proposed research

Activity 3: involving society in research

- When engaging with researchers and society what do you perceive to be the main benefits and obstacles

- What would encourage you to engage more with researchers and universities

- What would encourage you to engage with society when designing and implementing research

- how would this impact on embedding of ethics and science education in your research

- Identify potential cooperation opportunities. What would be the framework/expected outcomes in terms of enhancing the embedment of ethics and science education in research

Next steps

- Over the next few weeks we would like you to think about.

    - Reflect on what we have discussed today

    - How could you have an impact on embedding ethics and science education within your current role

    - Identify how you would involve society, organisations and universities to maximise the embedment of ethics and science education

    - Has the process so far changed your opinions on ethics and science education, and RRI