Skills 4 eosc

- Skills for the European
- Open Science
- Commons

Session 4: Case Studies and Examples

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why!

Tailored Training for specific professional profiles

Image: UNESCO - Open Science Outlook 1
https://doi.org/10.54677/GIIC6829

Policy Makers

Researchers

Undergraduates

Data Stewards

Legal Experts

Ethics Advisors

Civil Servants

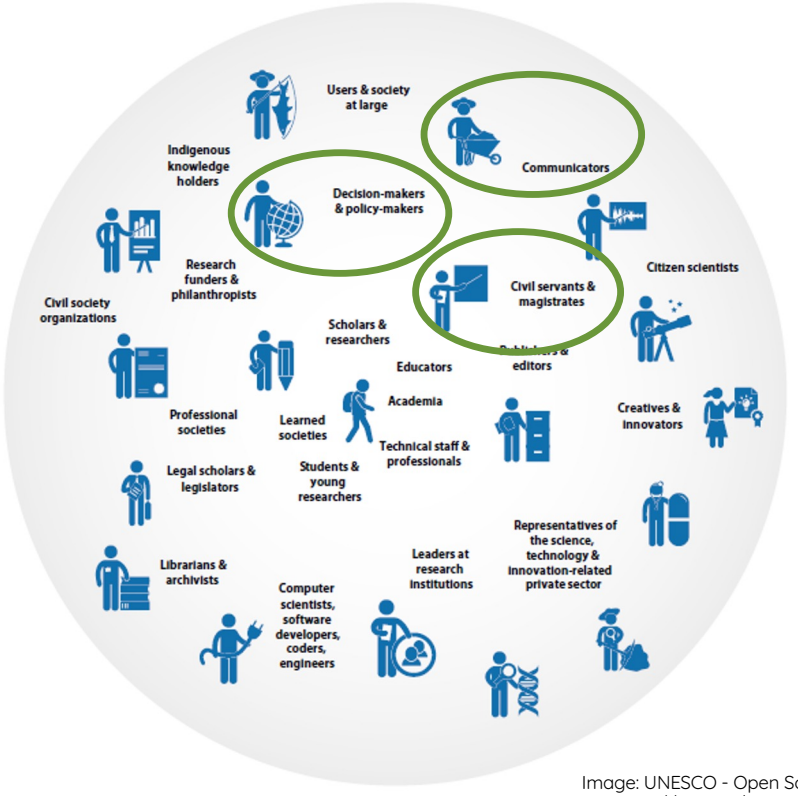
RI Professionals

Masters Students

Honest/Knowledge Brokers

why!

Tailored Training for specific professional profiles



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what!

Train of Trainers Course on Open Science and Evidence-Informed Decision Making

Course Audience:

- Master Trainers in Skills4EOSC Competence Centers
- Trainers in the field of Open Science related to Decision Making
- Professionals in the field of Decision Making
- Researchers collaborating with Decision Makers
- Open Science Advocates
- Anyone interested in Open Science and Decision Making

HOW!

Training Material Preparation Approach

Following FAIR-by-design Methodology

Backward Instructional Design Empowered with FAIR principles

focusing on both learners and peer instructors

HOW! The experience of developing the training material

- Experts from different organisations were included in discussions
- Experts with different backgrounds and expertise provided different views on the material
- Experts closely collaborating with policy makers provided their views on how to approach the audience and the necessary skills that are needed in the specific professional profiles
- Experienced trainers provided their contribution on specific approaches and activities
- Science Communicators provided their point of view on the material and the way to organise the necessary skills
- Individual discussions and interviews were conducted about the overall training material with people related to policy
- Research on necessary skills and competences of the targeted professional profiles
- Trial and Error – Pilots performed to gather feedback on the first version of material
- Several updates based on feedback, not only for the actual material, but also for the structure of the trainings

MVS for the 3 profiles: Policy Maker

Prepare

Research Policy/Decision Maker Facilitating OS

Associated function titles: Research Policy Maker, Science Policy Facilitator, Strategic Policy Advisor

Essential skills and competences

- **In-depth** understanding of **science practice, OS and FAIR** principles and practices.
- Expertise in **establishing appropriate strategies, frameworks** and **courses of action** to foster and enhance OS.
- Ability to **relate OS practices to the interests** of Research Performing Organisations, Funders, and other stakeholders.
- Ability to assess the **financial sustainability** of policy outcomes.
- Knowledge about **Intellectual property rights and non-personal data management.**
- Knowledge of the **Ethical principles,** frameworks and codes of conduct applicable to research.
- Knowledge of **legal issues** related to **data governance** including data use agreements and personal data regulations.

