

OEduverse Training Framework



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Training Requirements

Based on long term policy and stakeholder consultations, representatives of researcher communities indicate the following elements critical, when it comes to scientific life. These are extracts of a number of important policy documents from the areas of researcher careers and open science. The main points from these policy documents are extracted and quoted directly below and serve as high level objectives for the OEduverse training activities.

Declaration of Sustainable Researcher Careers¹

The Marie Curie Alumni Association (MCAA), and the European Council of Doctoral Candidates and Junior Researchers (Eurodoc) jointly urge the following critical points to be considered by all stakeholders of European research, especially by research funders and universities:

1. Provide sustainable career prospects for researchers
2. Deploy career management services at organisations employing researchers
3. Put more emphasis on transferable skills training and recognition
4. Provide a wide variety of networking options and services in and outside of academia

Responsible Research Assessment Policy Brief²

1. Broaden current evaluation criteria of MSCA calls in dialogue with all relevant stakeholders, making responsible use of the options outlined below, to enlarge and modernise the notion of excellence (as done with the Gender dimension). Reward applicants and organisations that engage in open and responsible research through public engagement, science education, open science and ethical research;
2. Provide (online) training for evaluators on implicit bias to reduce the risks of perpetuating narrow interpretations of research excellence in their evaluations;
3. Offer training within the MSCA programme, such as via Innovative Training Networks, to prepare researchers and organisations for open and responsible, academic as well as non-academic careers. This includes a focus on transferable skills such as leadership and community engagement and attention to societal challenges;
4. Reward and showcase MSCA grantees who excel in multiple dimensions of research, teaching, and service by showcasing and rewarding their work prominently on the MSCA website and social media;

¹ Cohen, J. B., Bajanca, F., Lam, M. E., Stroobants, K., Novitzky, P., Björnmalm, M., Kismihók, G., & Loeber, A. (2019). *Towards Responsible Research Career Assessment*. <https://doi.org/10.5281/zenodo.3560479>

² Kismihók, G., Cardells, F., Güner, P. B., Kersten, F., Björnmalm, M., Stroobants, K., Mol, S. T., Huber, F., Seipelt, J., Kretschmar, W. W., Bajanca, F., Shawrav, M. M., Dahle, S., Carbajal, G. V., Harrison, S., Trusilewicz, L. N., Hnatkova, E., Cophignon, A., Keszler, Á., ... Parada, F. (2019). Declaration on Sustainable Researcher Careers. <https://doi.org/10.5281/zenodo.3194228>

5. Support knowledge exchange and communities of practice around diverse and inclusive forms of excellence by involving a wide range of stakeholders (including civil society) in the ongoing discussion around modernising and diversifying the concepts of excellence, and what counts as good and impactful academic practice.

Manifesto for the future of work and organisational psychology (10 recommendations that can readily be applied to other contexts)³

1. We have responsibilities towards individuals: As work and organisational psychologists, we must keep the wellbeing of individuals at heart when doing our research and place it central in our research questions, above and beyond business interests.
2. We have responsibilities towards ourselves: We must be aware of the enormous workload and pressure in academia and protect our own wellbeing in the midst of the mental health crisis in academia.
3. We have responsibilities towards reducing inequality: We must strive to reduce inequalities in academia and to protect all academics who are in unstable, precarious positions.
4. We have responsibilities towards our community: We need to break the silence in our communities, share our experiences and show active solidarity.
5. We have responsibilities as supervisors and managers: We must place the wellbeing of individuals at the heart of management and organise work in ways that protect the health of (academic) employees.
6. We have responsibilities towards how work is organised in universities: We must democratise the ways we set our goals and objectives to allow ourselves to be intrinsically motivated in our work.
7. We have responsibilities towards how the publication system is organised: We need to redesign the competitive, “publish-or-perish”, publication system and business model that operates on the basis of using unpaid academic labour, and create better ways to communicate about our research to the scientific and non-scientific community.
8. We have responsibilities towards how our financing is organised: We have to stop relying largely on competitive grants to obtain the financial means to do our work, and have to debate how financial means can support rather than distract us from doing our core work.
9. We have responsibilities towards society: We need to be critical about how our work impacts society at large, and keep societal interests in mind when doing our research.
10. We have responsibilities towards our students: We have to engage in an open dialogue with our students to find sustainable ways to benefit students, their learning processes, wellbeing and

³ Bal, P. M., Dóci, E., Lub, X., Van Rossenberg, Y. G. T., Nijs, S., Achnak, S., Briner, R. B., Brookes, A., Chudzikowski, K., De Cooman, R., De Gieter, S., De Jong, J., De Jong, S. B., Dorenbosch, L., Ghoreishi Galugahi, M. A., Hack-Polay, D., Hofmans, J., Hornung, S., Khuda, K., ... Van Zelst, M. (2019). Manifesto for the future of work and organizational psychology. *European Journal of Work and Organizational Psychology*, 28(3), 289–299. <https://doi.org/10.1080/1359432X.2019.1602041>

health, and their development to become responsible citizens and Work and Organisational Psychology-practitioners.

MCAA response on the European Commission's stakeholder consultation on the future of scholarly publishing and scholarly communication⁴

The MCAA agrees that researchers should be at the centre of any future scholarly publishing system and calls on the European Commission to more actively involve researchers and researcher associations in discussions around the future of scholarly publishing.

1. The MCAA agrees that the long-term vision of scholarly publishing should be based around a distributed, open infrastructure with the guiding principles of equity, diversity and inclusivity.
 - a. This can be operationalized using open access publishing models where there are no author-facing fees, nor reader-facing fees (i.e. open access without barriers).
 - b. Publishers not yet aligned with barrier-free open access should present their strategy and roadmap for how they will contribute to a distributed, open infrastructure with the guiding principles of equity, diversity and inclusivity. They can take inspiration from publishers and journals that already use such barrier-free open access models.
 - c. Research institutions and funders should explore how they can best support such infrastructure, and present a strategy and roadmap for how current publishing funds will be reallocated to support a distributed and open infrastructure.
 - d. All functions or processes should be made as seamless and integrated for researchers as possible, and should not add significantly to their workloads.
2. Support should be given to open technologies promoting and facilitating machine readability of scholarly information (including data, metadata, text and images), to build automated and forward thinking knowledge sharing and communication services.
3. The MCAA agrees that the future of scholarly publishing should be based around open licences for research outputs to facilitate reuse and innovation both within and outside the research community. This can be facilitated by a European amendment to copyright law similarly to the Dutch example
4. The MCAA agrees that the research evaluation system should be modernised. We strongly encourage all actors to modernise their procedures based on existing good practices, which have been deployed by several research institutions, funders, and scholarly societies already, and to engage their research communities to establish what works for them.
5. The MCAA emphasises that substantial support and resources will be needed to drive culture change, to raise the skill level in the research community around open science, and to integrate open science as a standard part in existing workflows.

