Eduverse

ADVANCING SUSTAINABLE RESEARCH CAREERS THROUGH TRAINING IN MENTAL WELLBEING, OPEN SCIENCE AND SCIENCE COMMUNICATION

Design Your Research Environment

THE OEDUVERSE HACKATHON TRAINING PROGRAMME

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At the heart of the OEduverse summer school hackathon is co-creation, hence, we acknowledge the participants' contribution to the training programme. Your ideas, stories and interactions complete the summer school.

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Foreword

We are all researchers from the moment we open our eyes. We strive and learn and move forward our whole life on a path of research and curiosity. Some of us turn that curiosity into a career path in science. Struggling and learning is a balance for careers, but there is something about science that, at times, turns up the pressure. Crisis, loss, and hardship make us lose faith in ourselves and our research environment. Without warning, dystopia seems closer than any utopia we can ever dream up.

Recent studies indicate that mental health struggles are rising in science in comparison to industrial occupations. We are far from fully understanding what makes struggle stronger in science, but we see indications. Recent studies have shown a positive influence of resilience, adaptive perfectionism, higher levels of social support and positive evaluations of progress and preparation, departmental climate, and supervisory relationship on mental health [1]. Reversely we assume that compromising those factors will lead to more adversity.

We in OEduverse believe it is vital to have agency over your research environment, to own your story and to get a hold of your career and mental health. Our stories are inseparable from the environment we live in, which we can not always change. However, we can change the tools we use and the understanding of ourselves and our environment. These tools for us are the transversal skills of open science, mental health, and immersive storytelling. With them, your story, and interaction with trainers and peers, we believe we can overcome limitations. Understanding is a base and a conduit for change, and with OEduverse we are glad to share our vision as a space to make change happen for your research environment.

These pages describe the core idea of the OEduverse hackathon training programme, along with the concepts and tools to implement your personal OEduverse hackathon. In the same way, the programme is made for shaping your research environment, this handbook is meant to shape your own programme. Training is only the beginning. It is about the space and ability to listen and integrate individual perspectives and training to shape a journey for change. We are looking forward to contributing to that journey with this handbook together with you.

Dr. Christian Weber,
Coordinator of OEduverse

[1] Milicev, J., McCann, M., Simpson, S. A., Biello, S. M., & Gardani, M. (2021). Evaluating Mental Health and Wellbeing of Postgraduate Researchers: Prevalence and Contributing Factors. Current Psychology. https://doi.org/10.1007/s12144-021-02309-y

OEduverse Hackathon Training

The OEduverse summer school hackathon is built on three main transversal training areas:

Open Science

Open Science ensures that research lives up to the standards of best practices, opening up science for everyone to understand and build on, openly. But it also enables one to become aware of the composing parts of personal research. It leverages transferable academic and non-academic skills, helps to sketch career pathways and understand resources. Applying open science, means understanding and harnessing practical research management skills, respecting research ethics, and mastering evaluation techniques that can be used across all specialisations to conduct better research. Altogether, it enables participants to understand the role of their research and their career in the wider context of society, as well as what the recent and upcoming trends are in academic careers.

Mental Health and Well-being

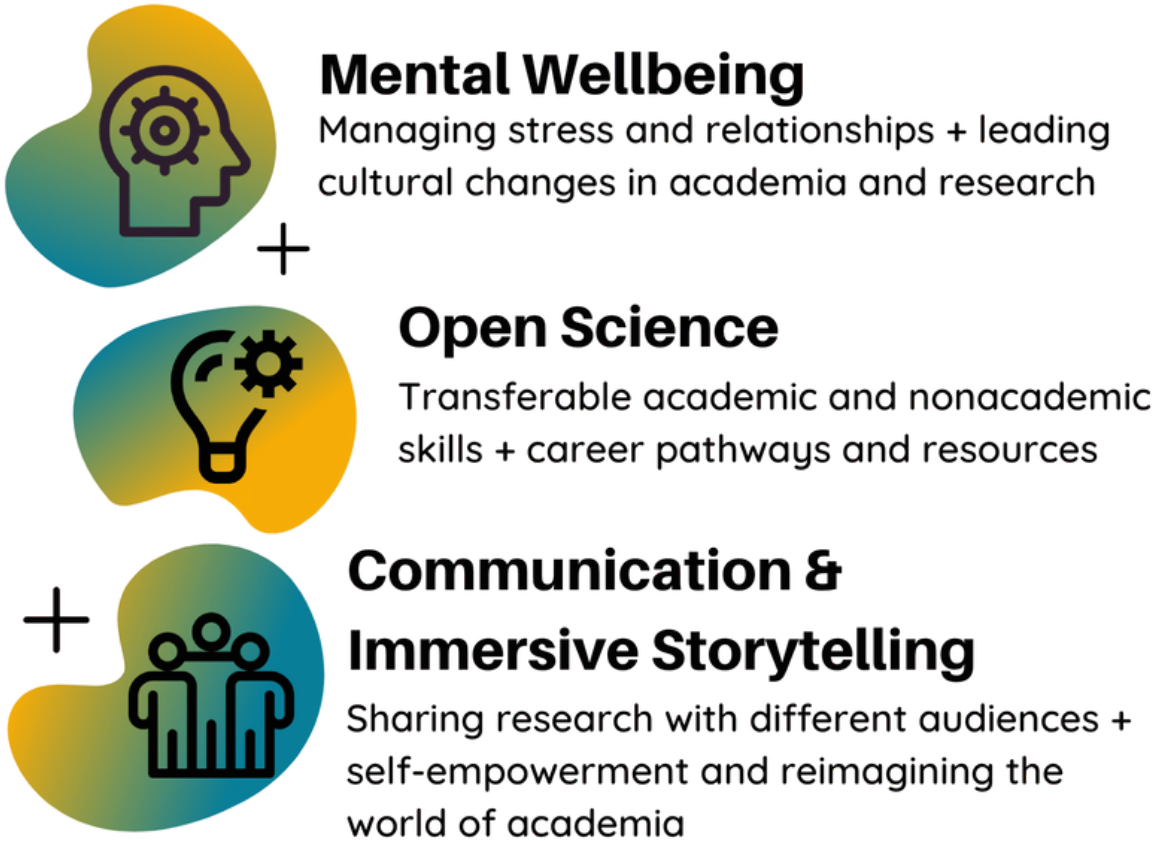
Following the research understanding, mental health enables us to be more equipped to look within ourselves, enter new working environments, manage stressful situations, and maintain professional relationships. Cultivating a mentally healthy workplace and leading cultural changes in academia and research are essential. With greater awareness of mental well-being issues, researchers will produce more impactful research, be more effective in research teams, and maintain their mental well-being in the long term.

