

Long term outcome assessment of a training in Responsible Research Practices

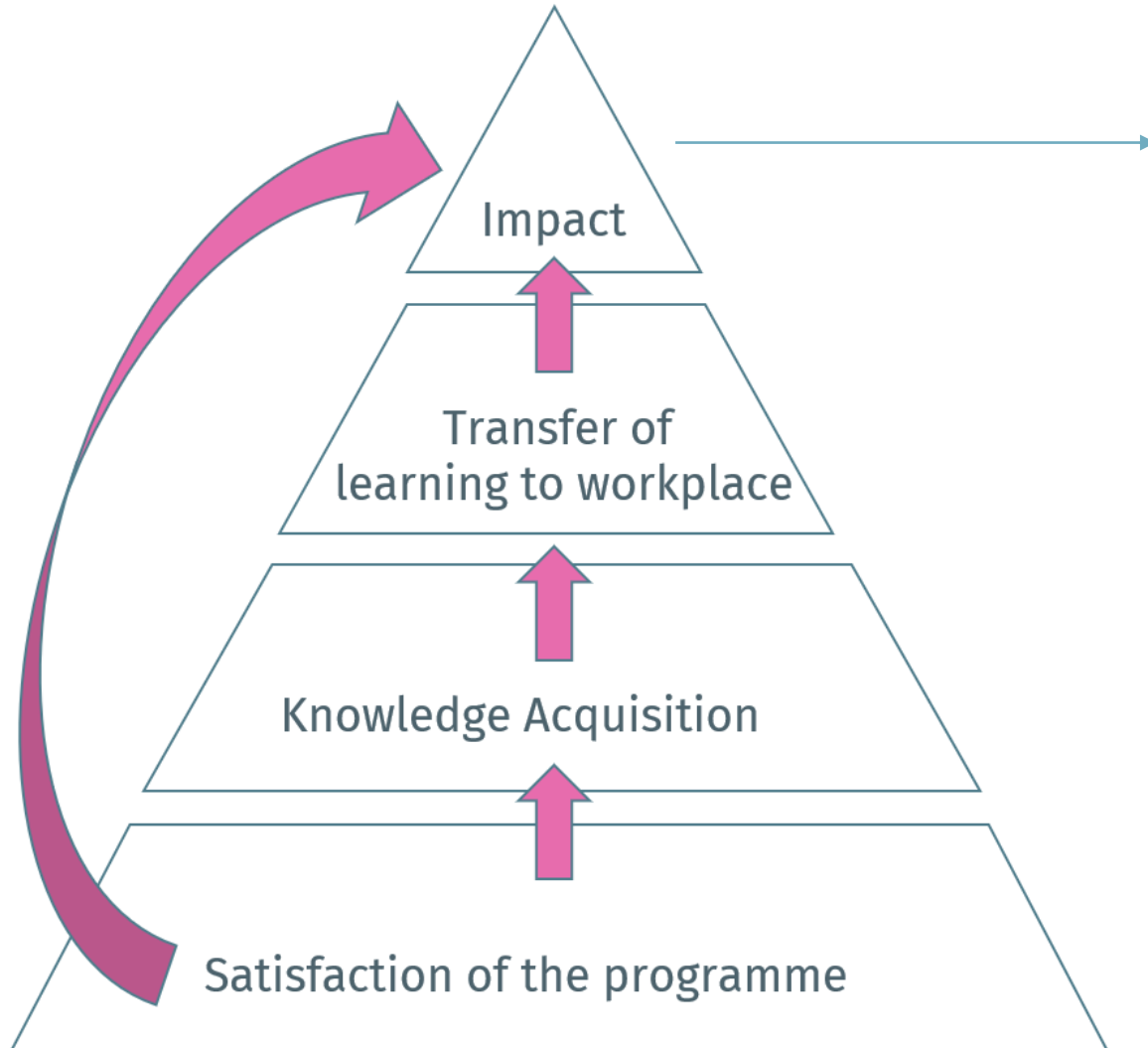
Proof of concept study

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Evaluation in higher education



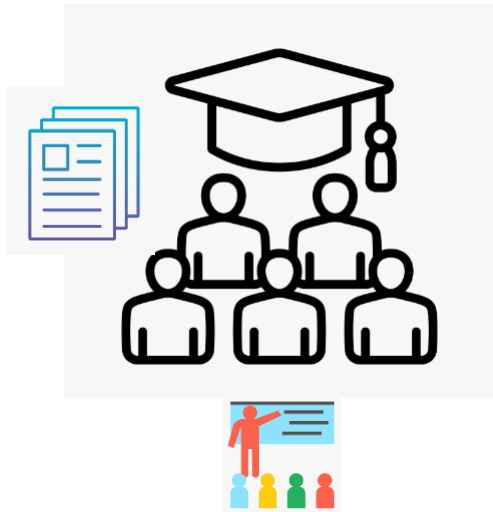
Adapted pyramid of Kirkpatrick's Model of Evaluation

„Impact is the extent to which the intervention has generated or is expected to generate positive or negative, intended or unintended, higher-level effects.”

