

**S01**

## Society needs responsible research!

### Description and background

This learning unit:

*Introduces citizens to the responsible research for society*

*Challenges citizens to value responsible research results used in society*

*Enables citizens to acknowledge how important good research and reliable results are*

*Emphasises that research integrity safeguards research for society*



*An advocate for research integrity*

Alexander Gerber

### Keywords

*Research and Society; Responsible Research; Reliable Research Results; Research Principles; Researchers' Impact*

*This unit has been prepared for non-disciplinary learning groups.*

### Learning Objectives

- 1** *Identify and accept researchers' impact for society*
- 2** *Acknowledge the importance of responsible research*
- 3** *Request that researchers conduct responsible research*

### Learning Stages

- 1** *Become familiar with the topic*
- 2** *Dive into an interesting story*
- 3** *Engage in storytelling*
- 4** *Put the pieces together*
- 5** *Reflect on rules for researchers*

**“Integer scientists reflect on why they actually do science – be it in medicine or mechanics, in communication or cultural studies.”**

**(Alexander Gerber, an advocate for research integrity)**





## 1 Become familiar with the topic:

### *Homework (before the unit starts)*

Find out three research developments or research results, which you use in your everyday life.

Bring this information to your class.

## 2 Dive into an interesting story:

### **Review or look up the story from LONA Science Centre (video or text).**

Briefly repeat the story and flesh out who is attentive, respectful, open, responsible, motivated, impartial etc.

## 3 Engage in storytelling:

Build groups of 3-4 persons. Write one scene of a play, in which Emma, David and Rebecca meet their major and the head of the fire brigade, one day after their visit to LONA Science Centre.

### **Discuss the following topics before you start writing:**

1. Who are the actors in your play?
2. What do they think about bad research and why?
3. Who and how could somebody request the researchers from LONA Science Centre to conduct responsible research?

Your scene should include a dialogue about good research. By putting honesty, respect, reliability and accountability first, your actors should link their dialogue to the happenings at LONA Science Centre. Write your scene.

### **Read all of your stories aloud!**



### **Society needs researchers with research integrity**

Researchers with research integrity are able to explain step by step how they arrived at their research results. Society can rely on their developments and results

„It is of crucial importance that researchers master the knowledge, methodologies and ethical practices associated with their field. Failing to follow good research practices violates professional responsibilities. It damages the research processes, degrades relationships among researchers, undermines trust in and the credibility of research, wastes resources and may expose research subjects, users, society or the environment to unnecessary harm.“

(ECoC 2017, p.8)

## 4 Put the pieces together:

### **Come together in class.**

Collect, why citizens should request responsible research from academia. Decide together, how citizens can request researchers to conduct responsible research and write it down in your notebook.

## 5 Reflect on rules for researchers:

Return to your stories with the groups you were working in earlier. Imagine that other students will watch your scene. Decide together which actions your fellow students should learn through your scene.

For society researchers should\_\_\_\_\_.

For society researchers should\_\_\_\_\_.

Citizens should request\_\_\_\_\_.