Evidence-informed Policy and Decision Maker

Associated function titles: Policy Designer, Open Science Data Analyst, Policy Advisor

Essential skills and competences

- **Basic** understanding of **OS/ FAIR principles**.
- Knowledge of **OS services, resources and research practices** that produce evidence relevant to the decision-making context.
- Expertise in **applying evidence** from OS to the decision-making context, considering the opportunities, limitations, and constraints.
- **Knowledge management**: synthesising outputs of research and consultation, identifying their relevance to specific issues and stakeholders.
- **Policy evaluation**: ability to **monitor** and **evaluate existing policies** relevant to the decision-making context, including their implementation and outcomes.
- Basic knowledge of **research integrity principles**, frameworks and ethical codes.
- Knowledge of the **responsible use of data-driven technologies.**

MVS for the 3 profiles: Policy Maker

Research Policy/Decision Maker Facilitating OS

Main activities

- **Promotes and supports** OS.
- Engages all the appropriate **target audiences & key stakeholders.**
- Identifies actions to **advance national policies** on FAIR and OS.
- Understands the importance of addressing gaps in provision of **digital skills** for FAIR and OS.
- **Promotes digital skills** for data intensive science transferable across different sectors.
- Sets up **policies or a strategic framework** which serve to promote a preferred course of action and could include financial support research.

Evidence-informed Policy and Decision Maker

Main activities

- Identifies available OS **outcomes** relevant to an issue that requires a policy.
- **Collaborates with expert communities** for elicitation, review and evaluation of data and design of a policy.
- Deploys appropriate **policy outcome monitoring** and **evaluation** designs based on OS evidence.
- Ensures **inclusiveness** in evidence's production and evaluation.
- Promotes and supports OS as a **source of evidence**.

Soft/Transversal Skills

- **Negotiating with stakeholders** to articulate rights and responsibilities for policy implementation.
- **Advocating policy measures** by addressing the audiences needed to mobilise key enablers and other human resources.
- **Mobilising and managing** financial and material resources, demonstrating trustworthiness.
- **Complying with regulations** and respecting confidentiality obligations.
- Using initiative to **formulate policy implementation strategies**.
- Applying systemic thinking to **critically evaluate evidence** and its sources.

MVS for the 3 profiles: Civil Servant

Civil Servant

Associated function titles: Public Policy Advisor, Government Analyst, Administrative Officer, Policy Coordinator, Regulatory Specialist

Main activities

- Clarify and shape **OS strategy** and priorities for the national and international interest
- Involve and **engage the right stakeholders** and partners in making recommendations or decisions on OS
- **Shape strategies and plans** which help put into practice OS (give a long-term direction)
- Develop the **capabilities** in OS **of the staff**
- Engage in the **open research process**
- Ensure **compliance with ethical, legal and regulatory criteria**
- **Communicate** / actively promote OS
- Facilitate the **engagement** of different stakeholders in co-creation actions

Essential skills and competences

- **Good** understanding of **OS principles and practices**, **open data, open research and open access**
- Developing **policies and guidelines** that **promote OS**
- **Solid** understanding of **OS research ethics**
- Being familiar with **technology and tools** used to support OS practices
- **Managing projects** related to OS
- Providing **training and education** to researchers, policymakers, and public citizens about OS practices
- **Evaluating the impact of OS practices** and make **recommendations** for future improvement
- **Good** understanding of (**personal and non-personal) data management**, including data storing, analysis and sharing according to the FAIR and OS principles
- **Good** understanding of the **regulatory framework** (national, regional and international) concerning intellectual property rights (eg., copyrights and trade secrets) and other non-personal data (eg. research data and data held by Public Sector bodies). As an example, in the regional level, this may include, but not be limited to, the Open Data Directive, the Data Governance Act, and the Directives and Regulations concerning Copyrights and Trade Secrets in the EU.