(Definition of Impact by the OECD)

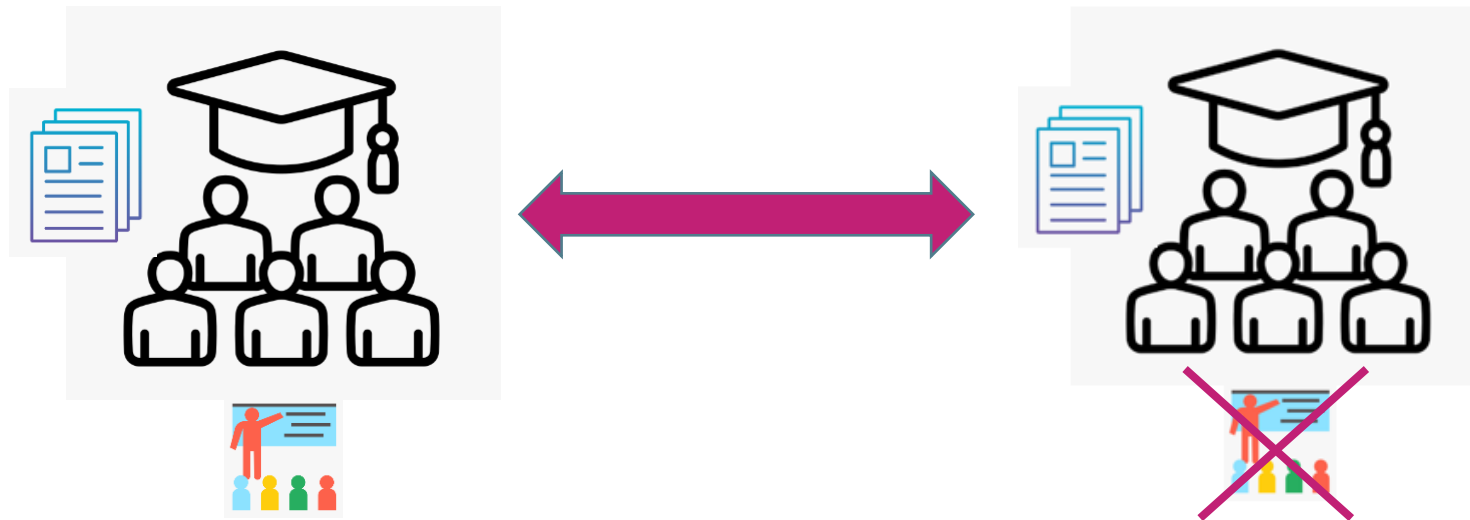
Primary aim

Does the Berlin | Oxford Summer School (BOX) have an impact on Responsible Research Practices (RRP) within scientific publications compared to publications of Early Career Research (ECRs) that did not participate in the program?



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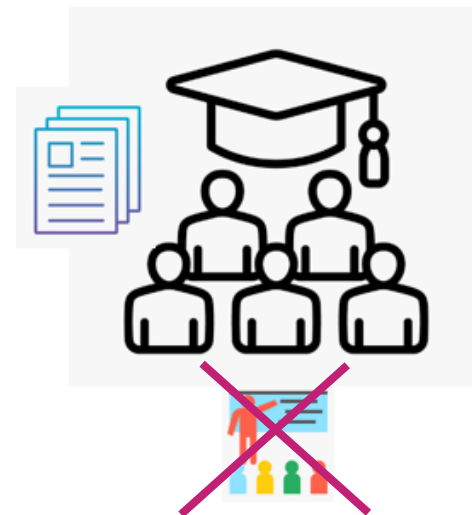
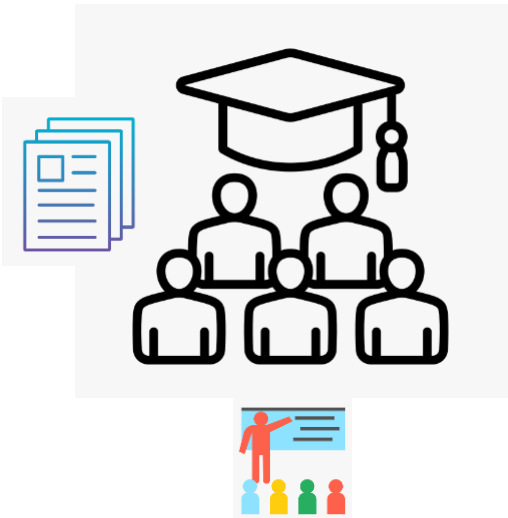


