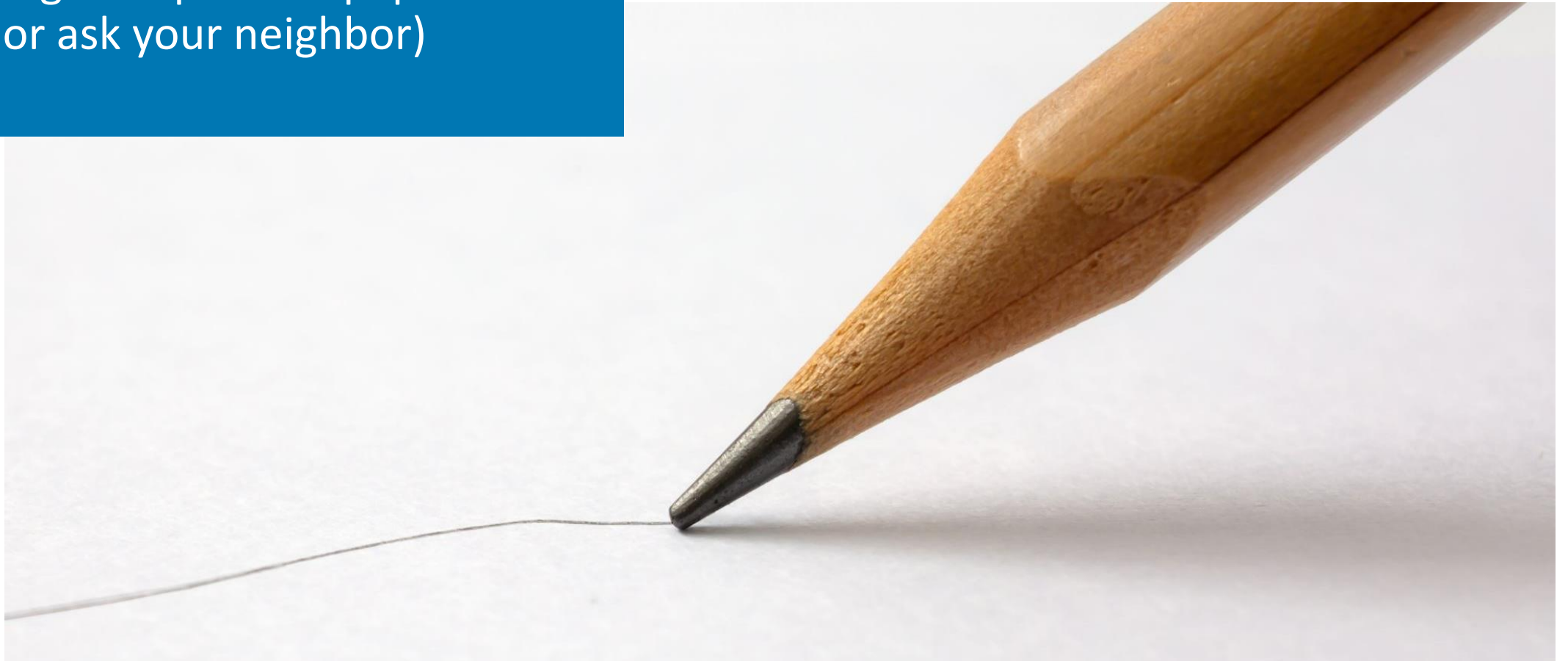


Please grab a piece of paper and a pen (or ask your neighbor)



Development of practical tools to realize the epistemic responsibilities of universities: a co-design study

3 June 2024

WCRI Athens

Iris Lechner, PhD candidate

Vrije Universiteit Amsterdam



Exercise 1.

What do you see? Write down your observations in 2-3 words.