Science Communication and Storytelling

Creativity, critical thinking, and communication are essential skills researchers need in our ever-changing world—full of new challenges. We are more than ever in need of understanding our own narrative to be able to share research in a compelling way. Immersive, collaborative storytelling helps to uncover and build agency to own and share the personal story. This methodology allows to formulate research more effectively for wider audiences and each other. It supports the participants in their journey towards empowerment and the ownership of a sustainable career in research and reimagining the world of academia.

OEduverse Training Framework

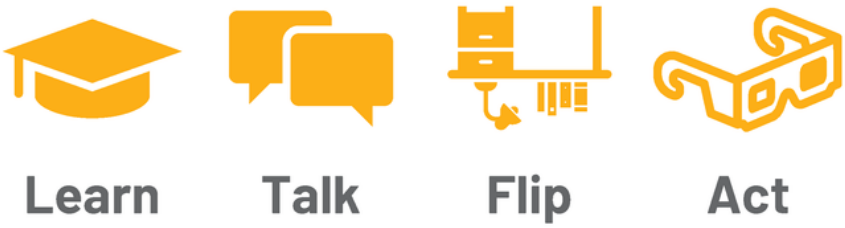
In today's growing competitive landscape in research careers, it has become more important than ever to advance the skills needed for a sustainable career in research. Researchers need to be experts in research management, aware of the diversity in groups and disciplines, and manage stress in order to have a long, successful career. Researchers also need to be able to engage broader audiences, being confident, capable communicators. To advance the needs of the research community, the OEduverse Training Framework is created to equip European graduate students with interdisciplinary and transferable skills beyond their specialisation yet demanded by their future employers.



In the intersection of the three main areas of OEduverse, participants can acquire the tools and self-reflection, as well as an understanding of their environment, to regain the agency to introduce changes to their research environment.

Flip the Class

Training is a steady companion of personal progress. It is a direct interaction between a mentor or trainer and a person who is ready to learn. However, learning is so much more. We learn from personal experiences, from interactions with others, from our work, from mistakes and the reflection of all of those. Therefore we early on detected that much more important than offering training, is to offer a space to apply it, filled with the needs and stories of the participants. In the interaction of all of that, true learning and change happens. This is the design your own research environment hackathon concept, for which we flip the classroom continuously.



To be able to flip any type of class or learning construct, it needs a shared context or narrative to create the space in a way that enriches the experience and enables outcomes that are in sync with each other. Learning is classically understood in the sense of training, but it can also be a purposefully provided experience that is tailored to trigger certain realisations, conclusions and therefore learning.

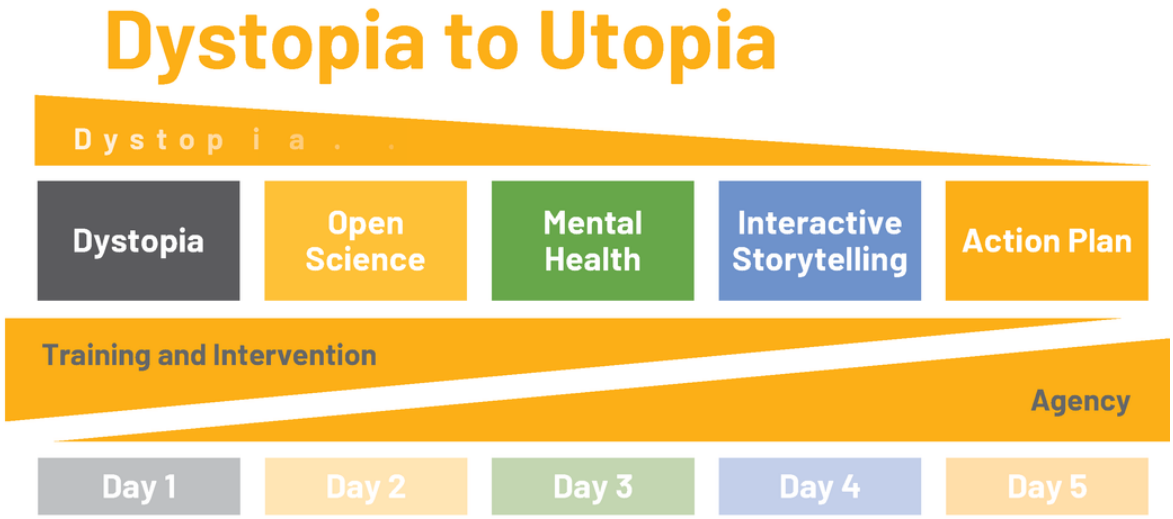
Each flipped intervention involves reflection but also personal stories and experiences. Beyond creating a safe space, personal experiences enable us to anchor the learned .