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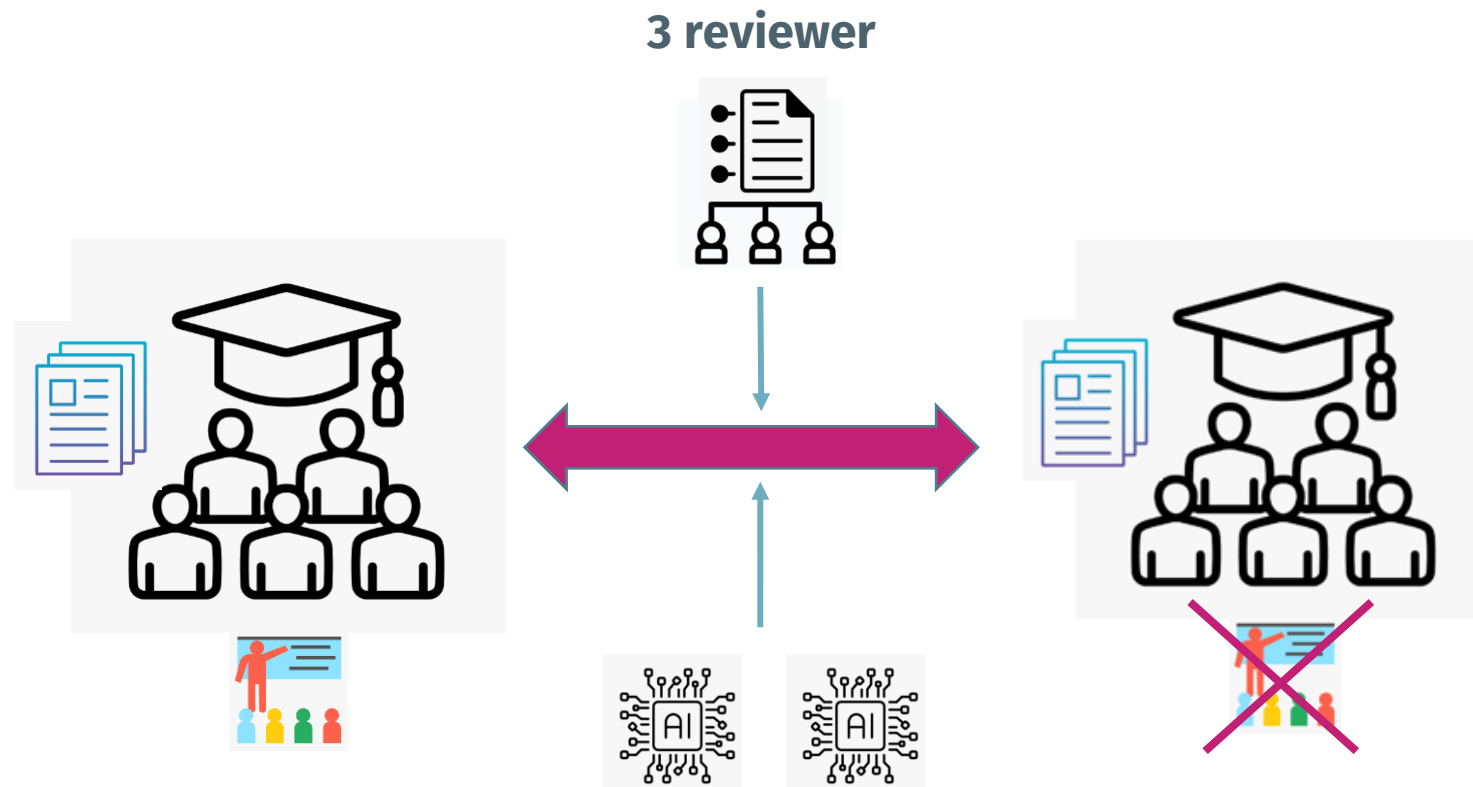
Matching procedure:

- Lab
- Career level/ scientific age
- Gender
- Subject area
- Nr. of publication