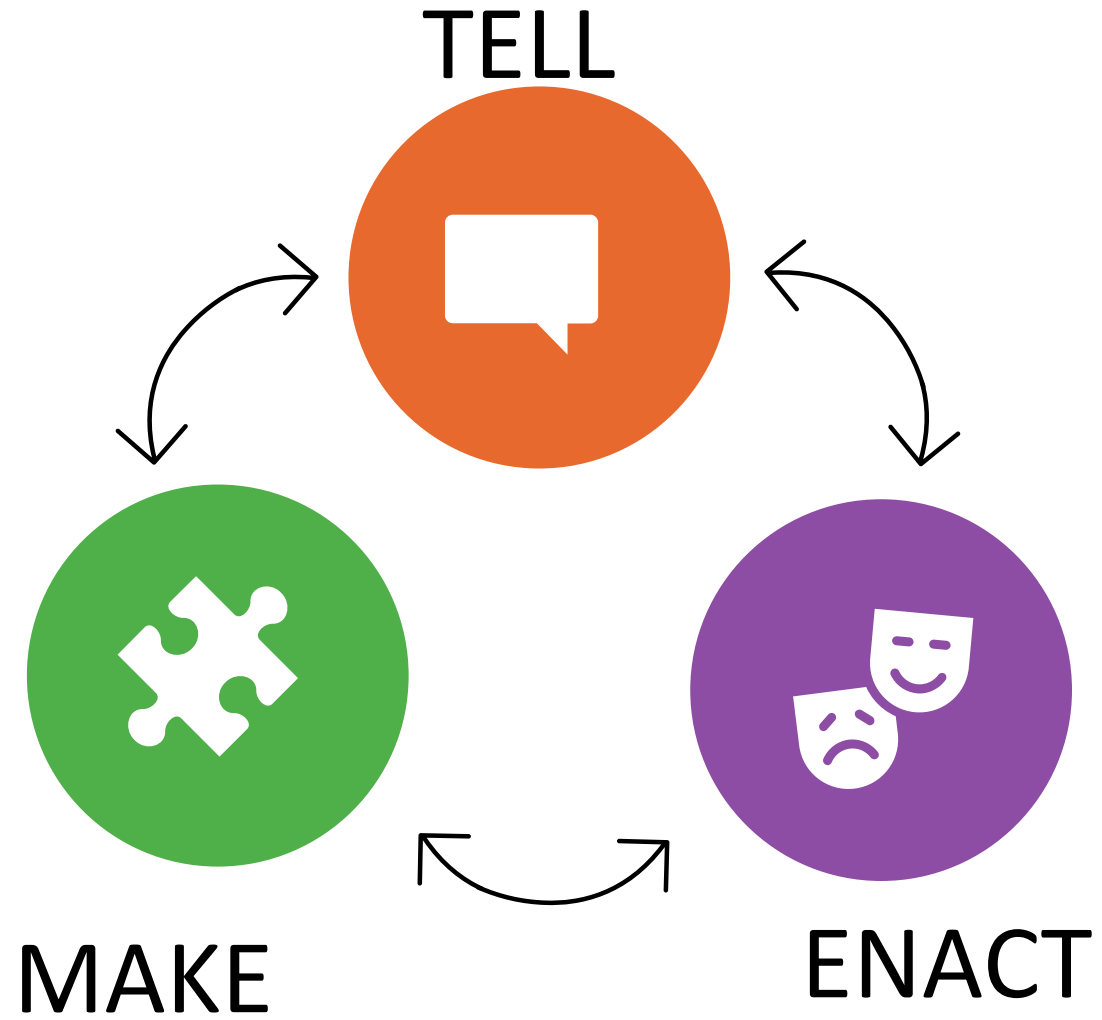


Exercise 1.