⁴ MCAA Policy Working Group (2019). Stakeholder consultation on the future of scholarly publishing and scholarly communication. <https://doi.org/10.5281/zenodo.3246729>

Overall Training Objectives

The OEduverse consortium organised an impact workshop in order to distil training objectives. For the input we used the above mentioned policy documents and as a methodology we used the impact+ tool⁵ in a workshop frame to jointly work out the potential impacts of OEduverse. The Impact+ Exercise has been developed to help applicants and projects to think about what their impact could be and how to measure it. In doing so we not only further develop our vision of the impact but also explore more ways for a stronger implementation.

The exercise involved a workshop and needed all partners to be present. We used Impact+ paper-sheets with the impact+ model, but also coloured sticky-notes and pens to implement the impact+ tool on a white board. The tool runs through four stages:

1. **Stage 1** – exploring project aims, identifying outcomes and impacts.
2. **Stage 2** – exploring indicators for our outcomes and impacts.
3. **Stage 3** – exploring data sources and data collection.
4. **Stage 4** – bringing all previous explorations together.



Figure1: OEduverse Impact+ workshop progress, exploring the dimensions of the project.

⁵ Impact+ Exercise Workshop Guide v1.1 (2018). <https://www.erasmusplus.org.uk/impact-and-evaluation>

As a result the OEduverse consortium decided to focus on the following objectives, when it comes to training:

- Exploit and enhance the synergetic collaboration among OEduverse partners.
 - Move towards a mix-module approach for the summer schools.
- Target sustainable employment of researchers with special focus on:
 - Resilience
 - Open Science for sustainable research careers
- Improve learners' wellbeing, and emotional skills.
- Enhance skills for “guerilla tactics” development.
 - Improve skills for dialogue management (feedback)
 - Improve networking skills
 - Develop activism
 - Recognize and deal with power structures

The OEduverse Training Structure

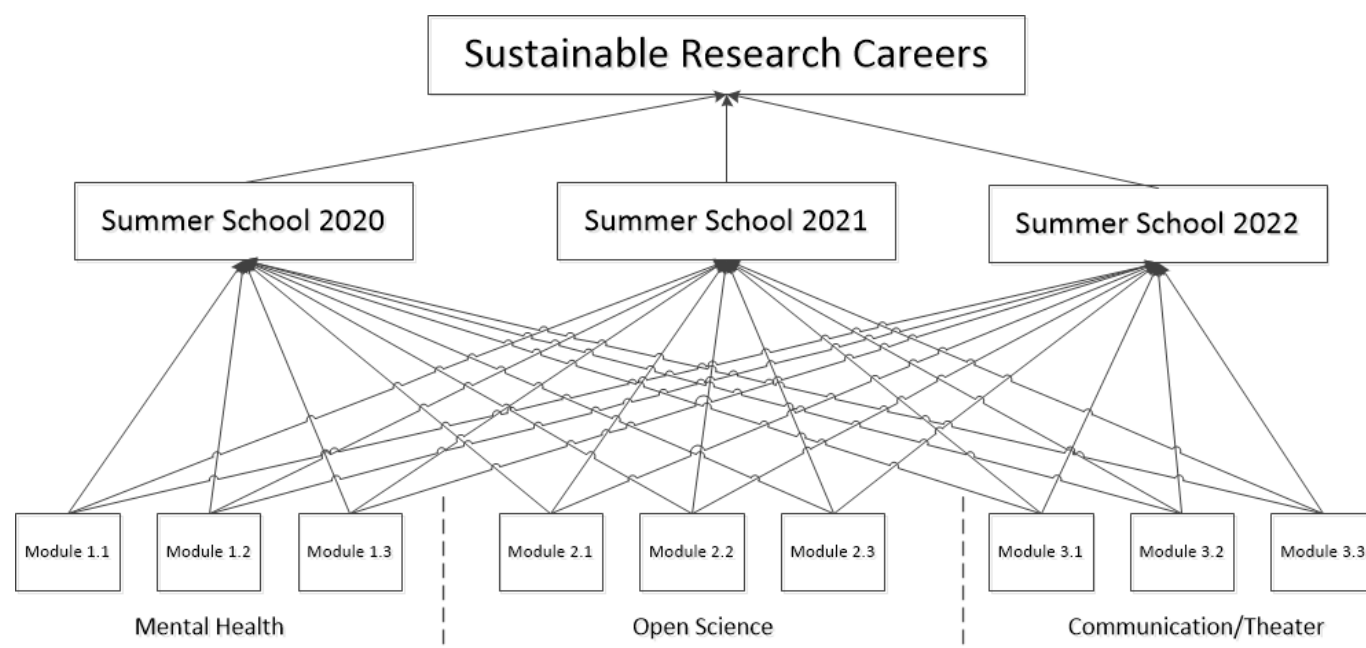


Figure 2: OEduverse training structure, splitting training into modules, interlinked with the schools.

Training Module Descriptions

1. Mental Wellbeing

The Oediverse Project will train Europe’s newest researchers on mental wellbeing awareness both at the personal level and within their professional circles. Participants who take part in the mental wellbeing segment of the Oediverse Project will be more equipped to look within themselves, enter new working environments and manage stressful situations, their expectations, and professional relationships.

Going a step 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 wellbeing in the long term.

Module 1.1 - How to maintain mental health during research

Course name	How to maintain mental health during research
Trainer(s) + trainer contact information	Jo Harney and Mark Robinson harneyjo@tcd.ie robinsma@tcd.ie
Course duration in # of half days	1
One-off courses /Part of curriculum / summer	Summer School

school	
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	
Language(s)	English
Minimum/maximum number of participants	Max 20
Fees	
ECTS	
Certificate provided upon successful completion?	
Certifying institution	
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • How to feel empowered in relation to mental wellbeing • Knowing how and when to implement self care strategies • Understanding how to manage challenges to mental wellbeing 	
Course Content	
<ul style="list-style-type: none"> • Self Care • Compassion • Dealing with stress • Time Management • Lifestyle • Self management - including mindfulness 	

Module 1.2 - Establishing good sustainable relationships

Course name	Establishing good sustainable relationships
Trainer(s) + trainer contact information	Jo Harney and Mark Robinson
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer School
Dates taught	No restrictions
Target audience, entry requirements, and	

preparation needed prior to course start	
Language(s)	English
Minimum/maximum number of participants	Max 20
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • Understanding yourself in relationships • How to set up good working relationships • How to manage boundaries in relationships 	
Course Content	
<ul style="list-style-type: none"> • Self reflection • Communication • Role play • Supports and Resources 	