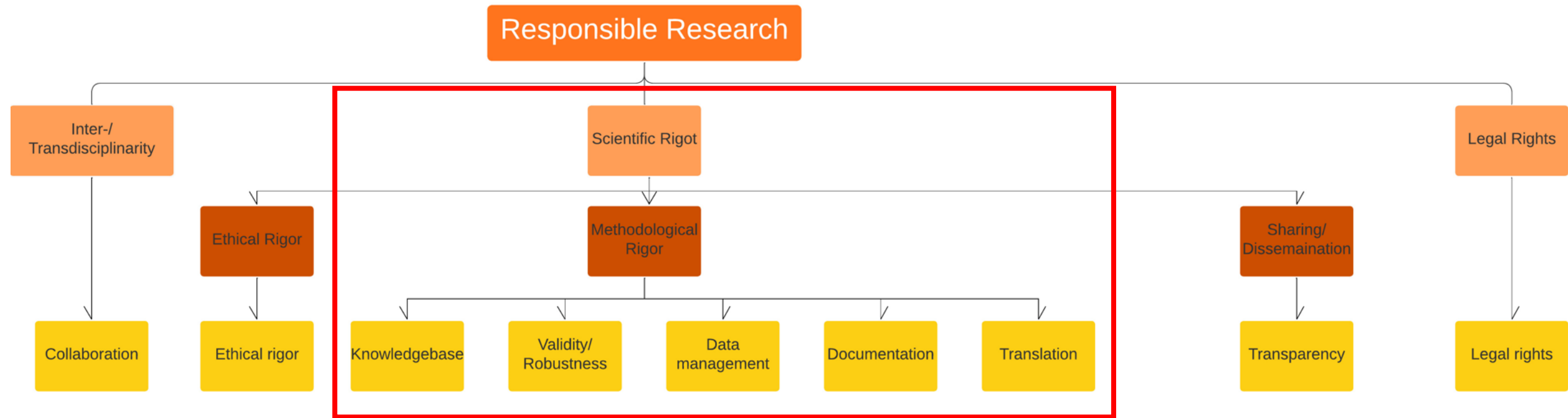


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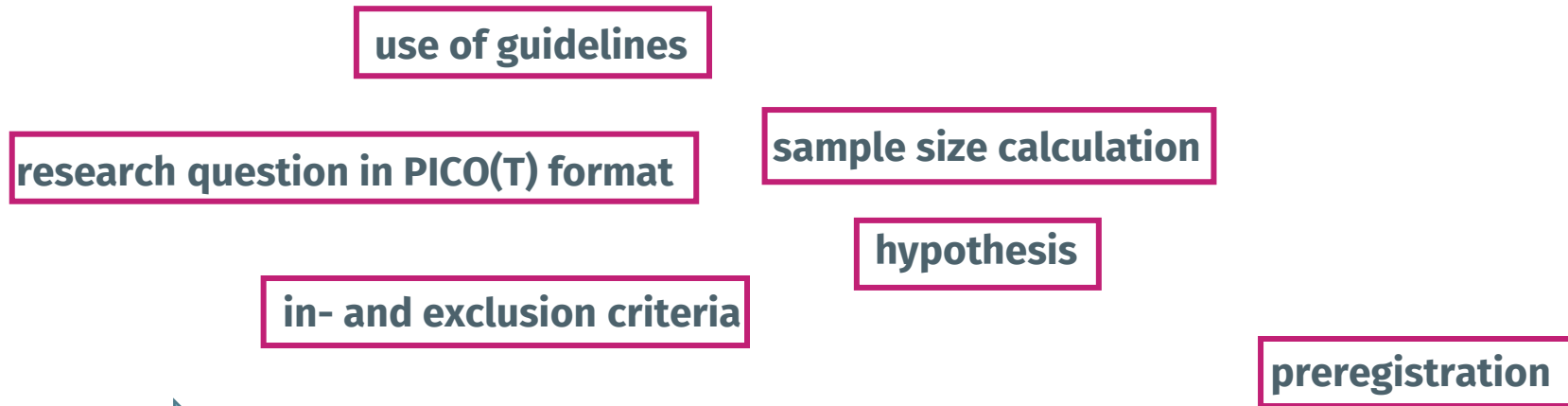
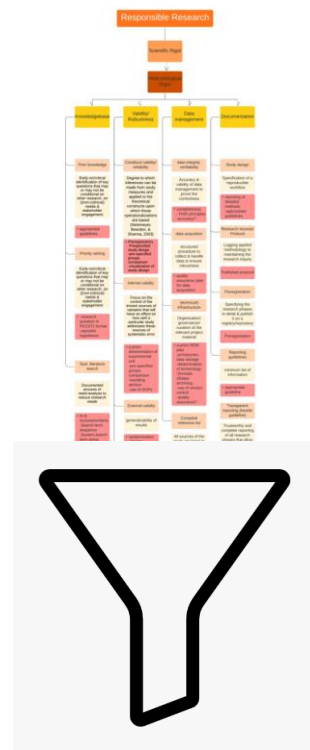
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Operationalization of the RRP indicators