How could
this image be
improved?
Write this
down in 2-3
words







Co-design research: method



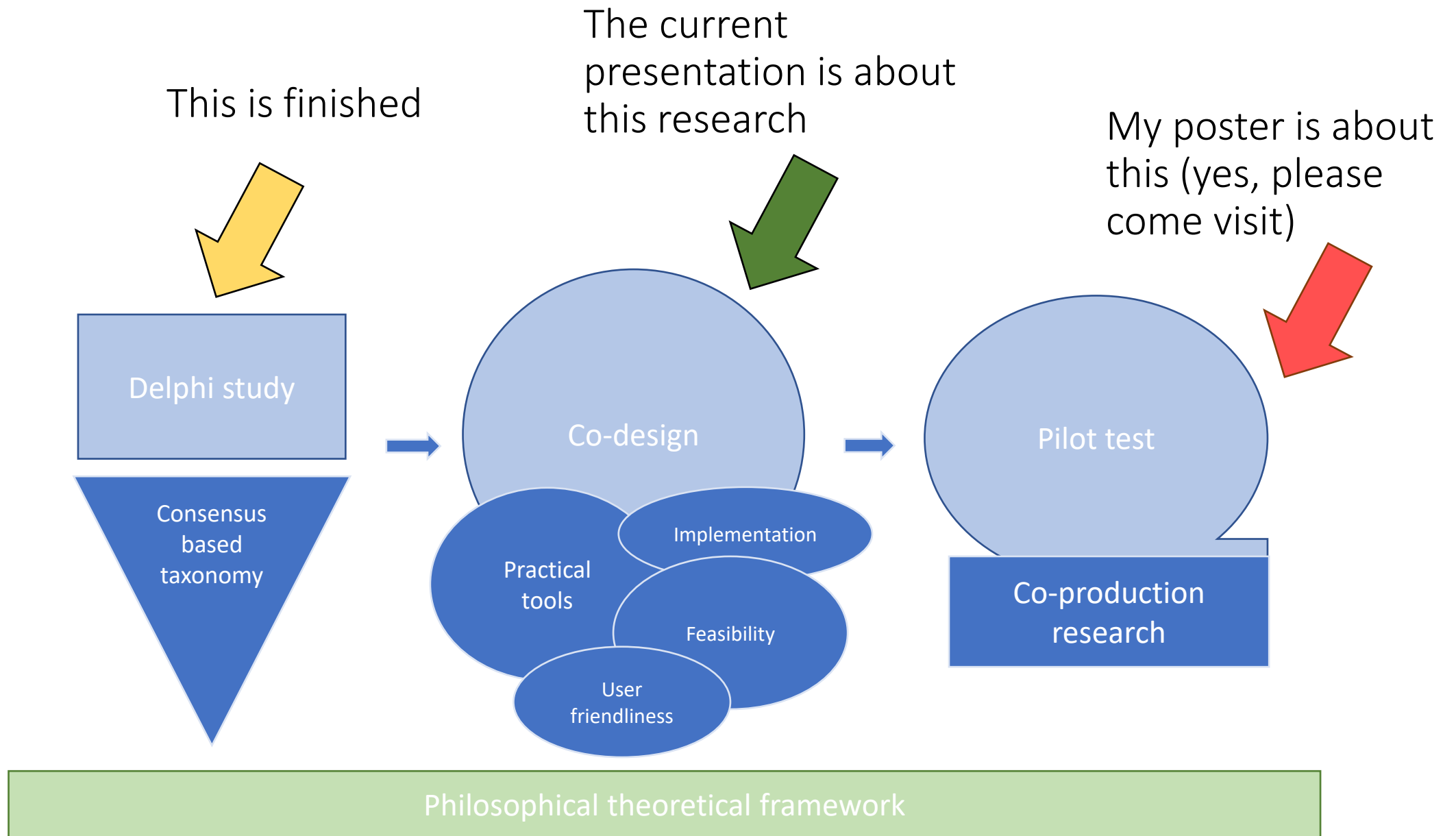


Image by Robert Neubecker

How can we improve universities, through the lens of epistemology?







1. Delphi study

Home » Browse » Academia's Big Five: a normative taxonomy for the epistemic responsibilities...

Check for updates

OPINION ARTICLE

REVISED Academia's Big Five: a normative taxonomy for the epistemic responsibilities of universities [version 2; peer review: 2 approved]

Rik Peels¹, René van Woudenberg¹, Jeroen de Rix

Author details



Epistemic responsibilities

To foster research integrity

To st

Research question

What are epistemic responsibilities of universities, and how can we describe them?

To ad

To cu

To serve and engage with society at large

To cultivate and safeguard academic freedom

1. Delphi study

Home » Browse » Academia's Big Five: a normative taxonomy for the epistemic responsibilities...

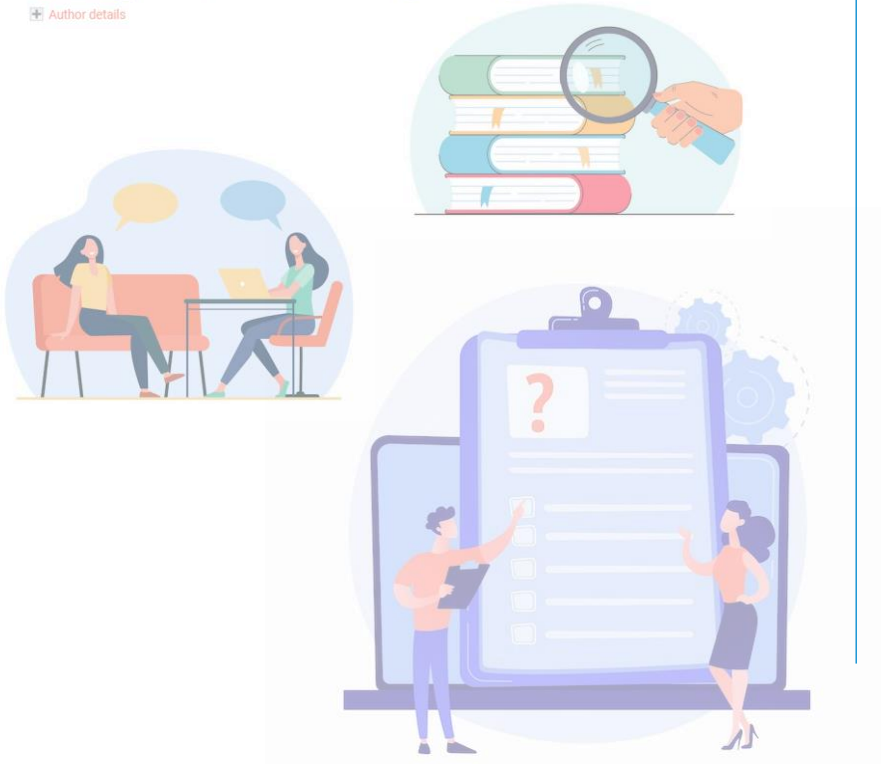
OPINION ARTICLE

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REVISED Academia's Big Five: a normative taxonomy for the epistemic responsibilities of universities [version 2; peer review: 2 approved]

