



# INTEGRITY

## Empowering RCR through education

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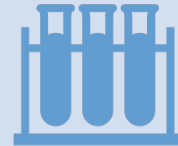
# Outline of the talk



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)

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High school

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undergraduate

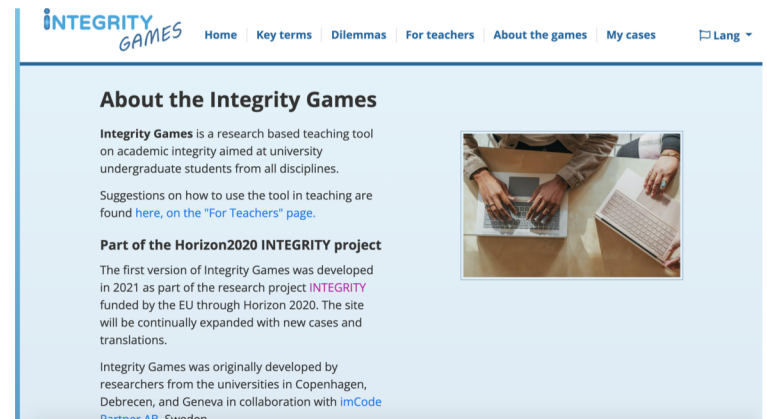
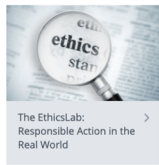
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(early) career

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super visors

# Tools: innovative and appealing

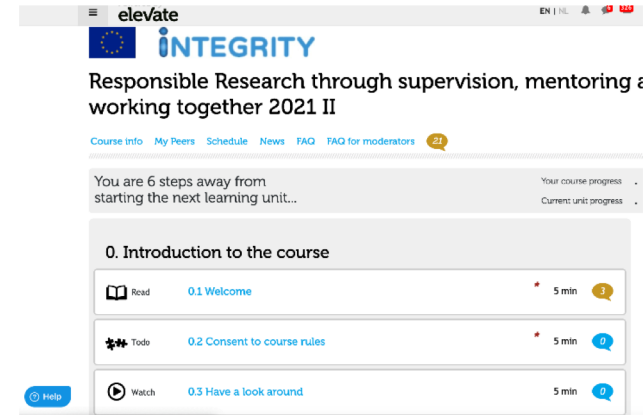


 Todo
 2.2 Styles of supervision and mentoring

 25 min

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.

- 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.
- Which role do you recognize in the way you are currently supervised? Use the discussion section to share your views with each other.
- Which role would you prefer your supervisor to take (more often), and why? Again, use the discussion section to share your views.



- ## iNTEGRITY

# 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)

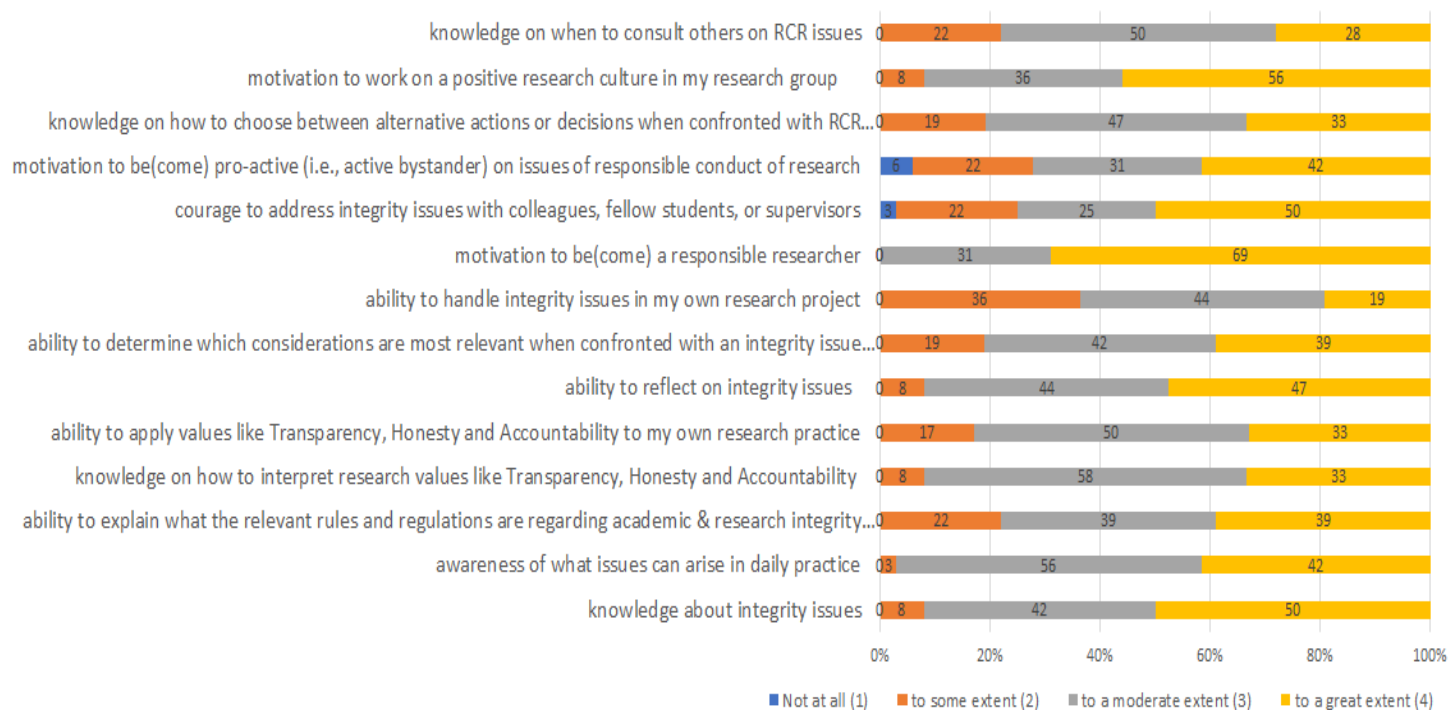
## Competences shown

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..**

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**Awareness**

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**Knowledge**

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**Reflection**

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**Motivation**

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**Courage**

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**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

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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;

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

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

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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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