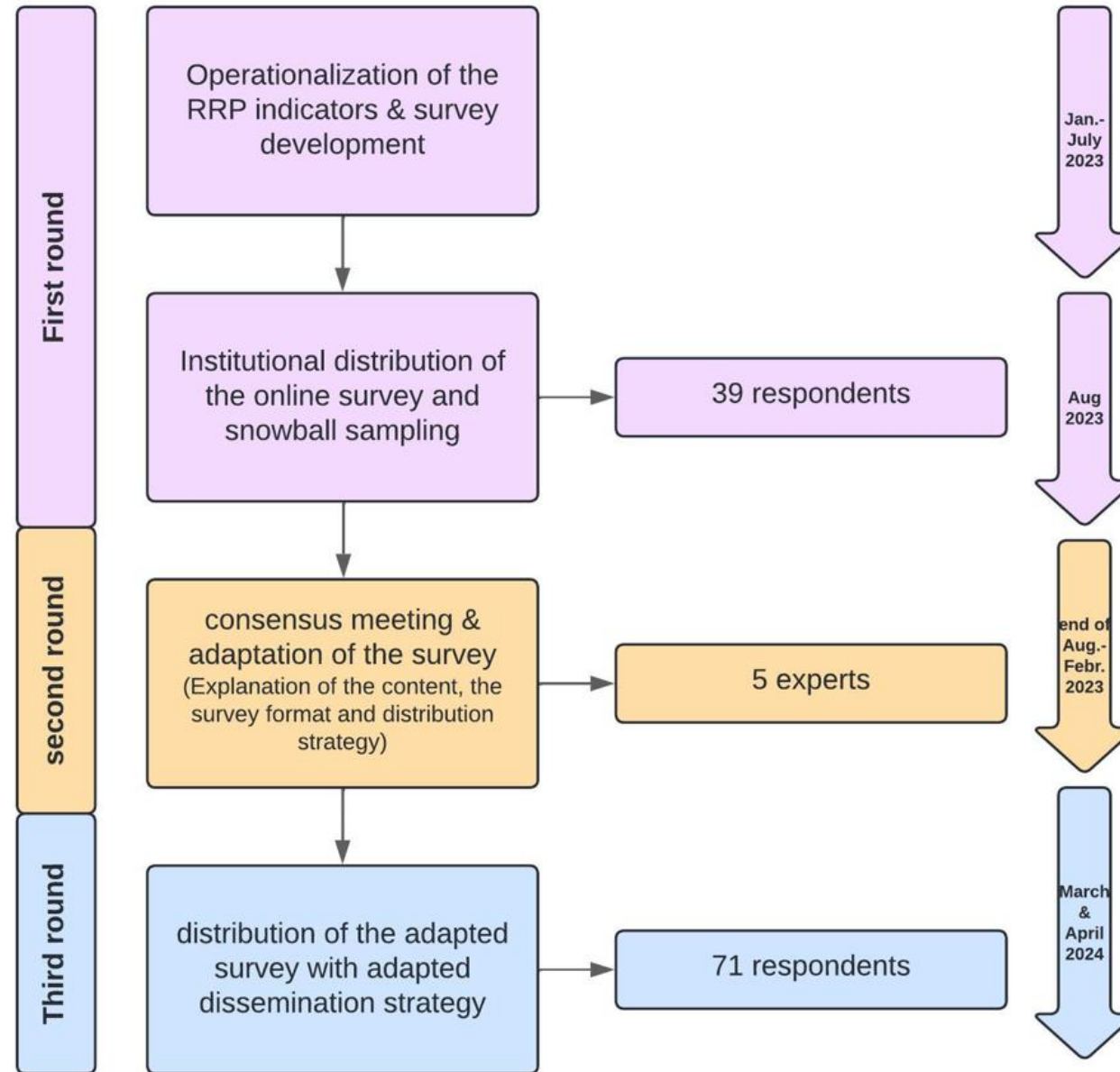


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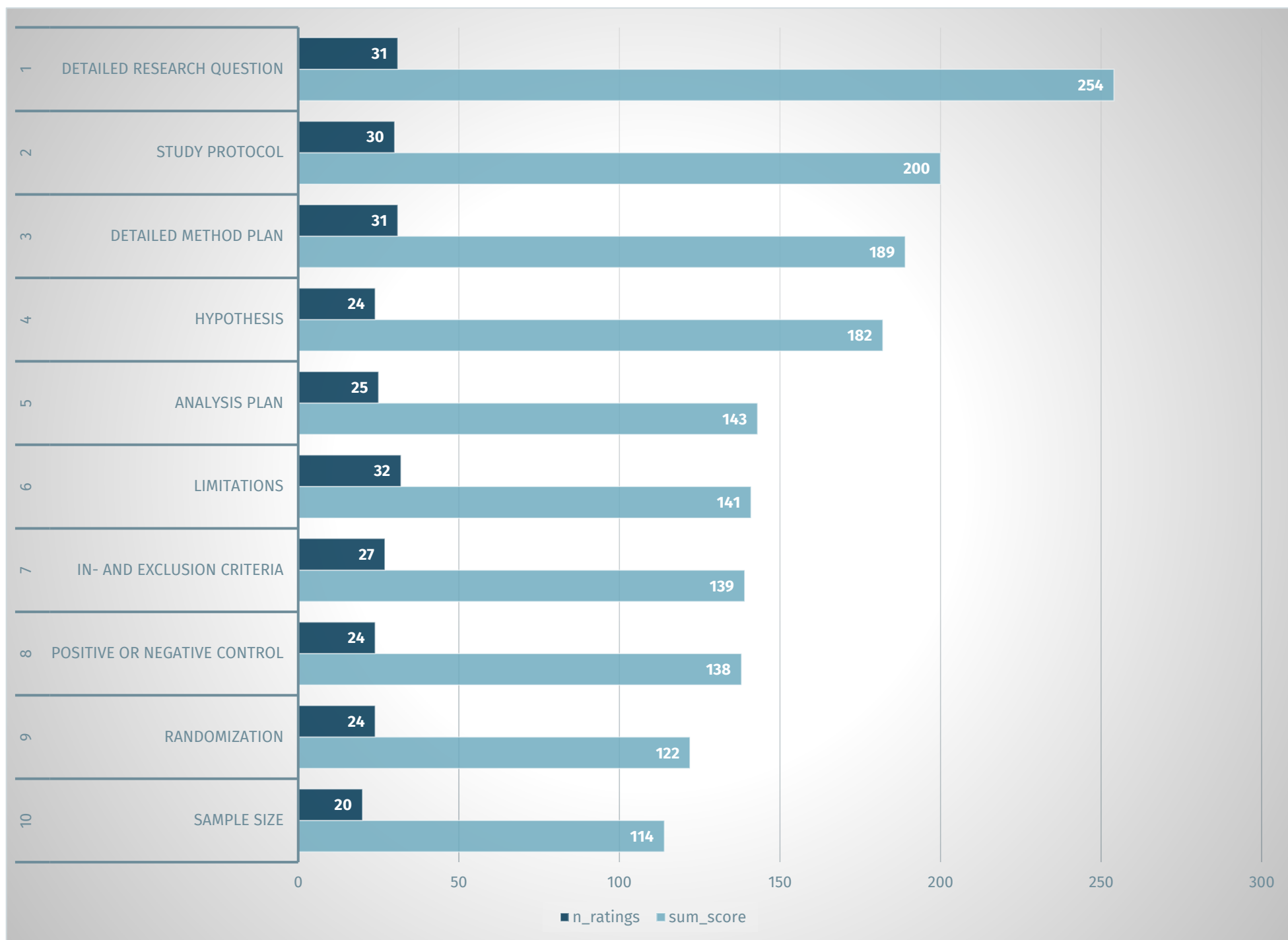