 Rik Peels ¹, René van Woudenberg¹, Jeroen de Ridder ¹, Lex Bouter ²

 Author details



Epistemic responsibilities

To foster research integrity

To stimulate the development of intellectual virtues

To address the big questions of life

To cultivate the diversity of the disciplinary fields

To serve and engage with society at large

To cultivate and safeguard academic freedom

The co-design study



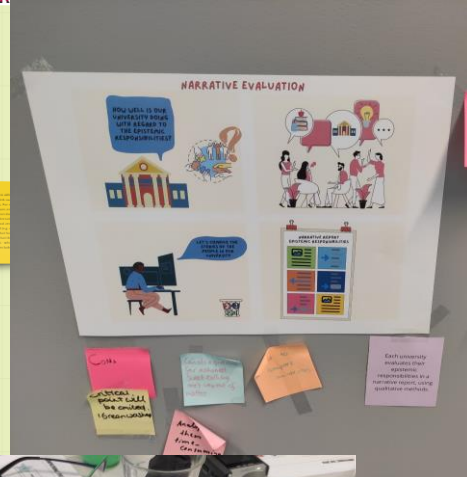
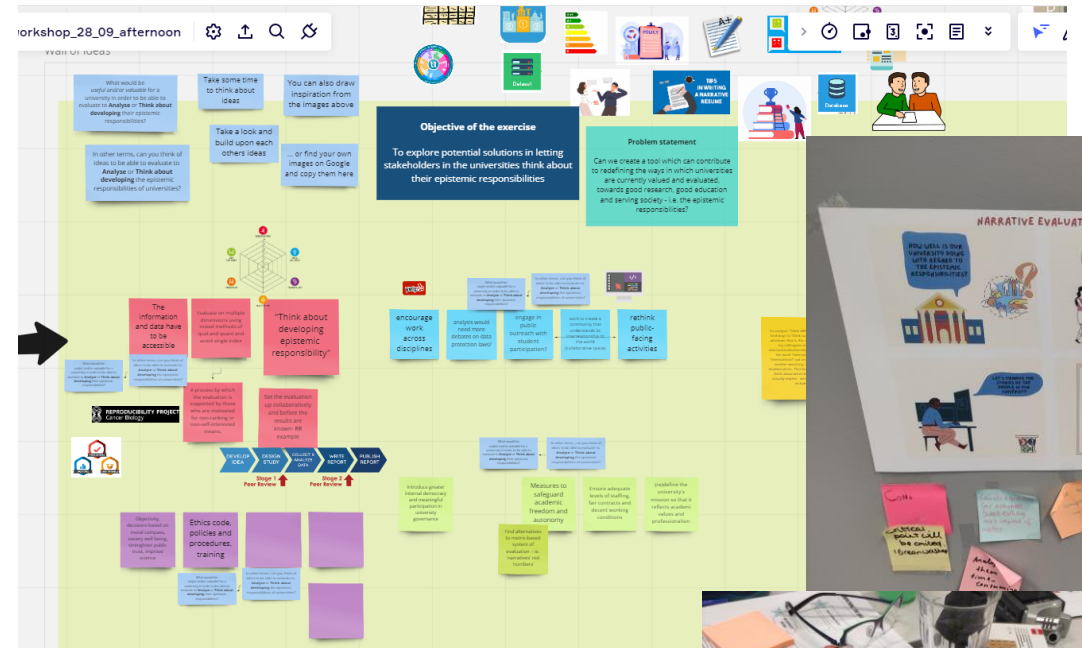
Theory → practice

Objective study

To explore and co-create a potential *tool or instrument* which is *useful* and *valuable* for universities to think about their epistemic responsibilities

Co-design study

- 7 co-design workshops
- 25 participants
- 12 countries
- 1 follow-up survey
- 1 working group





Analyses

1. Data set:

Recordings of workshop
Data from the workshops: sticky notes, photos, images, etc.

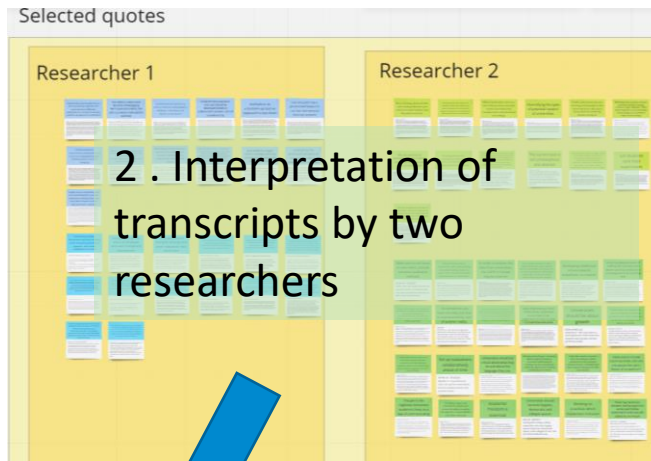
2. Interpretation of 'transcripts'