The flipping stage involves a task to solve and it needs an agreed time horizon and a common understanding of the goals. At the end of the flipped intervention, trainers, facilitators and participants reflect on the results.

Each session should always close with a look into the future and personal goal setting. What were the lessons learned? Did we collect more requirements? What helped to overcome hurdles or to solve the problems? And finally: How will we act from our new perspectives?

Our Week Concept: The Hackathon

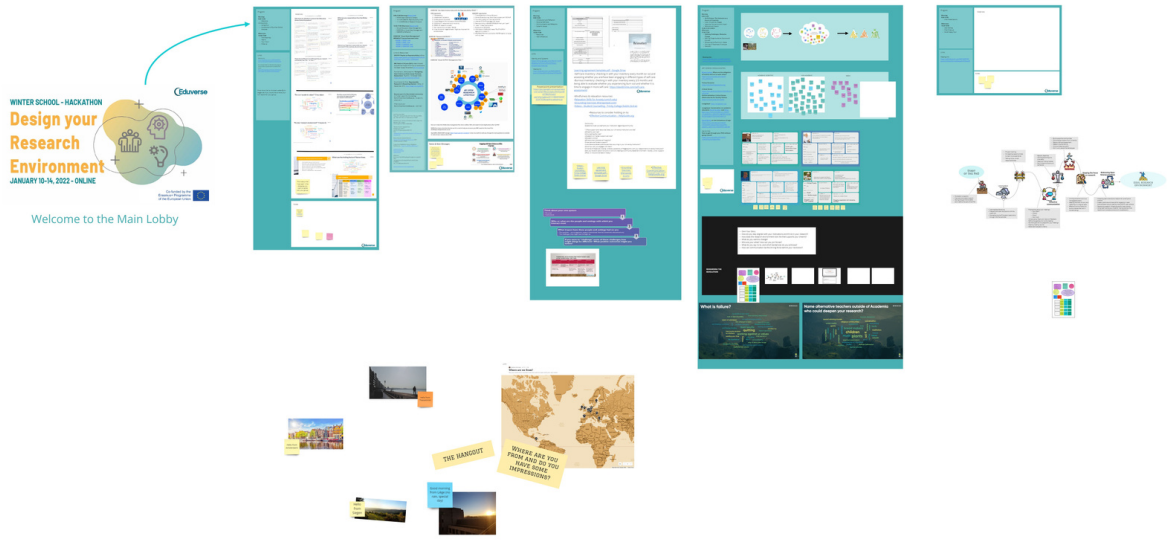
To foster regaining personal agency, the training framework sketches a five days long summer school, integrating the training but also embedding it into an overarching narrative. Throughout the week, trainers and participants envision the dystopia of academia, but also the personal environment, to deconstruct it step by step and touching on utopia - not as an unreachable state but as a guiding vision, paired with realism on what can be turned reality and what is leading there. It all comes together on the final day, where all participant groups present their highlights of the last days and their tools and plans for changing their personal research environment.



On the following pages, we will now explore each of the five days in sequence. Each day comes with its own concept and highlights, which take aways should be set up by the daily interventions. What are the pieces that have to come together to enable the intended learning? What are the tools that will be used and transmitted to master the day and enable the reflections? And finally, how do all the parts come together for a plan for change on the final day of the summer school hackathon. The programme endorses diversity, domain and personality-wise, which should be reflected by mixed groups to foster an exchange from multiple perspectives, unearthing crosscutting boundaries, which then can be overcome jointly. As such, the programme is open to diverse groups of participants but can also be applied well within the same domain.

Document Your Journey

Be mindful of the limitations of memory, and, reversely, the power of visual and textual stimulus to further anchor the experience for a sustainable experience. Document your week. This is a shared experience. Trainers and facilitators set the stage with a documentation frame and, together with the participants, document the summer school continuously throughout the week. The documentation is placed best if it can be accessed by all participants equally and be shared throughout, and then kept beyond the summer school as a sustainable mirror of the event and lessons learned.



Practically, the use of a shared, online whiteboard has proven to be a good practice. Even in a physical space, participants and trainers tend to have digital devices available that enable them to access. In such cases, for full inclusivity, a physical entry point within the event can also be provided, like a physical screen with a whiteboard integration or a projection during the breaks. The online board can be used not only to keep a shared memory but also to add further readings, recordings and, in general, pre- and post-processing material.

Select Your Trainers

Selecting the right trainers and facilitators can be a challenging task. To train, practical skills in the field of training are needed. To further bridge theory and practice needs experience in the field, but also with scientific methods. In an event location - physical or online - trainers need the capability to connect with the participants in a meaningful way.