Module 1.3 - Managing difficulties and challenges in relationships

Course name	Managing difficulties and challenges in relationships
Trainer(s) + trainer contact information	Jo Harney and Mark Robinson
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer school
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	
Language(s)	English
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • Identifying and communicating when challenges arise • Managing distress of both parties • Resources yourself when there are challenges • Understanding and initiating a repair process after a rupture 	
Course Content	
<ul style="list-style-type: none"> • How to approach people involved with the communication difficulties • Setting up meetings and how to communicate when challenges arise 	

- Understanding boundaries and how to implement them
- Role play
- Dealing with anger / hostility

Module 1.4 - How to inform and / or change culture of mental health within research environments

Course name	How to inform and / or change culture of mental health within research environments
Trainer(s) + trainer contact information	Jo Harney and Mark Robinson
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer school
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	
Language(s)	English
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • How to spearhead and lead within the research field a healthier and more dynamic and human approach to the profession • How to communicate and initiate this process • How to self support in this process 	
Course Content	
<ul style="list-style-type: none"> • Communication, leadership and listening skills • Developing mental health strategies and know how to integrate them with teams • Self reflection and knowing how to ask for help • Role play • Dealing with resistance 	

2. Open Science

Open Science (OS) is a central concept to the advancement of science in Europe through the 21st century. Increasingly, researchers need to be experts in a number of different aspects of open research, like research management or research evaluation, and be more than proficient in the various technological tools required for conducting research in open environments. To meet the needs of the research community, the Oediverse Project will conduct training on practical research management skills, research ethics, and research evaluation techniques that can be used across all specialisations.

Participants of the training will walk away with their own Open Science toolbox, a set of tools (both technological and best practices) that are used to conduct better research. Participants will also learn and 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.

Module 2.1 - Using Open Science in your Career

Course name	Using Open Science in your Career
Trainer(s) + trainer contact information	Ivo Grigorov, DTU, Gábor Kismihók, TIB
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer school course
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	Any participants and stakeholders of research and higher education.
Language(s)	EN
Fees	No
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • Understanding the basic principles of open science • Generating a high level view on OS related topics, discussions • Reflecting own research on OS principles • Putting OS into a personal perspective, by planning and evaluating own research. • Developing strategies to maximise the impact of research output by means of OS • Understanding research careers in the wider context of society (public space, industry, academia) • Knowledge of academic career paths, their timing and ways out 	
Course Content	

Cover OS aspects of

- Impact of research
- Stakeholders of research
- Research funding
- Researcher responsibilities towards society

Discussions on OS tools and strategies for an open and personal research environment

Priority on hands-on exercises, debate, discussion, minimal “death by slides”.

Flipped classroom method is used: participants prepare and present their viewpoints. After a lecture from Madeleine Pownall (Pownall et. al, 2020) we will debate the role of Open Science in scientific careers.

Study Materials and where to obtain

To prepare for the Open Science exercises, please find attached some background listening and reading. The podcast includes segments 15-30 min which you can easily go through while exercising.

SPOTIFY Playlist on Reproducibility (4.5hrs total)

<https://open.spotify.com/playlist/4HifTLMCrPtQLOiTteAimR?si=cab88112939548d3>

Pownall et al., 2020 (preprint). ‘Navigating Open Science as Early Career Feminist Researchers’.

PsyArXiv, 13 October 2020. <https://doi.org/10.31234/osf.io/f9m47>

Module 2.2 - Open Science and Reproducibility

Course name	Open Science and Reproducibility
Trainer(s) + trainer contact information	Ivo Grigorov, DTU, Gábor Kismihók, TIB
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer school course
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	Any participants and stakeholders of research and higher education.
Language(s)	EN
Fees	No
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • Understanding the driving principles of reproducibility and research evaluation • Identifying and applying metrics relevant for reproducible research • Reflecting on traditional research evaluation in the light of open science principles • Understanding of basic principles of alternate/novel evaluation and reproduction approaches 	

Course Content

- Logic behind reproduction and open evaluation
- Methods of research evaluation
- Peer review: advantages and pitfalls
- Research metrics: what is available and what is usable?

Flipped classroom method is used: participants prepare and present their viewpoints. Participants will engage in team debate to consider different sides of issues or reproducibility and evaluation and make their own informed minds on the right level of effort they need to invest in their own research.

Study Materials and where to obtain

To prepare for the Open Science exercises, please find attached some background listening and reading. The podcast includes segments 15-30 min which you can easily go through while exercising. SPOTIFY Playlist on Reproducibility (4.5hrs total)

<https://open.spotify.com/playlist/4HifTLMCrPtQLOiTteAimR?si=cab88112939548d3>

Drummond, Dr Chris. 'Reproducible Research: A Dissenting Opinion'. Other, 21 September 2012. <http://cogprints.org/8675/>

Module 2.3 - Open Science and Data Management

Course name	Open Science and Data Management
Trainer(s) + trainer contact information	Ivo Grigorov, DTU, Gábor Kismihók, TIB
Course duration in # of half days	1
One-off courses /Part of curriculum / summer school	Summer school course
Dates taught	No restrictions
Minimum/maximum number of participants	Max 20
Target audience, entry requirements, and preparation needed prior to course start	Any participants and stakeholders of research and higher education.
Language(s)	EN
Fees	No

Learning Objectives (min 3)

- Being proficient to use a number of OS tools to manage research data, software and publications
- Proficient in documenting research
- Proficient in research data management (from plan to deployment)
- Understanding and using open science communication tools

Course Content
<p>Hands -on, practical session for creating your own OS working environment. Based on lessons learned in other modules, participants will construct their own visual Digital Outputs Management Plan, deploying all FAIR & Open Science practices and e-infrastructure that suit their personal workflow and disciplinary specificities.</p> <p>Flipped classroom method is used: participants prepare and present their viewpoints. Participants will construct their own visual Digital Outputs Management Plan, deploying all FAIR & Open Science practices and e-infrastructure that suit their personal workflow and disciplinary specificities.</p>
Study Materials and where to obtain
<p>To prepare for the Open Science exercises, please find attached some background listening and reading. The podcast includes segments 15-30 min which you can easily go through while exercising. SPOTIFY Playlist on Reproducibility (4.5hrs total)</p> <p>https://open.spotify.com/playlist/4HifTLMCrPtQLOiTteAimR?si=cab88112939548d3</p>

Module 2.4 - Ignorance is not bliss: Developing moral argumentation skills in relation to research ethics

Course name	Ignorance is not bliss: Developing moral argumentation skills in relation to research ethics
Trainer(s) + trainer contact information	Dr. Stefan T. Mol, SciLink
Course duration in # of half days	Preferably 4 (min 2)
One-off courses /Part of curriculum / summer school	Flexible
Dates taught	Flexible
Minimum/maximum number of participants	4/30
Target audience, entry requirements, and preparation needed prior to course start	This course is targeted at academic researchers (PhD's, postdocs, and/or professors) from any discipline. Prior to the start of the course participants are required to read a number of articles (approximately 100 pages), and to prepare two cases (using a predetermined format) involving ethical transgressions that they have encountered in their work.
Language(s)	English
Fees	No
ECTS	1

Learning Objectives (min 3)

Student who have passed this course will have

- Gained an understanding of the variety of ethical issues that researchers may encounter in the conduct of business research
- Developed ethical argumentation skills and will be able to apply these to resolving dilemmas encountered in real life business research
- Developed an understanding of the various resources available to scaffold ethical decision making

Course Content

From an ethical perspective, the conduct of research is oftentimes highly complex endeavour in which the interests of researchers, individuals, organisations, and society at large may not always be easy to reconcile. This interdisciplinary course sets out to build students' awareness of ethical issues and their concomitant moral argumentation skills. Specifically, students will apply various resources, such as the ethical guidelines of professional organisations, such as those of the American Psychological Association, the Academy of Management, and academic publications, in an effort to analyse and resolve a variety of cases that pertain to business research ethics .