3. Thematic analyses

4. Simplified visualization



1. (Part of) the data set of co-creation workshops



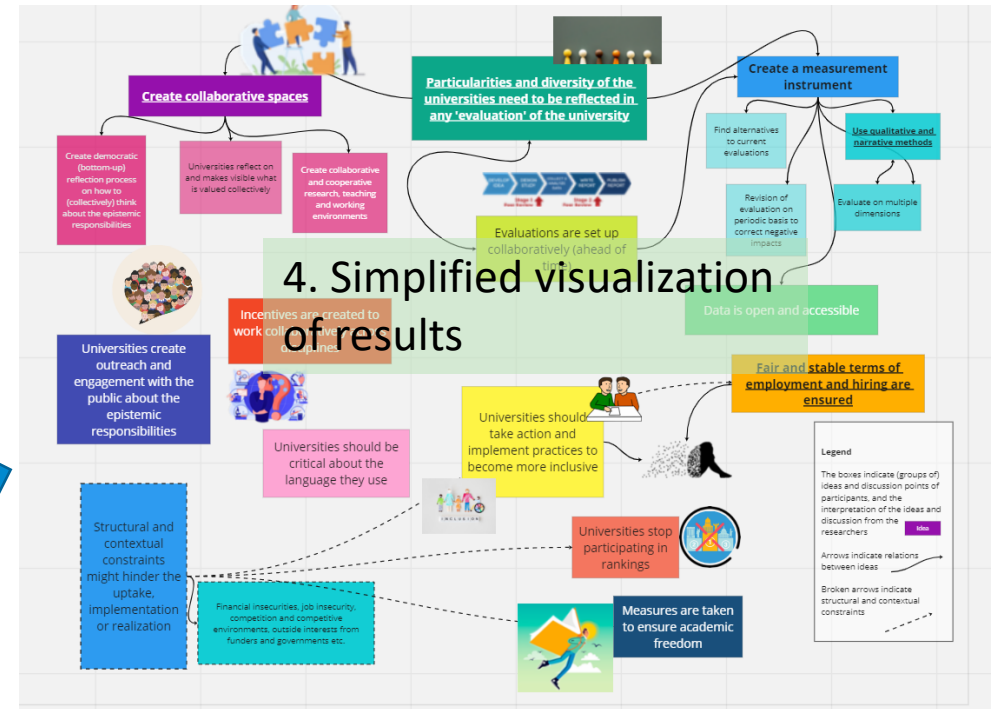
Selected quotes

2. Interpretation of transcripts by two researchers



3. Thematic analysis in co-creation setting by research team

Analysis of the workshops: an example



Co-creation research: results

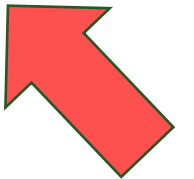
Co-creative spaces



Organize events and activities to foster ERs



Red teams



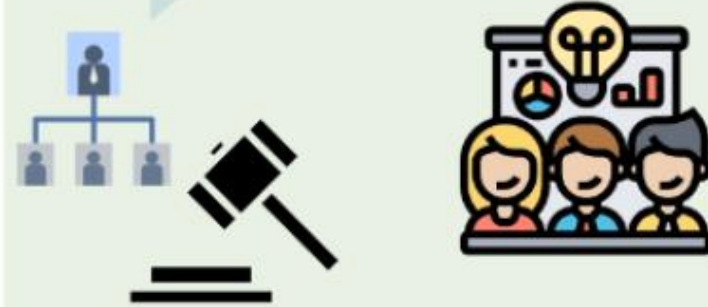
Red Teams

UNIVERSITIES HAVE THEIR OWN
INDEPENDENT RED TEAMS...



... AND WHAT EXACTLY ARE RED TEAMS?

TO CRITICALLY REFLECT ON THE
CURRENT STATUS OF AND PROVIDE
SOLUTIONS TO IMPROVE AND FOSTER
EPISTEMIC RESPONSIBILITIES



THE RED TEAM CAN COME TOGETHER...