The good news is that the OEduverse training framework is made to support you. It is organised in small, manageable parts that can be prepared in a team. Beyond the training sessions, a major enabler is the interaction in the shared space, where the training parts are meant to trigger and frame the exchange. The modules of the week are brought together in a meaningful sequence, where previous parts support later discoveries, with the intention of understanding and change unfolding naturally. Here the sum of the parts is more meaningful than the mere collection.

Trainers and facilitators may already be part of your network. Many organisations deploy small teams or a contact to offer, organise or broker training. Personalities from different backgrounds can be brought together, with diverse experiences, similar to the diversity of participants, and turn the composition of the programme into a unique and qualitative experience.

Beyond utilising and integrating available training potentials, trainers and complete summer schools can be organised jointly with professional training providers, as for example, SciLink, which successfully co-organised past OEduverse summer schools. In any composition of trainers, facilitators and organisers, this handbook can be used to tie the ends together and offer a qualitative experience.

Be mindful that, as each participant, every trainer and facilitator has a unique profile, bringing unique ideas, experiences and skills to the table. Changing the programme to respect that and integrate the best skills and quality is more vital than being strict on its implementation.

Day 1 - From Dystopia to Utopia

In 1516, Thomas More published "Utopia", imagining a fictional island, inhabited by a perfect society. The concept of "utopia" signifies a double meaning that was most likely intended. "Utopia" as a non-existing place (derived from the Greek οὐ, "not", and τόπος, "place") was used as allegory, not considering such an ideal place to be realistically possible. The homophone "Eutopia" on the other hand (derived from the Greek εὖ, "good", and τόπος, "place") suggests an attainable place of perfection, rather than nonexistence. While the story itself may not live up to today's visions of utopia, it gave the dream of an ideal life a lasting label.

Starting a career in science has a lot in common with the dream of utopia. Depending on the personal perspective, science has an inherent narrative of free, personal growth, a sense of belonging and accomplishment and an often altruistic imagination of furthering humankind. It is a vision of a future, close enough to be reached but conveniently out of range to be seen through a kindly blurred glass. Against that image, reality can only be a sobering experience.

Science is a journey into the unknown, walking on paths of past explorers and looking for signs of discoveries, whose distance and location is a mystery to behold. Walking ahead we might doubt our plans and question if we packed enough rations. And then, that is not the end of it – insecure funding, unexpected detours, soldering conflicts, self-doubt and more may threaten the expedition. Suddenly we are in a dystopia. Or aren't we?

The Training Day

The OEduverse hackathon training framework embeds its programme into a narrative of a journey from dystopia to an attainable utopia. Being aware of the feeling of dystopia, while still remembering utopic dreams, the journey unifies participants. On the first day of the hackathon week, participants are meant to explore their personal dystopia. The day starts with an opener to talk about the hardship of science, the dystopia, using the narrative of polar concepts, personal stories and scientific facts about the state of science. It is meant to lay the ground for self-reflection and decomposition of the personal situation to become aware of the components that make up the individual research environments and the factors that are weighing on us. It is day one, but it is very much a ground zero, becoming a common starting point for the journey of the week.

Each Career is a Journey

It is vital to address that even though common career milestones are usually well defined, the journey to reach them is always individual. Quality is a concept that is measured in comparison and if we are not aware of the meaningful underlying factors, each comparison is always limited. Hardships can be shared, but they are perceived and lived through individually, based on our backgrounds, environments and goals. Therefore we encourage participants to reflect on their career milestones and quality of their scientific work as an individual journey of continuous self-development. Key actions guiding this reflection are (a) the introduction and discussion of academic values, (b) flipping the classroom and asking for reflections, (c) setting the scene for an inclusive and open exchange, (d) the use of digital polling tools to offer an anonymous option to share opinions, (e) uplifting ice-breaker activities helping them to identify personal qualities, their "superpowers", an uplifting and supportive approach enabling them to share and remember defining quality of themselves.

Set the Stage for the Week

After the opening block, the trainers will introduce their topics for the training parts of the upcoming days (20 minute blocks). It serves as a preparation, but it is also meant to be a scaffold for early discussions. By anticipating the general blocks of the days, the participants are given names and categories for components and factors of their research environments. Furthermore, by providing the chance for early questions, it increases the feeling of safety from which sharing can happen.

The day ends with setting up groups of three to four. It can be beneficial to mix participants in such a way that different domains and specialisations are present in each group. All groups are given the task of sharing and compiling their components of a dystopian science. The goal is to combine their personal dystopian experiences into a shared narrative of dystopia, which they will decompose and strive to overcome with a research plan that evolves based on the training and interactions. The plan on how to change the personal research environment, realising their utopia, will be presented and explored jointly on the last day of the hackathon to leave with a new path that leads out of dystopia.

Day 2 - Open Science

What is Open Science?

At its heart, open science continues the thought that all scientific work is standing on the shoulders of giants. For that, the foothold has to be visible, accessible and reproducible in such a way that it leads to a stable composition and a common understanding of the principles that need to be known and mastered to be part of an "opened" science. This, in turn, provides the shoulders for upcoming generations.

Fostering Sustainable Research Careers

To promote a transparent scientific agenda, scientists need to attain interdisciplinary and transversal skills beyond their specialisation. Researchers need to be experts in research management, aware of the diversity of intercultural research groups and disciplines and manage stressful steps in their research.