Soft / transversal skills

Communication, Collaboration, Leadership, Citizen Engagement skills, Negotiation and diplomacy, Innovative thinking, Strategic and analytical skills, Teamwork, Adaptability to changes

MVS for the 3 profiles: Knowledge Broker

Knowledge Broker

Associated function titles: Honest Broker, Research Liaison, Information Specialist, Policy Advisor, Evidence Synthesis Expert, Science Communicator, Stakeholder Engagement Coordinator

Main activities

- Bridge the interface **between science and policy**
- Ensure **mutual understanding** among these parties
- Ensure **alignment** between the **needs of the policy** community and the **evidence synthesis** provided
- Ensures that the policy community have a good understanding of the **implications of the evidence** proffered
- Ensure the **quality and transparency** of evidence synthesis
- Ensure the evidence synthesis had appropriate **expert inputs**
- Identify options and **providing advice** from a scientific viewpoint
- Identify **constraints, uncertainties and caveats**
- **Contextualise** the FAIR and OS principles of specific domains
- Identify **strengths and weaknesses** in how OS is applied
- Identify **needs of change** in OS policy or practice in relevant research domains
- Ensure all actors are **engaged in co-creation actions**

Essential skills and competences

- Being **familiar with policy making practices and procedures**
- Understanding of **open, ethical and responsible research principles**
- **Managing considerable amount of information** related to OS practices
- **Searching, retrieving, appraising and synthesizing** evidence
- **Developing and maintaining network** of researchers, policymakers, and other stakeholders to help **promoting and implementation** of OS practices and to support co-creation activities
- Providing **training and education** to researchers, policymakers, and public citizens about OS practices
- **Evaluating research findings** and identify potential conflicts of interest
- **Tailoring resources to local needs** and assessing the context of implementation

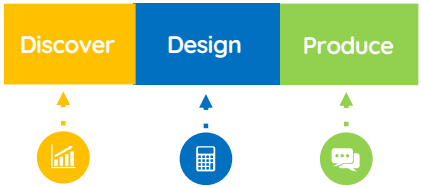
Soft/ transversal skills

Communication, Collaboration, Leadership, Self-confidence, Citizens and stakeholders engagement skills, Influencing skills, Mediation skills, Negotiation and diplomacy, Team building and teamwork, Problem-solving skills, Innovative thinking, Analytical and research skills, Adaptability to changes, Networking skills, Interpersonal skills, Stakeholder management and influencing skills, Mentoring skills, Facilitation skills, Change management skills, Improvement skills, IT skills

Key Messages

1. Open science is essential for **advancing research and innovation**
2. Open science is the **new normal**
3. Open science is a **multi-stakeholder endeavour**
4. Open science leads to more **transparency, reproducibility, reliability and accountability**
5. There are **challenges** to implementing open science, but there are **ways to overcome** them
6. **Policy** plays a critical role in supporting open science
7. What can Policy Makers do for Open Science to **succeed**
8. Policy Makers need to **invest in new competencies** in Open Science and related professional profiles and careers
9. There are **costs associated with not supporting** open science and FAIR management of research outputs
10. Policy makers/civil servants/knowledge brokers can make use of OS outputs for **evidence-based decisions**
11. There are many **successful examples on real-life scientific topics** with high societal impact of use OS in policy making.
12. Public organizations should develop **strategies for implementing open science policies**
13. **Scientists' engagement** is key to effective and equitable evidence-informed decision-making
14. **Ethical, Legal and Societal issues** are central to support Open Science.
15. **Open Science-positive policies** can become the catalyst for change in **reward and hiring practices**, as well as **responsible research assessment**