The course addresses:

- ethical issues in all phases of the research process from research design to dissemination of findings;
- ethical issues related to human participation in research;
- interpersonal responsibility, including the topics of supervisor / student responsibilities, publication practices, and responsible authorship;
- institutional responsibility, including the topics of research data governance and ownership, conflicts of interest, and conflicts of commitment;
- professional responsibility, including dissemination of findings and peer review.

Study Materials and where to obtain

Study materials will be e-mailed to course participants 2 weeks prior to the start of the course.

Assessment (form and conditions to successfully complete the course)

The course can be assessed based on a presentation (20%) and a paper (80%). The aim of the presentation is to reflect on how to reflect on your identity and personal values vis-à-vis ethics in research. The presentation will be evaluated based on its authenticity, comprehensiveness, and presentational style. The aim of the paper is to derive actionable and evidence based recommendations that key stakeholders (such as, for example, researchers, research subjects, institutions, editors and so forth) can take to ensure that the research that is conducted by academic researchers, meets the highest ethical standards and obligations we have towards those stakeholders.

3. Communication and Immersive Storytelling in Research

OWN YOUR STORY / Defining & Designing your optimal Research Environment

The science communication module of Oeduverse addresses the ownership of the academic narrative in a process- driven and experience-oriented way. Own Your Story invites early career researchers to connect to their authentic story and design the research environment that would support that, with the help of transversal communication skills. The overarching question of the course is: How do you stay in charge of your research story and prevent that expectations, stress or fear overtake and tell it instead of you?

The module invites researchers to think like artists, engage in the process, map and articulate their needs, imagine their optimal academic scenarios and learn to communicate their ideas to diverse audiences.

The immersive storytelling of Own Your Story unfolds from the daily practice of the researchers starting with mapping the answers to the questions: 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 are the obstacles you face? How can you connect to peers, supervisors, stakeholders, or non-academic audiences?

Sharing stories with peers, identifying problems and potential common grounds with target audiences , is an empowering experience for the participants. Feeling understood and safe, creates space for ideating on the necessary changes, defining new conditions and relationships that could lead to an optimal research environment.

The Own Your Story workshop contains design thinking, storytelling, communication and presentation exercises that are suitable for online and offline learning environments. The participants work individually, in smaller groups and in a plenary setting. 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. At the end of the module the participants create a hands-on visual road map, a communication action plan that articulates the steps towards their optimal research environment.

The SC modules 3.1, 3.2, and 3.3 are on the last day of the summer university/ hackathon and provide communication tools to summarise the insights the participants gained during the OS and MH modules.

Module 3.1 - What is your authentic story and how do you communicate it? What does your optimal research environment look like?

Course name	<p>Own Your Story I Defining & Designing your optimal Research Environment</p> <p>What is your authentic story and how do you communicate it? What does your optimal research environment look like?</p>
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Trainer(s) + trainer contact information	Petra Ardai & Esther Verhamme (UXdesigner) petra@spaceexplorers.nl
Course duration in # of half days	1 day (online or offline)
One-off courses /Part of curriculum / summer school	Summer school (online)
Dates taught	No restrictions
Minimum/maximum number of participants	Max 30
Target audience, entry requirements, and preparation needed prior to course start	Early career researchers
Language(s)	English, (upon request: Dutch, Hungarian)
Learning Objectives (min 3) <ul style="list-style-type: none"> ● Communication and presentation skills ● Peer work/ collaboration ● Defining and engaging audience ● Mapping, reframing, structuring ● Ideating, creative design thinking 	
Course Content	
<p>Morning session:</p> <ul style="list-style-type: none"> ● Ownership and authenticity The unknown as a source of creativity ● Mapping What motivates you as a researcher? <ul style="list-style-type: none"> ○ What does your optimal research environment look like? ○ What are the obstacles? <p>Afternoon session:</p> <ul style="list-style-type: none"> ● Identifying & finding common ground with stakeholders and target groups How to connect? ● Rehearsing the Revolution Ideate about the change <ul style="list-style-type: none"> ○ How can the research environment support you to stay aligned with your motivations and thrive? ○ Action plan ● Back to reality make your roadmap 	
Study Materials and where to obtain	
Miro, online polls, charts, maps and video	

Module 3.2 - How can you connect to diverse audiences? How do you create a sustainable impact with your storytelling?

Course name	Own Your Story I Defining & Designing your optimal Research Environment How can you connect to diverse audiences? How do you create a sustainable impact with your storytelling?
Trainer(s) + trainer contact information	Petra Ardai & Esther Verhamme (UX design) petra@spaceexplorers.nl
Course duration in # of half days	1 day
One-off courses /Part of curriculum / summer school	Winter school (online)
Dates taught	No restrictions
Minimum/maximum number of participants	30
Target audience, entry requirements, and preparation needed prior to course start	Early career researchers
Language(s)	English, (upon request: Dutch, Hungarian)
Learning Objectives (min 3)	
<ul style="list-style-type: none"> • Communication and presentation skills • Engage, inspire and persuade • Questioning perspectives and reframing • Increase impact through storytelling and communication 	
Course Content	
<p>Due to the complexity of the subject we keep the structure of module 3.1 and deepen it in module 3.2. Mapping communication problems, structuring storytelling by connecting to individual needs in collaboration with peers, remain the key elements of the training. The goal is to define and design an optimal research environment. The second module focuses on empathising and connecting to diverse audiences like stakeholders, supervisors, peers or a non - academic public. The participants reflect on their research practice and communication challenges from different perspectives and points of view. They experiment with storytelling strategies and presentation forms to engage, inspire or persuade the target audience without losing authenticity.</p>	
Study Materials and where to obtain	
Miro, online polls, charts, maps and video	

**Module 3.3 - How can you get comfortable with the unknown and increase impact?
How do you prepare the presentation when you don't know your audience?**