Open Science skills are critical to academia and the corporate sector in the 21st century. Researchers need to be confident, capable communicators, experts in research management, aware of the diversity of intercultural research groups and disciplines, manage stressful steps, but remain open and innovative at the same time and integrate fundamental information technology skills to support the analytical parts of their work.

Opening your science means to understand the composing parts of science and creating a strategy to open each component, while covering the respective requirements. Therefore, integrating open science into your personal research introduces a structured and reusable strategy for researching, which will help to build a sustainable research workflow.

Main Topics

- Using Open Science in your Career
- Open Science and Reproducibility
- Organizing your Research Workflow with Open Science
- Open Science and Data Management

The Training Day Concept

The OEduverse project designed and tested training on practical open science skills, and techniques that can be used across all disciplines. Participants of the open science day will walk away with their own open science toolbox, a set of tools (both technological and best practices) that are used to conduct high-quality research. Participants will also learn and understand the role of their research and career in the wider context of society and the recent and upcoming trends in academic careers.

The open science training parts of the OEduverse framework do split into three different considerations. Foremost the training aims to lay the foundation of understanding and utilising open science by learning about the fundamental concepts, its vision and each of the different building blocks. Content-wise the core follows a work breakdown structure to split the overall research and open science workflow into connected or singular elements.

By gaining an understanding of the building blocks, the training uses the learned concepts to contextualise, in a second consideration, the daily research with its representing open science counterparts. Following the analogy that the small is mirrored in the whole, the composing parts of the open science process do represent in multiple ways the steps of a long-term research career, following similar stages, such as setting up your research/planning first career steps, storing and managing data/sustaining your research story, organising your writing/writing the narrative of your career and more. Through the day, an understanding is gained in which stages of a career the composing steps and methods of open science can be relevant.

Finally, considerations and goals are discussed in the frame of data management for open science. Data, in more than one way, is a crosscutting component and resource. It has to be managed to enable open science concepts such as reproducibility, ease of sharing and combining results to foster the development of research and science as a whole.

Example Schedule

The day is divided into the following sections:

USING OPEN SCIENCE IN YOUR CAREER

DEBATING REPRODUCIBILITY

MANAGING RESEARCH OUTPUTS

DATA MANAGEMENT PHILOSOPHY & APPROACHES

VISUAL DATA MANAGEMENT

CONSTRUCTING A PROFILE FOR IMPACT

Tools, Experiences, Lessons

Open science covers the organisation of fundamental research-related tasks, like data management, planning, carrying out and disseminating research studies and networking with peers. The organised nature of the open science infrastructure is a vital ground for healthy academic workplaces, which is a point on which the Mental Health Day expands on. When it comes to dissemination and communication, the awareness of open-access opens a door towards effective and well-targeted communication in line with the Science Communication Day.

Participants gain awareness of the impact of open science practices on individual career development and individual visibilities as experts, and of open science practices on research funding and research planning. They learn effective and transparent research data management with an extensive toolkit of openly available data management tools and practices.

Open Science as Part of Your Research Map

Two major aspects of designing the personal research environment are an understanding and overview over the building blocks of what science is, as well as mastering a set of skills to operate and therefore control the individual research structure-, content- and method-wise. In the personal research environment, multiple factors can impact the sense of safety, support and overall mental health.

Having or regaining control over the personal research environment can be a major factor for improvement and stabilisation. Open science and its focus on the separability of tasks can help by providing a sense of control and management. Equally, it is a common language to compose, de-compose and communicate scientific work, offering vocabulary and structure that is an important input for designing a better, personal research environment.

Day 3 - Mental Health and Wellbeing

What is Mental Health and Wellbeing?

Mental health and wellbeing should be looked at in an overarching way for PhD and early career researchers, and not just specifically for their academic research. Mental health and wellbeing is part of the research piece but more importantly, it's part of their lives as a whole. The issue is that many PhD and early career researchers have such high demands of their time and resources, that mental health and wellbeing can often be one of the first things to be neglected in favour of their work.

Fostering Mental Health

The value of good mental health and wellbeing cannot be underestimated and the ripple effect can be quite significant in that it can help researchers foster positive relationships with their colleagues and within themselves, help them recognise when they might need additional support or self care, and in turn impact on their ability to sustain and progress with their research in a positive way.

Main Topics

- Maintaining mental health during research
- Establishing good sustainable relationships
- Managing difficulties and challenges in relationships
- Informing and / or changing culture of mental health within research environments

The Training Day Concept

Making mental health and wellbeing a core part of the design of our research environments is vital. Without this aspect, our relationships with ourselves, our families and our colleagues will suffer, and as a result, so will our work and general wellbeing. Mental health and well-being should not be an "add on", it must be part of our core approach to our work and lives.

When we think about designing a personal research environment, we need to take into account our goals (both personal and professional), and what actions we need to take to help us fulfil these goals. The role of mental health and well-being is paramount here, as when we are in a calm and steady headspace, we have the ability to look at things from a wider perspective and develop the tools we need to help ourselves sustain both this mental wellbeing AND a positive research environment. If we don't address the mental wellbeing side of things, we can block ourselves from seeing opportunities for development, for positive relationship management and for living our lives in a way that is healthy and sustainable, both for our personal lives and for our professional research careers.