... AND CONSULT STUDENTS,
RESEARCHERS, EDUCATORS OR SUPPORT
STAFF



& GIVES UNIVERSITY
ADMINISTRATION... -->

SOME (UN)SOLICITED ADVICE

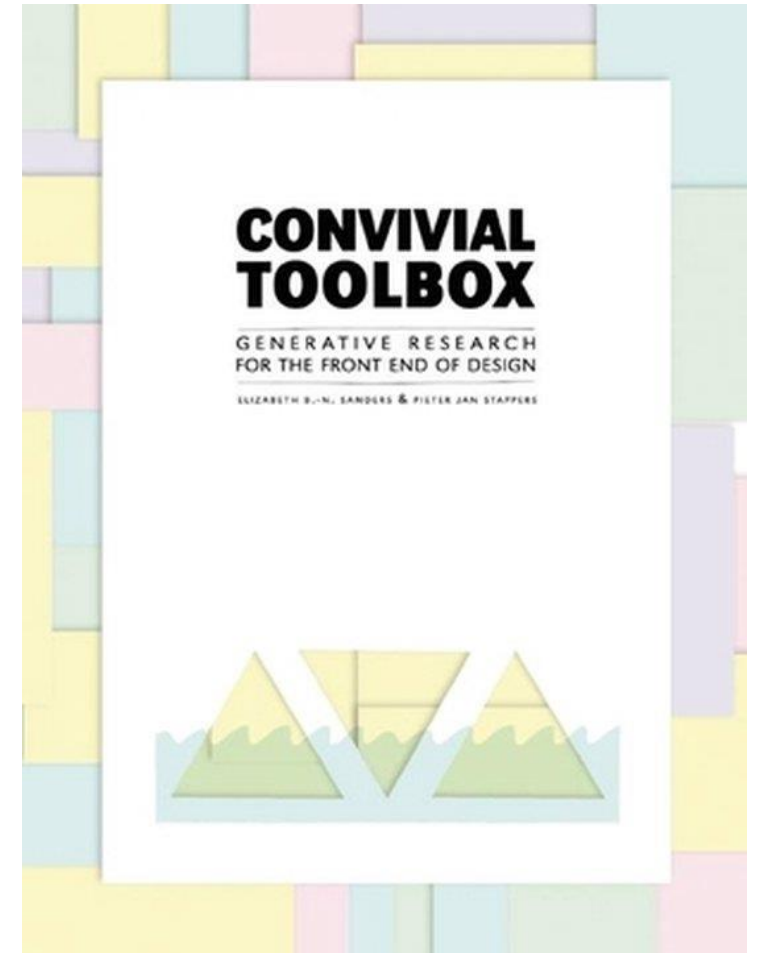


THE RED TEAM CAN
GIVE ADVICE ON ALL
EPISTEMIC
RESPONSIBILITIES



Conclusions

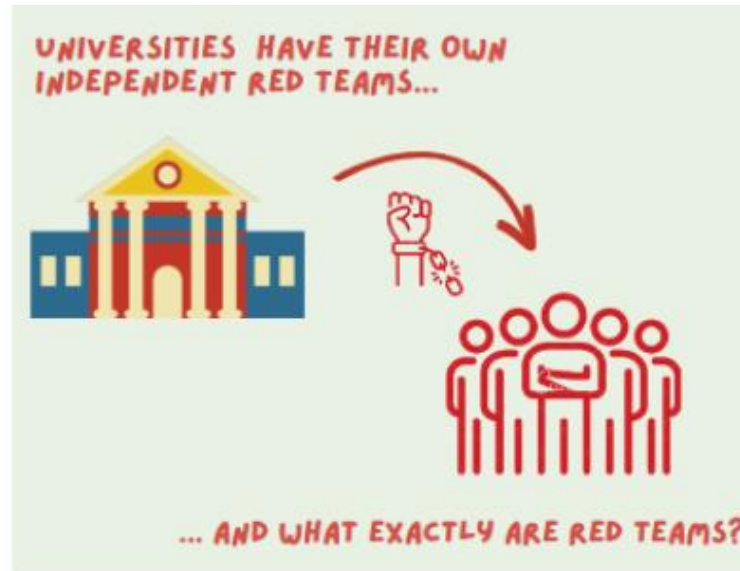
- The importance of democratization of knowledge formation
- Being surprised by the co-creation process (and outcomes!)
- Letting go of ideas is just as important as creating new ones!



Exercise 2.

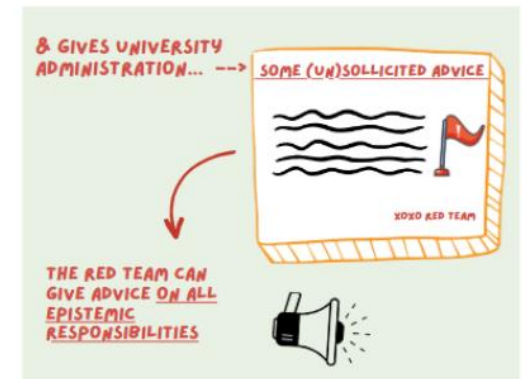
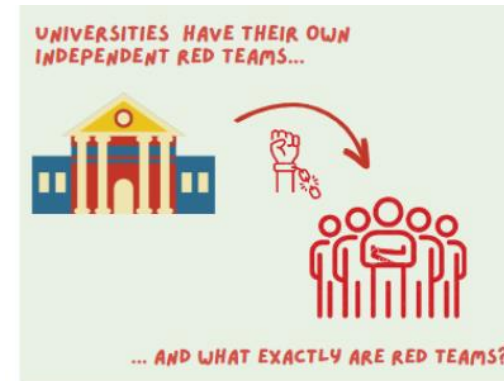
Discuss with your neighbor

1. What is your initial reaction to the idea of a 'red team'?
2. What would you do to improve the idea of a 'red team'?



Closing

- What did you discuss?
- What is your initial reaction to the idea of a red team?
- How can a red team be improved?