Course name	Own Your Story I Defining & Designing your optimal Research Environment How can you get comfortable with the unknown and increase impact? How do you prepare the presentation when you don't know your audience?
Trainer(s) + trainer contact information	Petra Ardai & Esther Verhamme (UX design) petra@spaceexplorers.nl
Course duration in # of half days	1 day
One-off courses /Part of curriculum / summer school	Summer school (online or offline)
Dates taught	Flexible
Minimum/maximum number of participants	30
Target audience, entry requirements, and preparation needed prior to course start	Early career researchers
Language(s)	English, (upon request: Dutch, Hungarian)
Learning Objectives (min 3)	
<ul style="list-style-type: none"> ● communication and presentation skills ● Flexibility and adaptation to change; dealing with the unknown ● creating space for dialogue 	
Course Content	
<p>The third SC module follows the structure of module 3.1 and builds on the experiences gathered in module 3.2. Module 3.3 focuses on evoking a strong sense of ownership of the narrative, using creative strategies and playfulness to enhance analytical abilities and open the way for restructuring communication aspects. Playing with imaginative ideas for example backcasting (looking back from the future to the present as it is the past) or empathising with imaginary audiences (like forgotten stakeholders or unseen impacted parties), the participants model situations, discuss dilemma's and envision impact.</p> <p>When ideating on changes the participants create a free space in the imagination. It's like working in a fictitious laboratory of real life issues. The process facilitates a refined overview of the obstacles and potentials and makes new perspectives tangible. In module 3.3 we train design thinking and transversal communication skills simultaneously. In the end of the module the participants translate the new insights into concrete road maps of short and long term future scenarios.</p>	
Study Materials and where to obtain	

Miro, online polls, charts, maps and video

The Digital Summer School Concept

The summer school is **use-case/workshop based** and will be implemented as a **multi-day hackathon** style workshop with base training **to work through use cases in groups**. It includes three days with training (training focused) and two days with a hackathon style (with tutors and events), group based use case work, leading to a final potential of change and to an individual research roadmap for change.

The Hackathon Week



Figure 3: All introductory and training parts combined, enable a potential for change on the final day.

Training sessions have three purposes:

- Teach base knowledge and vocabulary
- Give the participants tools that are used in the next sessions and in the use case works
- Endorse to act and foster agency through applying the tools that are mastered



Learn



Talk



Flip



Act

Figure 4: The OEduverse flipped classroom cycle to foster the participant's agency.

The training sessions per each of the three pillars are compacted versions of our physical summer school training plan. To limit the time of monolithic teaching all training sessions are structured like this:

- Base training/motivational block (short 40 mins max)
- Tool block to hand over tools

- Practical breakout sessions to use the tools/discuss the topics with a strong teacher presence (maybe additionally tutors). Breakout sessions are tailored to connect taught matters and use cases
- Reflection to the main session

The summer/winter schools are coming with an overarching narrative to progress from dystopia to utopia of academia. In contrast to the goal of taking ownership and control over their research environment, participants will arrive with their own ideas of an utopia of science and academia, while at the same time carrying weighting stories about their personal situation, which are more dystopian in nature. While dystopia and utopia are representing points of extreme, both being unable to be fully materialised, they are both speaking examples and stories to which participants can relate with their personal experiences. In the communality of those experiences, participants are grouped and tasked to exchange and create a group narrative about their dystopia and utopia. This group narrative is tailored into a use case, on which participants will work and reflect on during the week.

Dystopia to Utopia

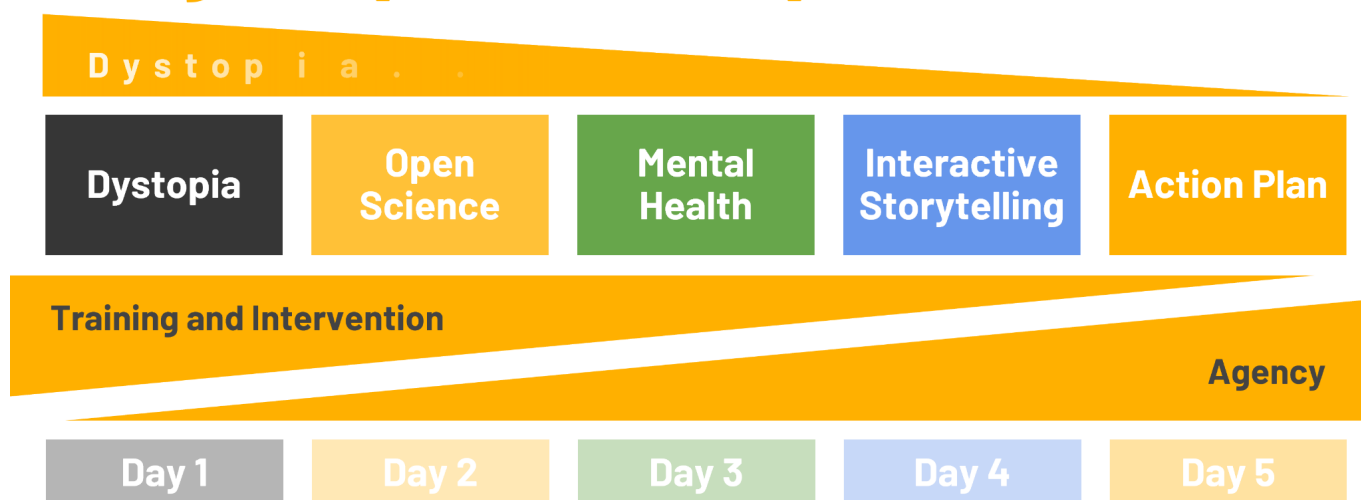


Figure 5: From dystopia to utopia - a five days overarching narrative, encapsulating the OEduverse training programme.

Use cases are defined along the motivations of the whole project (remember the impact workshop) - e.g. changing science, dystopian narratives, research conflicts. They will be worked through in groups along the whole week and should be completed by the individual stories of the participants and constructed by the participants in resonance with their personal experiences or situations. Each summer/winter school can have one overarching topic that is the angle through which we look onto the use cases.

At the end of the week the participants will present their works to the complete summer school, followed by a group discussion and reflection, as well as an evaluation session.

Summer School General Schedule

The schedule of the event is tailored to combine training, discussion, group work and reflection blocks.

First day: Establishing the teams, start with a narrative of dystopia.

- Guided reflection to gather the pain points from the students in their dystopia (from the personal research environment).
- Reflect constantly local (self, the group) and the bigger picture and switch perspective

Second till fourth day: Training and Hackathon (with contacts available)

- Training/second day: Open science
- Training/third day: Wellbeing
- Training/fourth day: Communication

Fifth day: Summary, transform dystopia to utopia - Presentation from the student groups (from the hackathon)

- Students develop tools over the days (tools = methods, processes, ways to solve their dystopian situation in the home institution) and present them to each other
- What is the optimal research environment and what are the (group) personal tool boxes?
- Creating a roadmap and putting also topics on it we are not knowing yet how to solve them
- There are always two versions of the roadmap - a group roadmap and a personal roadmap, where you have your personal path and also can take notes across the days. The personal map can be uniquely different but can also be an individual contextualisation of the developed group model.