Example Schedule

The day is divided into the following sections:

CHALLENGES TO MENTAL WELLBEING

SELF-CARE ON A PERSONAL LEVEL

COMMUNICATION AND RELATIONSHIPS

SYSTEMIC ISSUES

BRINGING IT TOGETHER

Tools, Experiences, Lessons

Participants who attend the Mental Health and Wellbeing segment of the OEduverse Project will be more equipped to look within themselves, enter new working environments, manage stressful situations, and maintain professional relationships. Going further, participants will also learn to cultivate a mentally healthy workplace by spearheading and leading cultural changes. With greater awareness of mental wellbeing issues, researchers will produce more impactful research, be more effective in research teams, and maintain their mental well-being in the long term.

Mental Health in Your Research Map

The Mental Health and Wellbeing Hackathon Day helps people to consider their own research and life environments, how the two may merge and collide, what might support them during these mergers and collisions and how they can sustain themselves throughout their research. Day 5 gives the participants a chance to look at each aspect of the week in a holistic way as opposed to in a silo and design and develop their research environment in accordance with their learning and experiences throughout the week. Our day provides time and space for participants to flesh out concerns and worries, which can help them focus on where the gaps are in their research environments and what they need to do to fill them.

Day 4 - Science Communication: Own Your Story

What is Science Communication?

Creativity, critical thinking, and communication are essential skills researchers need in our ever-changing world, full of new challenges. Participants explore the methodology of immersive collaborative storytelling created by SPACE. This methodology allows them to formulate their research more effectively for broader audiences and each other. The Science Communication and Storytelling Module also goes a step further by asking participants to reimagine the world of academia. This empowering segment of the project builds confidence in early-stage researchers, encourages active participation, and motivates researchers to take control of their academic life and future career.

Uncover Your Research Narrative

It is often a challenge for researchers to explain the importance and potential of their work to colleagues, committees, funding partners or the general public.

The module enables researchers to use communication skills and story-telling principles to make complex or technical content more accessible to a diverse audience. In addition, the module offers tools to translate these principles and skills into one's own research practice and to draw up a workable roadmap.

Main Topics

- Connect to your authentic story and design your optimal research environment.
- Address the ownership of your academic narrative.
- Think like a designer, imagine your ideal scenarios, map and articulate your needs and learn to communicate your ideas to diverse audiences.
- Collect tools that enable you to 'own your story', to have a sense of agency, storytelling and presentation skills.
- Exercise new ways of using your imagination and apply that in your communication and storytelling.
- Gain insight into how you communicate your work to various audiences. Formulate your needs and envision your optimal research environment and career development
- Create your personal roadmap of resilience.

The Training Day Concept

The immersive storytelling of Own Your Story unfolds from the daily practice of the researchers, starting with mapping personal motivations and career plans:
What drives you as a researcher, and how do you stay true to your motivation? How do you envision the optimal research environment that supports your needs and helps you thrive? What obstacles do you face? How can you connect to peers, supervisors, stakeholders, or non-academic audiences?

The Own Your Story workshop includes design thinking, immersive storytelling, communication and presentation assignments suitable for online and offline learning environments. Participants work individually, in smaller groups and in plenary settings. They design, communicate, present and give feedback to each other. Active listening, clear and engaging communication, constructive feedback and authentic presentation are the recurring elements of the training.

Example Schedule

The day is divided into four sections:

1 | YOUR AUTHENTIC STORY

2 | STAY TRUE TO YOUR STORY & THRIVE

3 | COMMUNICATE YOUR STORY TO DIVERSE AUDIENCES

4 | ROADMAP

Tools, Experiences, Lessons

Sharing experiences with peers, identifying problems and possible interfaces with non-scientific target audiences and stakeholders is an empowering experience for the participants. It evokes a horizontal mindset that enables the participants to define the conditions and relationships and to identify the necessary changes leading to their optimal research environment. At the end of the module, the participants make a visual roadmap, a communication action plan that describes the steps towards their optimal research environment.

Science Communication in Your Research Map

On the last day of the hackathon, the Science Communication and Storytelling module looks at the challenges formulated on day one of the Hackathon from a communication strategy and storytelling point of view, integrating all the experiences gained by the participants in the previous modules.

The Science Communication module provides practical tools, information and insights to create actionable roadmaps that answer the challenges of the Hackathon, but also to adapt these roadmaps to the personal needs of the researcher.

Day 5 - Your Individual Research Map

Where is your journey going? Participants learned about open science, mental well-being, immersive storytelling, and mastering their personal dystopia. This led to new insights and creating a research map with requirements and actions to change the personal research environment. Day five is all about bridging to the future. The participants compiled their lessons learned, the training and their newly gained visions into a plan for their future. Now it is time to present the plan to the community that has developed between groups, participants, and trainers.

Each group gets 30 minutes to present their plan and lessons learned, followed by an open discussion. If possible, all trainers and facilitators should take part in the final day to ensure a variety of voices, career stages, expertise, and disciplines. Throughout the days, the participants and trainers likely bonded. Therefore, the experience of presenting and exchanging will have a natural flow, which is recommended to not block with artificial or overly strict regulations regarding time, form, or composition of the presentation. The hackathon is tailored to provide agency and a sense of freedom to change the personal situation. This openness should be also fostered on the last day.

