



Learning Outcomes

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Page



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Document description	2
1 Introduction.....	4
2 Table of Learning Outcomes by Stakeholder Group	5
3 Key issues for Trainers	8
3.1 Ambition	8
3.2 Limitations of training resources.....	8

1 Introduction

RRI Tools is delivering training in responsible research and innovation to five key stakeholder groups – policy makers, the research community, business and industry, civil society organisations and science educators. This document sets out the learning outcomes that we might hope to achieve with our stakeholder groups as a result of the training we deliver.

Understanding learning outcomes will also help advise Hubs on whom to target within each stakeholder group for the training. This document identifies training outcomes common to all stakeholders, whilst adding some stakeholder-specific outcomes, which will need to be addressed with specific sessions / tools / modules, depending on how the training is delivered.

2 Table of Learning Outcomes by Stakeholder Group

Stakeholder	Learning outcomes
All Stakeholders	<ol style="list-style-type: none"> 1. Be able to explain the concept of RRI, and its component parts; 2. Be able to identify the opportunities offered by RRI and make the case to others why it is a useful approach to adopt; 3. Be able to identify the possible obstacles and conflicts of interest that might make it difficult to implement RRI and know how to address them; 4. Be able to map out the issues in their own work that would benefit from RRI, be able to identify what in their own practice would need to change as a result of RRI, and be able to plan for implementing these changes; 5. Be able to map out the stakeholders that need to be involved and how to develop contacts amongst other stakeholder groups who can help deliver RRI; 6. Be able to use the RRI toolkit effectively to support their RRI goals.
Policymakers	<ol style="list-style-type: none"> 1. Be able to advocate on RRI, so that they can fulfil their role in providing leadership in RRI; 2. Be able to identify and evaluate policy levers available to help implement RRI; 3. Appreciate their role in facilitating and building partnerships that can lead to RRI.
Researchers	<ol style="list-style-type: none"> 1. Appreciate why RRI needs to be built into the early stages of research planning and know how to prioritise RRI in research proposals; 2. Be able to apply RRI principles throughout the cycle of a research project; 3. Appreciate the benefits of research teams being

	<p>inclusive and diverse in their composition, and of female viewpoints being incorporated, and be able to put in place plans to improve the diversity of their team/institution;</p> <ol style="list-style-type: none"> 4. Be able to reflect on their own values and assumptions about the kind of world that they wish to create with science, and understand why it is important to incorporate wider perspectives; 5. Appreciate their responsibility within science and be able to identify ways to influence innovations that may flow from their research to ensure that this is societally responsible; 6. Be able to identify ways in which their institution can support them in delivering research that is responsible and responsive to societal needs.
<p>Industry</p>	<ol style="list-style-type: none"> 1. Appreciate innovators' responsibilities beyond profit alone; 2. Be able to identify potential contradictions between commercial success and societally responsible product and service development and delivery and be able to plan to address these; 3. Appreciate the importance of innovation teams being inclusive and diverse in their composition and be able to develop strategies to implement this in their workplace; 4. Be able to reflect on their own values and assumptions about the kind of world that they wish to create with science, and understand why it is important to incorporate wider perspectives.
<p>Education</p>	<ol style="list-style-type: none"> 1. Appreciate the role of education in RRI, in sensitising the next generations of researchers, innovators and entrepreneurs to the importance of being sensitive to their own

	<p>values and the needs of society, locally and globally;</p> <ol style="list-style-type: none"> 2. Be able to argue for curriculum changes so that the way in which science is presented to students is more reflexive and acknowledges the values that science and society brings to research and innovation, as well as the role of science and technology in shaping our world; 3. Be able to develop teaching and curriculum material that help deliver an understanding of science that is more reflexive and acknowledges the values that science and society brings to research and innovation, as well as the role of science and technology in shaping our world.
<p>Civil Society Organisations</p>	<ol style="list-style-type: none"> 1. Be able to articulate the unique and societally insightful perspectives CSO can bring to the research and innovation processes; 2. Be able to identify opportunities to be involved with the processes of research and innovation and understand how their perspectives can add value; 3. Be able to identify opportunities to work with researchers at the proposal stage and to put forward new research projects or ideas for products or businesses other stakeholders.

3 Key issues for Trainers

3.1 Ambition

This document presents an ambitious list possible learning outcomes that the RRI Tools project could wish for or effect. But it is not exhaustive, and other outcomes may emerge as training is carried out and as new challenges arise for the research and innovation community and their (potential) partners in the worlds of policy, education and civil society.

3.2 Limitations of training resources

The time and resources available for training in RRI is an important consideration. Trainers will need to consider what they can realistically deliver and whether it is better to prioritise certain outcomes and deal with them in depth, or to try to cover all aspects in less detail. In which case, just which outcomes to prioritise should depend on the particular situation – local, social and political – in which training in RRI is felt to be needed.

Learning Outcomes