Day 5: Research Maps in (all) Shapes



Figure 6: The developed roadmaps for changing the personal research environment can come in different structures and shapes.

The final roadmaps of the individual groups can overlap in content and shape but are uniquely tailored to the group consent regarding their developed use case and their individual situations. The roadmaps are not only inventories of the acquired methods and insights, they are also bookmarks, reminders and anchors between the collected potential of change and the inherent and personal ability and opportunities for implementation. They stay with the participants and foster goal setting and goal tracking and can act like a personal narrative, as well as a communication tool to exchange with fellow researchers.

Summer School Day schema:

Mornings - main (plenary) session: Tools and strategies (how to handle problems from the Open Science, wellbeing, and science communication perspectives) and puzzle pieces (topics, considerations, areas, domains in which the tools operate and which are important to be considered by the students).

Tools and puzzle pieces are the building blocks of the roadmaps, which are built by the student groups and which are dynamically changing throughout the days.

Mid day - breakout rooms: students are working in groups on their projects

Evenings - main (plenary) session: Designs from the side of the students are coming together and are shown (debated) to the other groups

Example Program Overview

	Day 1: Dystopia to Utopia	Day 2: Open Science	Day 3: Mental Wellbeing	Day 4: Communication & Immersive Storytelling	Day 5: Your Roadmaps
Morning 9:00-12:00	<ul style="list-style-type: none"> • Welcome, Introductions • Using Miro • Introduction of Summer School Modules 	<ul style="list-style-type: none"> • Keynote: Open Science and Careers • Reproducibility Crisis • Data Management Approaches 	<ul style="list-style-type: none"> • Introduction and Reflection • Personal Self-Care • Communication and Reflection • Systemic Issues 	<ul style="list-style-type: none"> • Introduction: Ownership of the story • What motivates you? • Envision the supportive research environment 	<ul style="list-style-type: none"> • Team Presentations
Afternoon 13:30-17:00	<ul style="list-style-type: none"> • The Roadmap • Teams • Your “Now” • Wrap up 	<ul style="list-style-type: none"> • Research Output Exercise • Visual Data Management • Impact Exercise • Reflection 	<ul style="list-style-type: none"> • Resources • Team Breakouts 	<ul style="list-style-type: none"> • Rehearsing the Revolution • Interactive Transition Game • Working on roadmaps • Building the story and engaging different audiences 	<ul style="list-style-type: none"> • Goal Setting • Final Wrap-up • Social happy hour

Example General Information

Zoom

The program will be held on Zoom. For optimal performance, it's advised to download the Zoom Desktop Application. You may download it here: <https://zoom.us/>

Here is the link for the entire programme:

Meeting ID:

Passcode:

This link is also found in a calendar invite which you have been sent and you have to use the same link during the whole week.

In order to have an engaging and interactive experience, please have your video on for the duration of the program, unless there is a break, you have an interruption or need to leave the room for a short while.

Contact Info

Below you will find the contact details of the primary facilitators and points of contact:

Christian Weber, University Siegen (Project Coordinator)
Gábor Kismihók, TIB
Petra Ardai, SPACE
Jo Harney, Trinity College Dublin Student Counselling Service
Adam Keszler, SciLink (payment/registration related issues)

christian.weber@uni-siegen.de
Gabor.Kismihok@tib.eu
petra@spaceexplorers.nl
HARNEYJO@tcd.ie
adam@scilink.eu

Example Detailed Program

Day 1 - Monday

9:00 - 10:30

Welcome, Introduction

Petra Ardai, SPACE
Christian Weber, University Siegen

- About OEduverse and Project Partners.
- Overview of the week ahead.
- Introduction of the Facilitators
- Ice breaker activity: "What is Your Superpower?"
- Introduction to Miro

Preparation

Create an account on <https://miro.com/>

10:30 - 10:45

BREAK

10:45 - 12.30

Introduction to the OEduverse Modules

Mathias Schroijsen, Eurodoc
Gábor Kismihók, TIB
Jo Harney, Trinity College Dublin Student Counseling Service
Petra Ardai, SPACE

We will start this session with a glimpse into academic dystopia. Together we explore some first thoughts to encourage you to discuss in the following sessions the most un-ideal, or 'Dystopic' situations and practices that you have had or may encounter in your early career as a researcher. Then you will receive a sneak preview of the module days ahead. Each module leader will provide a compact presentation on the module and the expectations of the specific module day.

OPTIONAL Exercise: Beginning mapping your Dystopia with the Miro tool. You will share this with your team after we have formed teams.

12:30 - 13:30

LUNCH 

13:30 - 14:00

Roadmaps Towards your Ideal Research Environment

Gábor Kismihók, TIB
Petra Ar dai, SPACE

Morning recap - “What is the challenge for the week?”

In this session, you are encouraged to think about the ingredients of the optimal research environment. The facilitator(s) will introduce the thoughts that can be the starting-points for the final presentations delivered by the team on Friday. Your goal for the session is to start thinking about the most optimal environment, how can these factors be measured, what are the indicators?

14:00 - 14:30

Team Formation

Interdisciplinary teams for the week are formulated. You will work closely with your team members throughout the duration of the program on each module. Together, you will deliver a final presentation.

14:30 - 15:00

BREAK

15:00 - 16.30

Construct your dystopia: your “now” environment

With the ideas of the last sessions we want you to think of your personal environment and what are the factors that shape your dystopia. Within your group, you will discuss the shared problems and challenges to construct a use case to tackle, deconstruct and reshape during the next few days. Packed with that, the use cases will be presented and discussed jointly in the main session before we wrap up the day

16.30 - 17.00

Report back - Plenary Discussion

We come together after our group work for a final reflection of our

current research environment and how we can work to change it within the coming days.

Day 2 - Tuesday

Module: Open Science

Facilitators and Guest Speakers

Ivo Grigorov, DTU,
Gábor Kismihók, TIB
Madeleine Pownall, University of Leeds

Preparation

To prepare for the Open Science exercises, please find attached some background listening and reading. We do not expect you to go through all of it, but do try. The podcast includes segments 15-30 min which you can easily go through while exercising. The two articles should not take you more than an hour to absorb. We will work in teams on the day and cover each other's blindspots.

- SPOTIFY Playlist on Reproducibility (4.5hrs)
<https://open.spotify.com/playlist/4HifTLMCrPtQLOiTteAimR?si=cab88112939548d3>
- Pownall et al., 2020 (preprint). 'Navigating Open Science as Early Career Feminist Researchers'. PsyArXiv, 13 October 2020. <https://doi.org/10.31234/osf.io/f9m47>.
- Drummond, Dr Chris. 'Reproducible Research: A Dissenting Opinion'. Other, 21 September 2012. <http://cogprints.org/8675/>.