53 RRP indicators

Delphi survey on RRP Indicators



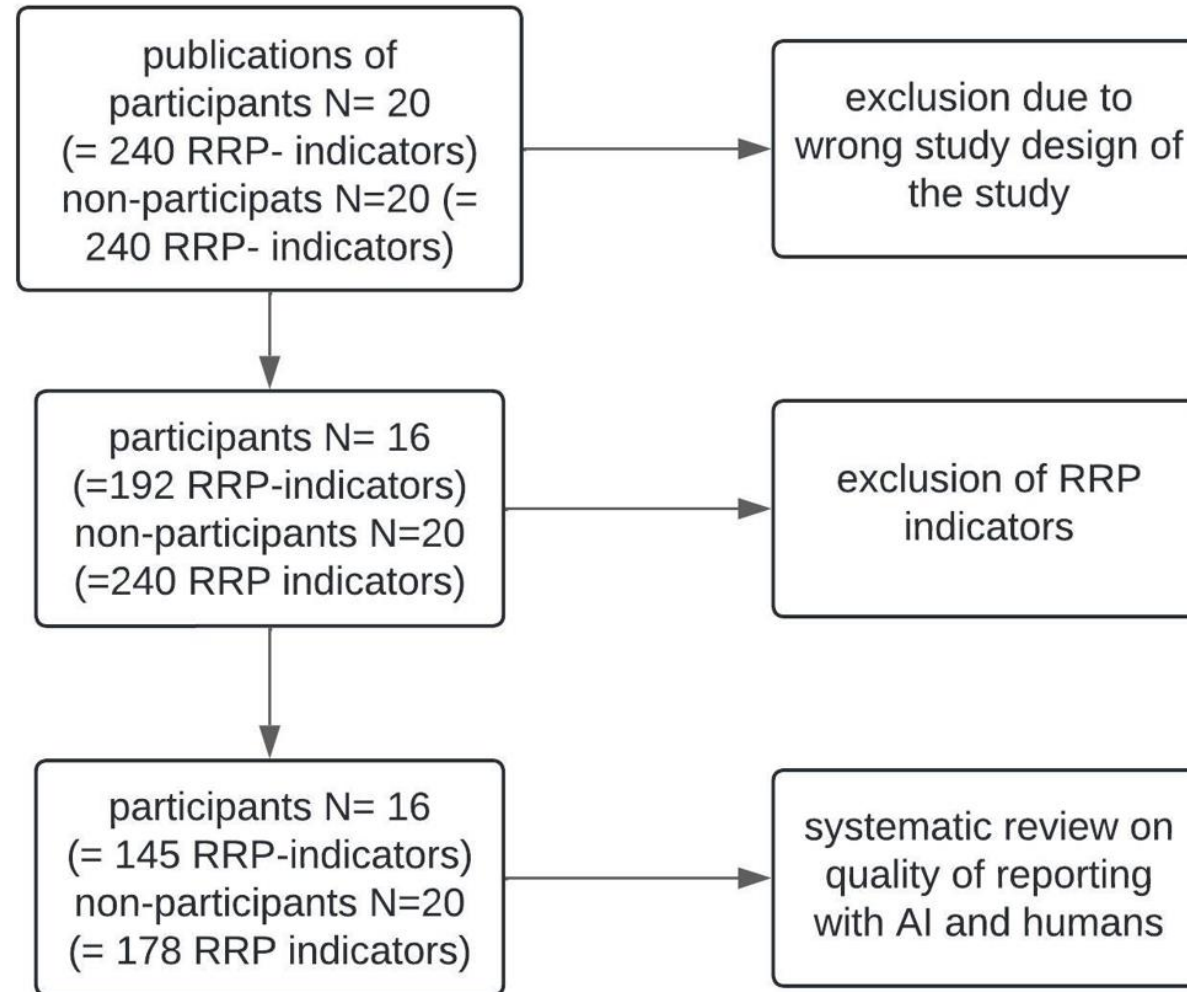
Delphi results



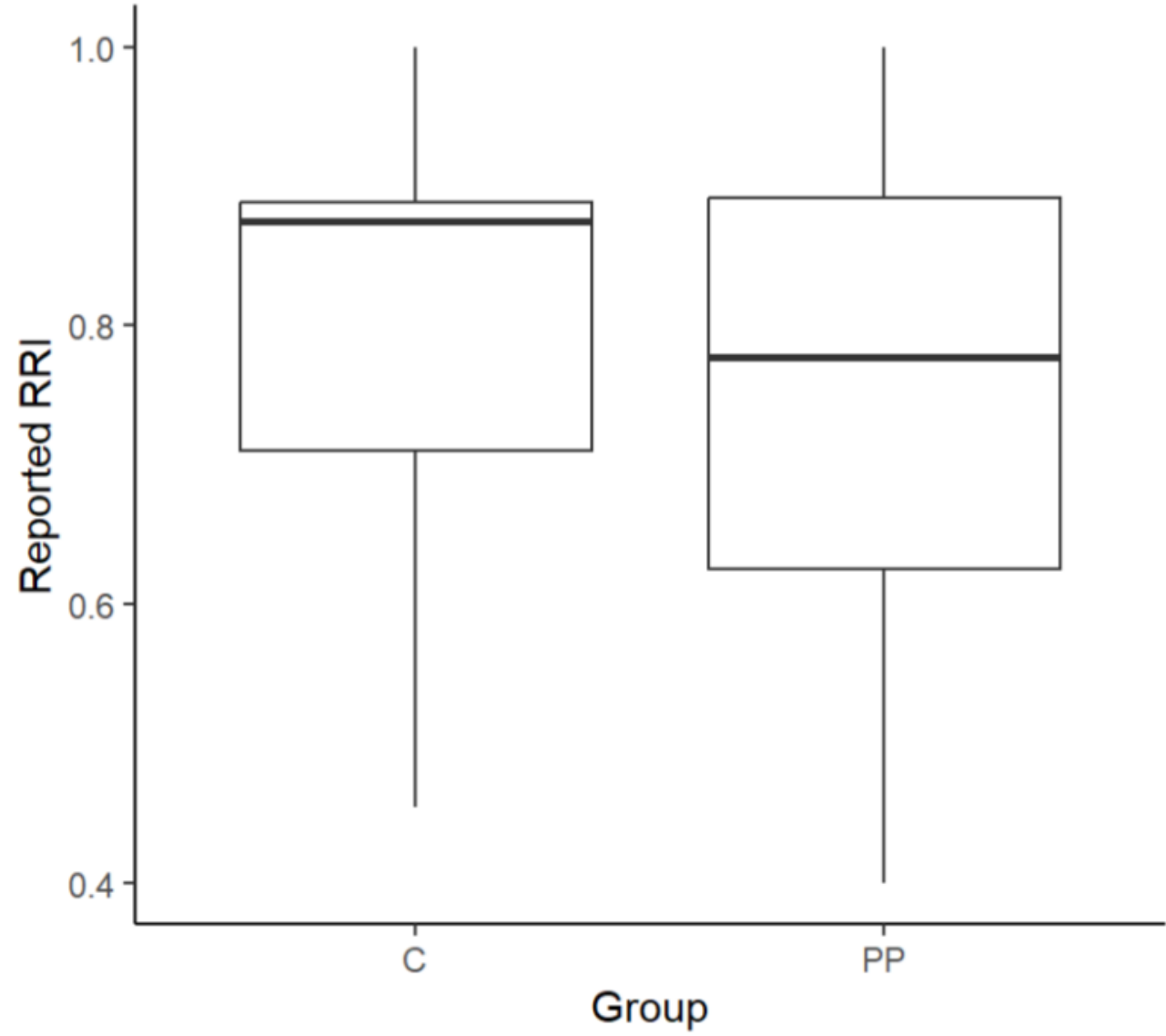
Prompt development

1	DETAILED RESEARCH QUESTION	Prompts on humans/ animals/cells, disease/ problem, age, sex, intervention
2	STUDY PROTOCOL	
3	DETAILED METHOD PLAN	
4	HYPOTHESIS	& prediction about relationship..., outcome that address the hypothesis
5	ANALYSIS PLAN	Statistical test, test statistic value & criterion for statistical significance
6	LIMITATIONS	& biases
7	IN- AND EXCLUSION CRITERIA	
8	POSITIVE OR NEGATIVE CONTROL	
9	RANDOMIZATION	
10	SAMPLE SIZE	

Review process



Preliminary results



Results qualitative evaluation

getting support

“When I came back, [...] my professor was really happy I joined the [QUEST training]. And I asked for funding from the hospital, and everyone was quite happy. My professor said, 'Okay. So when you come back, you have to teach us all these things.'”