Jeroen de Ridder



Iris Lechner



René van Woudenberg



Krishma Labib



Emma Ajdari

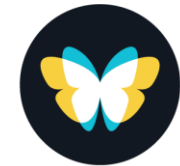


Joeri Tjindink



Lex Bouter

& Carlo Vasino



TEMPLETON WORLD
CHARITY FOUNDATION

The background of the slide is a dense, overlapping collage of colorful sticky notes. The colors include shades of blue, green, yellow, and pink. Each sticky note has a large, black, hand-drawn question mark on it. The notes are scattered across the entire frame, creating a textured and vibrant background.

QUESTIONS?

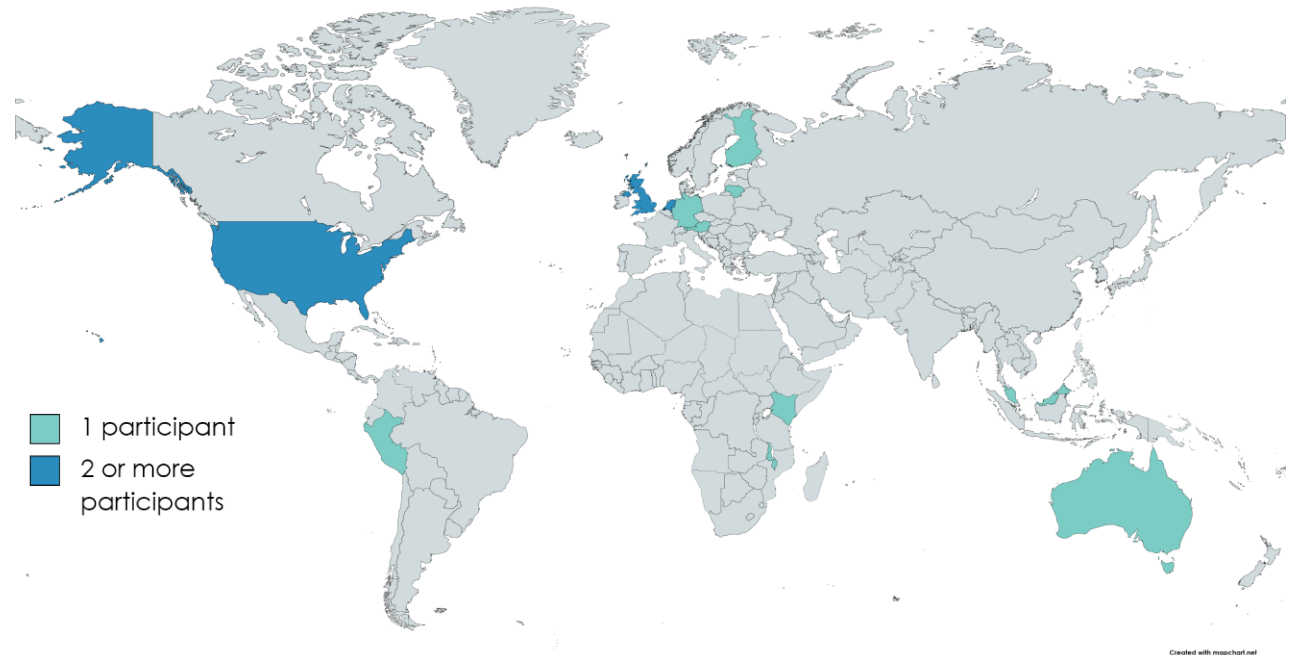
i.m.lechner@vu.nl

Participant characteristics

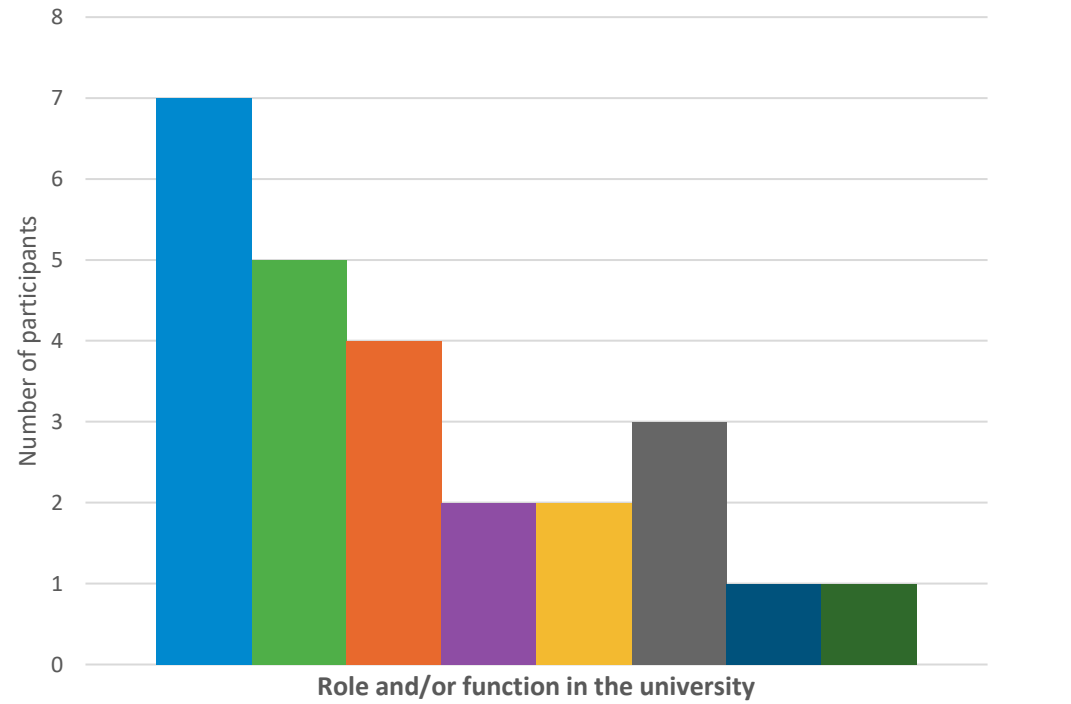
Participants per workshop	
Workshop 1	3
Workshop 2	5
Workshop 3	3*
Workshop 4	3*
Workshop 5	4
Workshop 6	3
Workshop 7 group A	4*
Workshop 7 group B	4*
Total participants	25

* Includes participants who took part in earlier workshops.

Country of first reported affiliated institute.