9:00 - 9:45

Introductions and Using Open Science in your Career

After a lecture from Madeleine Pownall (Pownall et. al, 2020) we will debate the role of Open Science in scientific careers.

9:45 - 10:00

BREAK

10:00 - 10:45

Debate on Reproducibility

Is there a reproducibility crisis? Is science broken? And why waste time on it, if it means we would spend less time on publishing? Participants will engage in team debate to consider both sides of the issue and make their own informed minds on the right level of effort they need to invest in their own research.

10:45 - 11:00

BREAK

11:00 - 12:00

Research Outputs

The research publication: the ultimate output? Or just the tip of the iceberg? The exercise will demonstrate the full range of outputs that come out of research, but which we fail to capture the impact of systematically, by applying FAIR Principles and Open Science practices.

12:00 - 13:00

LUNCH 🍽️

13:00 - 13:45

Data Management Philosophy & Approach

How do you turn a bureaucratic ask by funders into a sharp tool for reproducibility AND winning grants? You upgrade your data management from a focus on “data” to a focus on “outputs”, and embed it into your research method. Participants will be exposed to real project examples, from proposal formulation to proposal evaluation impact.

13:45 - 14:00

BREAK

14:00 - 14:45

Visual Data Management

Based on the entire day’s lessons learned, participants will construct their own visual Digital Outputs Management Plan, deploying all FAIR & Open Science practices and e-infrastructure that suit their personal workflow and disciplinary specificities.

14:45 - 15:00

BREAK

15:00 - 15:45

Constructing a Profile for Impact

During the last session of the day, you will come together to learn how to construct your professional profile to reach maximum impact, which is especially important for the early stages of your career. You will also debrief one another in a group discussion

#IamAnOpenScientistsBecause...

Closing Remarks & Incorporating the lessons learned into the final day presentation

15:45 - 17:00

Closing

Closing remarks and incorporating the lessons learned into the final day presentation

Day 3 - Wednesday

Module: Mental Wellbeing

Facilitators

Jo Harney, Counselling Psychologist & Training and Groups Manager.
Alice Kelly, Psychotherapist and Training Manager

Trinity College Dublin

Preparation

Please reflect before this day on what impacts and contributes to your mental wellbeing in relation to:

- Personal well being
- Professional relationships

- Research environment
- Institutional influence

This will be very interactive and to get the most out of the day if you have thought about these areas you will benefit more.

9:30 - 10:00

Introduction and reflective exercise on challenges to mental wellbeing

In this introductory session, you will have an opportunity to self reflect on your current mental state and the challenges you face.

10:00 - 11:00

Self-Care on a Personal Level

Reflective exercise: Own personal way of Self Care

Introduction to Scales/Questionnaires for Burnout, Self-Care & Resilience

Explore Tools: breathing techniques, mindfulness options, self-help resources, 'SilverCloud' information

11:00 - 11:15

BREAK

11.15 - 12.15

Communication and Relationships

Introduction to communication and how to manage boundaries and challenges that occur both personally and in relation to colleagues and supervisors etc. This will be a break-out room exercise.

Tool: Supervisory Contract – introduction to an information sheet on how to schedule evaluate the supervisory relationship

Exercise: Active listening skills and how to access help and support

12.15 – 13.00

Systemic Issues

Your community system - in this segment you will explore and reflect upon the system that exists within your community and the challenges you may have or will encounter within your more

personal networks.

Institutional system - this segment explores what issues have arisen within the institutional constructs of your research environment.

Reflective Exercise: Understanding the support and the challenges that come from your community and institute systems.

Tools: How to implement change into systems

13:00 - 14:00

LUNCH 🍽️

14.00 – 15.15

Bringing it Together

In this session, you will explore the different types of mental wellbeing resources available to you as a researcher and a professional. We will also review all the tools provided earlier in the day.

15:15 - 15:30

BREAK

15.30 – 17.00

Group Work

Within your team, you will reflect on the day's session, brainstorm, and apply the day's learnings into actionable steps on building a more supportive research environment.

Day 4 - Thursday

Module: Science Communication: Own Your Story

Facilitators

Speakers: Petra Ardai, SPACE
Esther Verhamme, SPACE

Preparation

We ask you to come with curiosity and an active attitude. Prepare yourself to join this session with video on.

- 9:00 - 9:40** **Introduction- ownership of the story**
Thinking like an artist
The unknown as a source of creativity
Interactive assignments and plenary discussion
- 9:40 - 10:00** **Mapping motivation, Goals, Impact**
In this interactive session you will map what motivates you and your fellow researchers. What is the optimal research environment that would support your goals?
In this session you exercise active listening, empathising, and reframing context. You work in groups/ pairs in break out rooms
- 10:00 - 10:30** **BREAK & Preparing Presentation**
You prepare a short but engaging presentation based on the interview with your peer by reframing their story to communicate the impact. Individual work.
- 10:30 - 11:30** **Presentation**
During the presentations you look at communication and storytelling skills like framing and structure, and presentation skills like clarity, focus, tone of voice. You will reflect on online and non verbal body language and the culture of feedback giving. Plenary discussion.
- 11:30 - 12:00** **Define the optimal research environment**

In this session, you map and discuss the optimal research environment that would support your motivation, goals and envisioned impact of your research.
Interactive mapping with plenary discussion.
- 12:00 - 13:30** **LUNCH** 🍱
- 13:30 - 14:00** **Challenges, Obstacles, Change**
In this session you will define the challenges you need to overcome to create change.
Interactive mapping and plenary discussion
- 14:00 - 14:30** **Target Audience**
In this session you define challenging target groups and develop

a communication strategy to connect to them.
Group work in break out rooms.

14:30 - 15:00

Presentation

Presenting profile of target audience and communication strategy.
Plenary discussion.

15:00 - 15:15

BREAK

15:15 - 16:30

Rehearsing the Revolution

You imagine/ ideate the changes you need and design the optimal research environment.
You create a road map of the change.
You exercise design thinking like creating a scenario and prototyping.
Group work in break out rooms.

16:30 - 17:00

Roadmaps

Plenary discussion and feedback session about roadmaps.

Day 5 - Friday

09:00 - 10:00

Finalising your roadmap (in your groups)

10:00 - 11:00

Team 1 & 2 Presentations

Teams 1 and 2 will present first. Each presentation should be about 15-20 minutes with 15-10 minutes of discussion

11:00 - 11:15

BREAK

11:15 - 12:15

Team 3 & 4 Presentations

Teams 3 and 4 will present. Each presentation should be about 15-20 minutes with 15-10 minutes of discussion

12:15 - 13:00

Takeaways and Wrap Up

13:00 - 13:45

LUNCH 🍰

13:45 - 14:45

Goal Setting Exercise

Scott Harrison

In this last exercise session, you will develop goals according to the action plans or roadmaps that you have developed with your team. This will also be an opportunity to evaluate the Summer School.