Challenges and solutions in developing the training courses



Challenges	Mitigation Measures/Solutions
No relevant existing courses related to the specific target profiles and Open Science	Identified the **main Key Messages and Learning objectives**, **identified related material** and **adapted it** to the specific target profiles – **developed a lot of new material** – **reused parts** of existing material, in new context
A **big team of trainers** needs to be managed in specific timeframes	**Regular structured meetings** and additional **technical support** is necessary, during the implementation of the training material and course structure. **Clear guidelines** and **preparation of supporting material** for different development phases is much appreciated from the trainers.
A **wide range of material** to be developed in order to cover the MVS competences for the 3 profiles	Identified **existing expertise in the team** of authors/trainers and **matched the expertise** to specific **material/interests**.
Existing material **could not be reused** (copyrights)	**Created new material**, in different formats based on targeted learning objectives
Additional **"Trending Topics"** were relevant	**Identified the trending topics** and the **necessary expertise** in the pool of trainers/authors
Evaluation/Certification of the acquired knowledge	Create **activities and assignments** in form of essays and personal experience
Students Engagement during the courses	**Live Sessions** including **Interactive Activities**, most usually group activities and interactive polls
Busy Schedules of Students – Difficulties in commitment	Used a **Combined learning approach**, with both **self-paced and short live sessions** for each course, to avoid long-day online sessions
Train of trainers Course/Material **reusability**	Provided **different formats** of the training material, including **video presentations, ppt, pdf** version as well as **narrative and instructors notes** for each presentation. Instructions on how to facilitate each activity are also a big asset.

Pilot Development and Feedback (3 pilots implemented)

Quality Assurance and Content Validation:

- Ensures that course materials, quizzes, and assignments align with the intended learning outcomes.
- Helps identify gaps, redundancies, or inconsistencies in the content.

Testing Learning Experience and Engagement:

- Assesses whether the course structure, format, and tools are engaging and meet learner expectations.
- Identifies whether activities, quizzes, and assignments are at the right difficulty level.

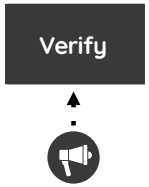
Refining Instructional and Facilitation Approaches:

- Helps trainers refine their delivery techniques, ensuring clarity, engagement and time management.
- Allows for testing different interactive strategies, such as polls, case discussions, and group activities.

Gathering Participant Feedback for Course Improvement:

- Early participants provide valuable insights on course clarity, difficulty, and effectiveness.
- Feedback collected through surveys, focus groups, or direct discussions informs necessary adjustments.

Open Science and Evidence-Informed Decision Making Training Course in detail



Learning Path details:

Training Course 1: “Open Science is the new norm”

Training Course 2: “Ethical, Legal and Societal Implications (ELSI) and Data Governance”

Training Course 3: “Introduction to Evidence-informed Decision-making”

Training Course 4: “Open Science Stakeholders and Collaboration Strategies”

Training Course 5: “Empowering the Future of Research with Open Science”

Training Course 6: “Open science policies support open science practices”

Training Course 7: “Implementing Open Science Policies”

Training Course 1: “Open Science is the new norm”

Module 01:
Fundamentals of Open Science

- Lecture 01: Open Science values and principles
- Lecture 02: FAIR Principles and their role in Open Science

Module 02:
Open Science and Society

- Lecture 01: Societal and Economic impact of Citizen Science from Galileo to post-truth populism
- Lecture 02: Societal Impact of Open Science - Real-life examples

Module 03:
Open Science is Essential for Advancing Research and Innovation

- Lecture 01: Open Science: Benefits for scientific progress
- Lecture 02: Open Science in Practice (optional)

Training Course 1: “Open Science is the new norm”

Module 04:
Open Science vs. Closed Science

- Lecture 01: Closed Science - A Historical Perspective and Negative Consequences
- Lecture 02: Challenges and Ethical Dilemmas in Closed Science
- Lecture 03: The Economic Impact of Closed Science vs Open Science
- Lecture 04: Building a Culture of Openness

Module 05: Accountability and Transparency in Open Science

- Lecture 01: Fostering Research Integrity and Reproducibility

Training Course 2: “ELSI and Data Governance”