Role and/or function

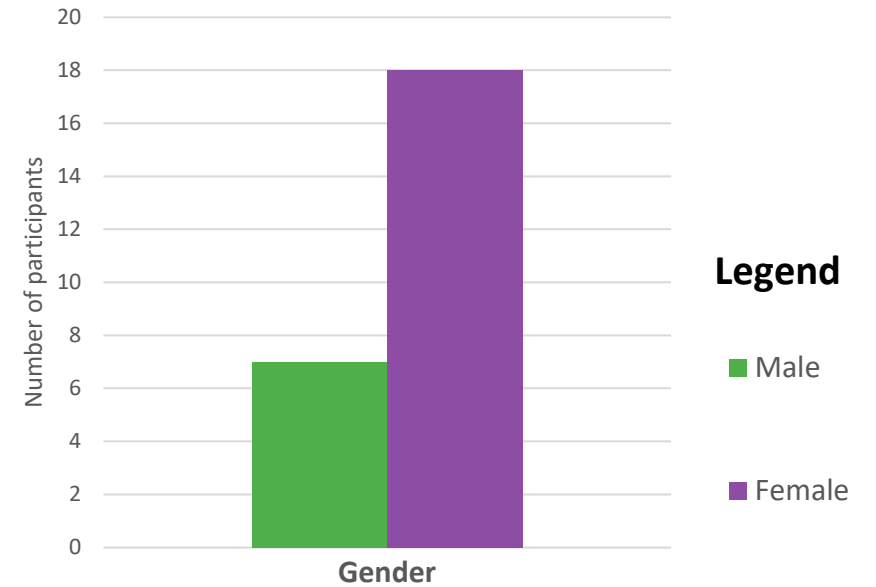


Legend

- PhD candidates
- Postdocs
- Assistant, associate professors, lecturers, researchers
- Professors
- Policy makers (government policy officer, director of policy)
- Support staff (research manager, research integrity and ethics officer, research ethics officer, educational office)
- Funder
- Self-employed professional

Participant characteristics

Gender



Legend

- Male
- Female

The epistemic responsibilities of universities

- To foster research integrity
- To stimulate the development of intellectual virtues
- To address the big questions of life
- To cultivate the diversity of the disciplinary fields
- To serve and engage with society at large
- To cultivate and safeguard academic freedom



FOSTERING THE EPISTEMIC RESPONSIBILITIES THROUGH EVENTS & ACTIVITIES



CO-CREATING COLLABORATIVE SPACES FOR THE EPISTEMIC RESPONSIBILITIES



UNIVERSITY RED TEAMS