14:45 - 16:00

OPTIONAL - Social Happy Hour Session

Join some of the facilitators and other participants for an informal chat and networking session.

References

Bal, P.M., Dóci, E., Lub, X., Van Rossenberg, Y., Nijs, S., Achmak, S., Briner, R.B., Brookes, A., Chudzikowski, K., De Cooman, R., De Gieter, S., De Jong, J., De Jong, S.B., Dorenbosch, L., Alsadat Ghoreishi Galugahi, M., Hack-Polay, D., Hofmans, J., Hornung, S., Khuda, K., Klamer, R., Mendy, J., Mol, S.T., Navarro, J., Notelaers, G., Ossenkop, C., Pickett, J., Röllmann, L., Sanderson, Z., Sosnowska, J., Spanouli, A., Vantilborgh, T., Van Dijk, H., & Van Zelst, M. (2019) Manifesto for the Future of Work and Organizational Psychology. *European Journal of Work and Organizational Psychology*, 28(3), 289-299.

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Kismihók, G., Cardells, F., Güner, P. B., Kersten, F., Björnmalm, M., Stroobants, K., ... Parada, F. (2019, May 27). Declaration on Sustainable Researcher Careers. <https://doi.org/10.5281/zenodo.3194228>

MCAA Policy Working Group. (2019, May 10). Stakeholder consultation on the future of scholarly publishing and scholarly communication. Zenodo. <http://doi.org/10.5281/zenodo.3246729>

Annex 1 - Training module template

Training module template

(please use this template to describe each of the below courses)

Course name	
Trainer(s) + trainer contact information	
Course duration in # of half days	
One-off courses /Part of curriculum / summer school	
Dates taught	
Minimum/maximum number of participants	
Target audience, entry requirements, and preparation needed prior to course start	
Language(s)	
Minimum/maximum number of participants	
Fees	
ECTS	
Certificate provided upon successful completion?	
Certifying institution	
Learning Objectives (min 3)	
Course Content	
Study Materials and where to obtain	
Assessment (form and conditions to successfully complete the course)	

Course evaluation

Annex 2 - Speaker and Facilitator Biographies

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

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.

Annex 3 - OEduverse Partners

[The University of Siegen \(USI\)](#) is a modern institution consisting of five faculties, which run a broad spectrum of degree programs, including arts, technologies, natural sciences, computing, economics, management, law and education and medicine. USI has 171 international partnerships and 161 ERASMUS partner universities across Europe. The USI **Institute of Knowledge Based Systems (KBS)** at the Department of Electrical Engineering and Computer Science – participates in the Odeuverse consortium. KBS holds long-term expertise in European, national and industry funded projects in the domain of applied knowledge management and especially intelligent systems, machine learning, and supported educational projects in the domain of doctoral and postdoctoral and nursing education. USI is the coordinator of the OEduverse project and will manage and coordinate the project towards a new vision of doctoral education. Content-wise, USI supports the Open Science education track and advocates for sustainable research career management.

[The Technische Informationsbibliothek \(TIB\)](#) Leibniz Information Centre for Science and Technology and University Library Acting in the capacity of the German National Library of Science and Technology, as well as architecture, chemistry, computer science, mathematics and physics, the TIB provides academia, research and business with literature and information. Its remit is to preserve recorded knowledge and to provide the latest information, both now and in the future, irrespective of the time and the place. TIB is actively engaged in promoting Open Access and thus supports unrestricted, free access to scientific information. In its capacity as a University Library, TIB ensures that all faculties of Leibniz Universität Hannover are supplied with information. Open Science modules, trainings, and multiplier events of the Odeuverse project are supported by TIB.

[SciLink Foundation](#) has expertise in the systematic approach to train transversal skills in a complex interdisciplinary and intercultural setting. SciLink organises high quality workshops for groups of researchers (both early stage and experienced researchers) active in diverse and interdisciplinary environments. SciLink is committed to bringing researchers skills to become effective communicators of their work, enhance their employability on the career marketplace, and to manage the stress of balancing life and a career in research. SciLink supports the Odeuverse project by developing the intellectual framework and project logistics. SciLink also supports the development of content for all three modules.

[The Trinity Student Counselling Services](#) at Trinity College Dublin (**TCD**) is comprised of three functions – Counselling, Student Learning and Development (SLD) and Student 2 Student (S2S) supported by a central administration team. The service contributes to the University's key strategic objectives such as student transition and retention, accessibility & diversity and globalisation /internationalisation. The Student Counselling Services provide psychological support and resources to students across the University with a focus on empowering students' personal and academic growth. Trinity College is Ireland's premier university, with a proud tradition of excellence stretching back to its foundation in 1592. Trinity Student Counselling Service have developed an expertise in responding to the distress that PhD students sometimes encounter while completing their studies. They will bring this

expertise to the development and delivery of the mental health and wellbeing modules of the Oediverse summer schools.

SPACE, based in Amsterdam, is an international arts initiative with wide experience in immersive storytelling, serious games and documentary theatre in various media. SPACE aims to bring together the different knowledge sources of science, art and education through interactive collaboration. The methodology calls for co-creation of *what if* scenarios and makes room for new questions, new connections and the free exchange of ideas. In Oediverse, SPACE provides the science communication and storytelling in science module, which takes a process-driven approach to ownership of the academic narrative. The module enables researchers to imagine their optimal research environment and learn to communicate their ideas to diverse audiences: *How do you tell your story? How do you take ownership of your story?*

Marie Curie Alumni Association (MCAA), established in 2012, is now a thriving organisation of more than 20000 members spread across five continents. The MCAA is currently comprised of 33 geographical chapters and 6 working groups, and MCAA members engage with each other primarily through networking meetings and training events organised by these chapters and working groups. Membership of the MCAA is free of charge, and open to any past or present beneficiary of research funding from a Marie (Skłodowska-)Curie Action (MSCA), a program of the European Commission specifically designed to encourage international mobility among researchers. Around 120000 researchers have already benefited from the MSCAs. MCAA promotes the Oediverse Project throughout the research community.

Eurodoc is the European Council of Doctoral Candidates and Junior Researchers and represents younger researchers at the European level in matters of education, research, and professional development of their careers. Eurodoc also seeks to advance the quality of doctoral programmes and the standards of research activity in Europe. Additionally, Eurodoc circulates information on issues regarding young researchers; organises events, takes part in debates and assists in the elaboration of policies about Higher Education and Research in Europe. Eurodoc supports the Oediverse project by promoting the summer schools and pilot events to their members.