Module 06: Legal and Ethical Frameworks and Considerations in Open Science

- Lecture 01: Overview of the legal regulatory framework on Personal Data, Non-Personal Data and Intellectual Property
- Lecture 02: Landscaping Ethical Issues in Open Science

Module 07: Open Science under the EU Data Regulatory Framework

- Lecture 01: Open Science and Non-personal Data
- Lecture 02: Personal Data in Open Science
- Additional Reading: Guidelines for Writing a Privacy Policy in Research Projects

Module 08: Data Governance and Legislative Strategies for FAIR Research

- Lecture 01: Planning the FAIRification of data
- Lecture 02: Identifying practical "how to" tools to go FAIR

Training Course 3: “Introduction to Evidence-informed Decision-making”

Module 09: Open Science and Evidence-informed Decision Making

- Lecture 01: Policy, Evidence and Evidence-Informed Decision Making
- Lecture 02: Stakeholders involved in Evidence-Informed Decision Making
- Additional Reading: Guidelines and Best Practices for Honest Brokers

Module 10: Evidence-informed decision making - outputs and tools

- Lecture 01: Open Science Outputs in Decision-Making
- Lecture 02: Data Science Algorithms in Practice
- Lecture 03: Interpreting Statistics for Insights

Training Course 4: “Open Science Stakeholders and Collaboration Strategies”

Module 11: Open Science and its Stakeholders

- Lecture 01: Open Science Stakeholders

Module 12: Collaboration Strategies for Stakeholders

- Lecture 01: Creating a Collaborative Culture
- Lecture 02: Collaboration Impact
- Lecture 03: Case studies of successful collaboration on Open Science
- Lecture 04: Role of open science in fostering collaboration among researchers, practitioners, and the public
- Lecture 05: Communicating Uncertainty
- Lecture 06: Data Visualisation and Storytelling

Training Course 5: “Empowering the Future of Research with Open Science”

Module 13: Investing in Open Science

- Lecture 01: The role of funding in promoting Open Science practices

Module 14: Capacity Building and Training Programs in Open Science

- Lecture 01: Understanding Capacity Building in Open Science
- Lecture 02: Institutional Support for Capacity Building – Challenges and Best Practices

Module 15: Open Science and Artificial Intelligence

- Lecture 01: Introduction to AI
- Lecture 02: AI and Open Science
- Lecture 03: AI in evidence-informed decision making

Training Course 6: “Open science policies support open science practices”

Module 16:
Open Science Policies

- Lecture 01: Introduction to Open Science Policies

Module 17: Open Science Policies support Open Science Practices

- Lecture 01: Open Science Policies support Open Science Practices: Stakeholders
- Lecture 02: Open Science policies support Open Science Practices: Impact
- Lecture 03: Challenges of Implementing and Barriers to adopting Open Science
- Lecture 04: Cultural Changes required for Open Science Adoption
- Lecture 05: Responsible Research Assessment Movement
- Lecture 06: Open Science Infrastructures

Training Course 7: “Implementing Open Science Policies”

Module 18: Implementing Open Science Policies

- Lecture 01: Open Science Workflows

Module 19: From developing to evaluating Open Science policies

- Lecture 01: Designing Open Science policies in practice

Module 20: Open Science Policies Adaptation

- Lecture 01: Adapt policies based on new evidence and changing circumstances

The importance of Training Evaluation: Activities and Quizzes

Quizzes:

- Help learners **recall information** from the presentations
- Quick **self-evaluated exercises** (multiple choice, polls, T/F, etc) – ideal for self-paced learning
- Help gauge how well learners **grasp key concepts** from the course.
- Help learners **recognize what they know** and **what they need to review**.

Activities/Assignments:

- Promote **critical thinking** – require learners to **analyse, synthesize and evaluate information**
- Allow learners **apply concepts to real-world scenarios** and develop **practical skills**
- Encourage learners to **reflect on what they have learned**.
- Group activities **enhance communication, collaboration, and inclusion**
- Allow **personalised and contextual learning**

Individual Assignments and Group Activities

Exploring the Impact of Open Science

- **Main Goal:** Communicate the real-world benefits of Open Science
- **Type:** Reflection Exercise (Self-paced)
- **Short Description:** Participants select and analyze examples from the course, then craft a narrative to convey their impact to a target audience.