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No support – no discouragement

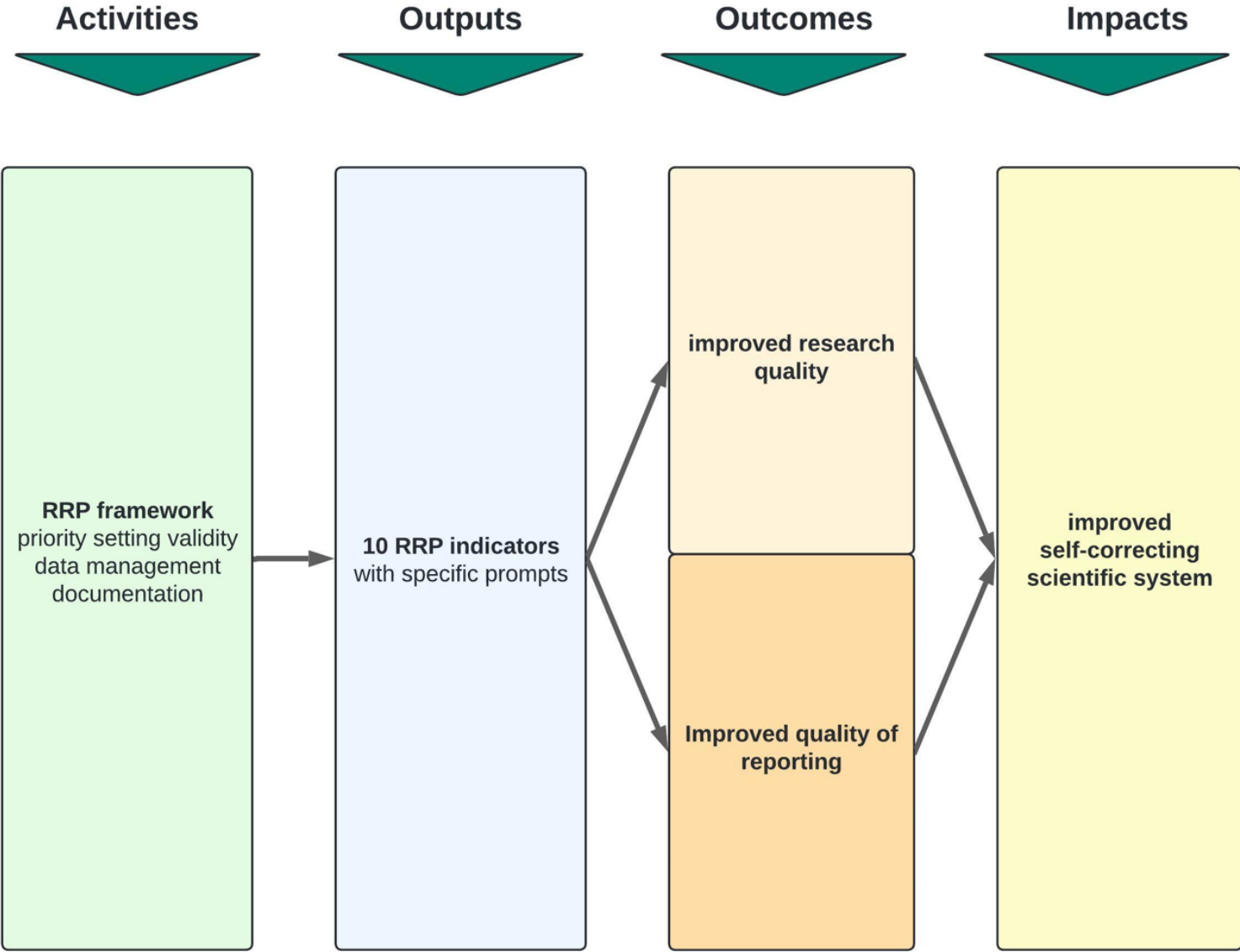
*“[...] I have to also say, that he/she [supervisor] is not discouraging me from doing it. He/she is also not really supportive. It is like: 'Yes, do whatever you want.' I can tell you an anecdote: **When I started my PhD, I told him/her I'll do my experiments in a blinded fashion, it is important. And he/she was half-jokingly answering: ,Yeah, okay, sure, do it. If you don't want to get publishable results, it is your way'. And I think, I mean, he/she is not 100 percent serious with that, but I think it is still showing, how he/she thinks about it.**”*

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➡ With regard to OS & RRP adoption, the *Work Environment* is a key factor that needs to be understood in its complexity.

➡ ECRs point out that leadership by more senior researchers is crucial, as supervisors can either actively support or prevent the adoption of OS and RRP.

Impact pathway





Thank you for your attention!

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