Research Maps Can Come in All Shapes

Presentations of the research maps can come in all shapes. The groups have the freedom to pick a way and form to transport their plan and narrative to put it into action. The week introduces various tools, schemes, and processes along which the individual plan can be created or to which it can be aligned. Processes can be a fitting frame to underline a sequential strategy through which the personal environment can change in small steps.

Research maps can be domain-dependent, changing shape and narrative per domain and selecting a visual representation that reflects that. Areas can also intersect and harness the idea of a matrix in which rows and columns intersect to combine two or more considerations in one resolve to act. Motivate to give the research map a strong visual component. This will support the resolve and dedication by providing a visual anchor to connect and focus the potentials for change in one readable and memorisable format. The result should then be integrated into the shared – digital or physical – space. Remember to give each group member a chance to take one copy of their map home.

Share Your Research Map and Goal Setting

The results should be presented orally, ideally, with the option to share a visualisation of the research map. Make sure within the team of trainers and facilitators and through moderation among the participants to implement a kind feedback culture. All participants should feel the safety and stability to speak up freely, and each group member should speak up once. Solutions are sustainable if they are meaningful to their creators. Ask questions to support the exploration of the lessons learned. Provide feedback where you see extensions and relations to other tools and topics to improve the potential for later implementation. Endorse all groups to phrase goals for their short-, mid- and long-term perspectives based on the presented research maps.

Remember, a part of the hackathon is about the meaningful interaction between all participants. Is there something you learned from the participants and their presentations? Be open about your willingness to connect again in the future. It will boost the sustainability of the hackathon to jointly plan a catch-up session in three to six months to talk about how the set goals were translated into changes. Utopia is a goal and motivation rather than a place to reach. However, dystopia is only a temporary state that will, without fail, change into something new. The OEduverse hackathon training programme offers the space and the means for this transformation, filled with your resolve and expertise and completed with the stories and goals of all of us.


PS
PROJECT STAFF
PRACTICE WHAT WE PREACH
PROJECT STAFF
OUR OWN LEARNING
PROJECT STAFF
EMPOWERMENT + Inspiration
Learners
Project Staff
Cross-field exchange of Ideas
PARTNERS
Increased/ expanded Networks
SYSTEMS
Guerilla Tactics
SYSTEMS
Mapping blindspots of System
SYSTEMS
Making power structures visible + challenging them
SYSTEMS
Teaching + Training needs to capture individual + systems level
SYS
↑ Activism + Communities of resistance
PS
Endorsing OS behavior for creating material and sharing in new non-plagiarism way
PS
Devising an inclusive Learning environment "healthy teaching"
PS Organizing Transversal Skills on an organizational Level
SYNERGETIC COLLABORATION
NETWORKING

Meet our Team

Organisation and Facilitation

Mr. Adam Keszler is the Managing Director of the SciLink Foundation and PhD candidate at the University of Amsterdam and University of Debrecen Faculty of Economics with the main research area of job knowledge research and accreditation of prior experiential learning. He is an experienced Project Manager participating in Erasmus and H2020 projects with believing in the importance of transversal skills for researchers in any stage of their careers.

Dr. Christian Weber is a researcher with the Institute of Knowledge-Based Systems and Knowledge Management (KBS & KM), University of Siegen, Germany. Within his PhD he was working on developing semantic and structure-aware concept importance measures for domain knowledge to guide digital learning. He is continuously researching on the exploitation of evolving knowledge maps for an ongoing industrial, educational and medical digitalization using AI and is active for that in national and international funded research projects (DFG, BMBF, H2020, Erasmus plus and many more) but also direct industrial collaborations, as well as supporting the next push of tech-startups. He believes that any digital solution has to have a human factor and so does academia.

Mr. Mathias Schroijen is a member of the Postgraduate Office at the Université libre de Bruxelles (ULB). As a project leader he is responsible for the development of transferable skills training programmes and career development services for researchers. Mathias has a research background in health psychology (respiratory psychophysiology) and throughout his PhD, he was actively involved in doctoral training with a specific interest in mental health, intersectoral mobility and social entrepreneurship. Driven by these interests, he focused on PhD community building at the local level (PhD Society at KU Leuven), the construction of training and career development services at the institutional level (project manager MSCA-Cofund IF@ULB) and the representation of early career researchers at the European level (Eurodoc).

Dr. Renaud Jolivet is Professor at the Maastricht Centre for Systems Biology (MaCSBio) at Maastricht University in the Netherlands, and holds a courtesy appointment at CERN in Geneva, Switzerland. He trained as a physicist and neuroscientist, and he is interested in energetic constraints and heterocellular diversity in the brain. Dr. Jolivet has accumulated broad expertise, having worked in multiple countries, at diverse research-performing organisations, and having served in a variety of leadership roles in panels and committees. He has extensive experience in project evaluation and management, and as an academic mentor. He has been an active advocate for science, and for reform in academia since 2014. He currently serves as a Member of the Board of Directors at the Organization for Computational Neurosciences, as a member of the EBRAINS Science & Technology Committee, and he will be a Fellow of the Foresight Institute in 2023. He is also the Stakeholder Representative for Individual Researchers and Innovators at the ERA Forum at the European Commission in Brussels, Belgium.

Open Science

Dr. Gábor Kismihók is the head of the Learning and Skills Analytics research Group at the Leibniz Information Center for Science and Technology (TIB) in Hannover, Germany. He is the Chair of the Career Development Working Group at the Marie Curie Alumni Association. He also chairs the recently started COST Action on Researcher Mental Health. His core research focuses on matching processes between individuals, education (learning), and the labour market, using novel technologies and datasets. He has published his research in a number of international peer-reviewed journals and books in the area of Learning Analytics and Technology Enhanced Learning. Gábor also has extensive experience with European research funding (e.g. H2020, H2020 MSCA, Erasmus Plus).

Dr. Ivo Grigorov holds a PhD in Marine Science, currently fundraising for marine & climate research at the Danish Technical University DTU. Professional focus includes optimising researcher's and research organisations' strategies for translating research in societal context, by deploying #OpenScience, #KnowledgeTransfer and #OceanLiteracy to optimise research output transfer along the lab-2-users spectrum. Ivo runs the FOSTER Open Science Clinique www.openscienceclinique.eu to make

Open Science an essential skill set for Early Career Researchers, synergies and conflicts between Open Science and Intellectual Property Rights (IPR), and training HorizonEU National Contact Points (NCP) in grant proposal benefits of Open Science.

Dr. Stefan T. Mol is an assistant professor in Organizational Behavior and Research Methods at the Amsterdam Business School of the University of Amsterdam, co-founder of Sophia Medica BV, and co-founder and chair of the Scilink foundation. He received his Master's degree in psychology at the University of Amsterdam in 2000, and his PhD in psychology in 2007, at the Institute of Psychology of the Erasmus University Rotterdam. Stefan has co-authored over 25 peer-reviewed articles and book chapters on topics such as career shocks, refugee integration, learning analytics, text mining, recommendation of open educational resources, person-environment fit, and researcher mental health. In addition, Stefan is involved in a number of EU funded projects focused on optimising the match between individual education and the labour market and researcher mental health.

Mental Health and Wellbeing

Ms. Alice Kelly is a Systemic Psychotherapist in the position of Training Manager and Student Counsellor at the Student Counselling Service in Trinity College Dublin, Ireland. She has achieved a Masters in Work and Organisational Psychology and a Masters in Systemic Psychotherapy. She specialises in working with students and supporting their mental wellbeing to reach their potential during their academic careers. She has significant experience working with people from a wide variety of backgrounds and supporting people through the challenges they might face as they work through their lives and academic career. Her main areas of interest and expertise include narrative therapy, attachment based approaches, systems theory, group therapy and training.

Ms. Frances Walsh is a Humanistic and Integrative Psychotherapist and a Student Counsellor working in Training and Outreach at the Student Counselling Service in Trinity College Dublin, Ireland. She has achieved a Masters in Integrative Counselling & Psychotherapy and a B.A. in Psychology. She specialises in working with students and supporting their mental wellbeing to reach their potential during their academic careers.

She has significant experience working collaboratively with clients from a wide variety of backgrounds and supporting them to explore the challenges experienced in life and to develop the skills and resources within themselves to deal with these challenges and overcome obstacles. Her main areas of interest and expertise include person-centred therapy incorporating attachment theory, CBT (Cognitive Behavioural Therapy, SFBT (Solution Focussed Brief Therapy) and training.

Ms. Jo Harney is a Counselling Psychologist in the position of Training and Groups Manager at the Student Counselling Service in Trinity College Dublin, Ireland. She has achieved a Masters in Counselling Psychology and a Masters in Clinical Supervision. She specialises in working with students supporting them to achieve mental wellbeing to reach their potential during their academic careers. She has significant experience producing and delivering training and therapeutic groups in the field of psychology and mental health. Her main areas of interest and expertise are compassion-focused therapy, clinical supervision, group therapy, and training.

Ms. Lucia Nwabueze is an Assistant Psychologist at the Student Counselling Service in Trinity College Dublin, Ireland. She has achieved a Masters in Psychological Science and a BSc in Psychology. She specialises in supporting young adults with their mental wellbeing and promoting mental health awareness and help-seeking behaviours. She has experience working with young people and supporting them to develop skills and resources to manage difficult emotional and life experiences. Her main areas of interest include Suicide Prevention, Neurodiversity Advocacy, Compassion-Focused Therapy (CFT), Cognitive Behavioural Therapy (CBT) and Acceptance and Commitment Therapy (ACT).

Science Communication and Immersive Storytelling

Ms. Esther Verhamme, creative hands-on communication strategist and UX designer, passionate about on-offline storytelling projects involving human centred design, gamification and technology. "I believe in the power of stories. As stories shape who we are, and the stories we tell shape who we become." Esther has more than 20 years experience in communications, design and concept development. At SPACE, Esther researches immersive online storytelling and new ways of dialogue through digital media.

Ms. Petra Ardai is a theatre director, scenario writer, teacher and communication & storytelling expert. She is artistic leader of the artists' collective SPACE, rooted in Amsterdam and Budapest. Petra has wide experience in documentary theatre, immersive collaborative storytelling in various media and interactive audience engagement. Her work mobilises the imagination to create inclusive and sustainable futures. Petra teaches at art academies and cooperates with various universities and partners from the social sector to generate synergy and find a common language to share knowledge.

Evaluation and Goal Setting

Dr. Scott Harrison is a researcher at the Leibniz Institute for Research and Information in Education (DIPF). He currently works on understanding the effects of digitising assessments with a focus on the PISA studies. Scott has a PhD from the University of New England, Australia, which was in the area of economics, using statistical approaches to understand the effect digital student support technologies had on student retention.

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