Case Study on Ethical Dilemmas in Closed Science

- **Main Goal:** Analyze ethical challenges in closed science
- **Type:** Case Study (Self-paced)
- **Short Description:** Participants examine real-world cases where lack of transparency led to ethical concerns and discuss possible solutions.

I, AI - Ethical Debates and Policy Decisions for the EU In the light of the Development of Conscious AI

- **Main Goal:** Debate policy solutions for emerging AI challenges
- **Type:** Scenario-Based Group Discussion (Live session)
- **Short Description:** Participants engage in a futuristic scenario to assess the implications of conscious AI, discuss regulation, and propose strategies at the EU level.

Individual Assignments and Group Activities

Exploring the Role of Honest Brokers in Real-Life Decision Making

- **Main Goal:** Examine the challenges faced by honest brokers in science-policy interactions.
- **Type:** Case Study & Reflection Exercise (Self-paced)
- **Short Description:** Participants study a real-world case on knowledge brokerage in environmental decision-making, reflect on key challenges, and reflect on how Open Science could improve the process.

Reflecting on Key Challenges of Honest Brokers

- **Main Goal:** Explore the challenges faced by Honest Brokers in science-policy mediation and identify strategies to address them.
- **Type:** Group Discussion & Reflection (Live session)
- **Short Description:** Participants discuss in groups challenges like time constraints, consensus-building, and trust, then reflect on challenges and strategies.

Open Data Science Tutorial

- **Main Goal:** Learn basic data analysis techniques to understand and predict outcomes in real-world scenarios.
- **Type:** Hands-on Data Exploration (Live session)
- **Short Description:** Participants work with a sample dataset to explore trends, find connections between data, and make predictions using simple statistical methods.

Individual Assignments and Group Activities

Organise a "Coffee with Open Science" Session

- **Main Goal:** Develop skills in stakeholder identification and policy discussion facilitation in Open Science.
- **Type:** Scenario Planning & Reflection (Live session)
- **Short Description:** Participants organize a "Coffee with Open Science" session in groups, by selecting a relevant topic, identifying key stakeholders, and justifying their participation in policy discussions.

Guidelines for communication with policy makers

- **Main Goal:** Practice crafting effective messages for policymakers.
- **Type:** Scenario-Based Communication Exercise (Self-paced)
- **Short Description:** Participants select a policymaking scenario, develop a key message for the target group, and apply communication strategies to engage policymakers effectively.

Focus on... Verbal communication of uncertainty in practice

- **Main Goal:** Develop skills to communicate research uncertainty effectively to different audiences.
- **Type:** Roleplay Exercise & Reflection (Self-paced, Live)
- **Short Description:** Participants take on different stakeholder roles to practice verbal communication strategies for conveying research uncertainty.

Individual Assignments and Group Activities

Advocating for Open Science

- **Main Goal:** Strengthen advocacy and communication skills by crafting arguments to promote Open Science to funders.
- **Type:** Collaborative Role Play & Reflection (Self-paced, Live)
- **Short Description:** Participants learn to identify funder priorities and craft compelling arguments for Open Science, with a live role-play session where groups pitch to different types of funders.

Sharing Best Practices and Challenges in Open Science Capacity Building

- **Main Goal:** Reflect on Open Science capacity-building initiatives and identifying transferable strategies and challenges.
- **Type:** Reflection Exercise on personal experiences (Self-paced)
- **Short Description:** Participants will share examples of Open Science capacity-building initiatives from their own contexts, analyze outcomes, and identify strategies for improvement and scaling up initiatives.

Individual Assignments and Group Activities

Analysing an Open Science Policy

- **Main Goal:** Develop the ability to critically analyse Open Science policies, and assess their strengths and weaknesses.
  Type: Reflective Analysis (Self-paced)
- **Short Description:** Participants select and analyse an Open Science policy, comparing it against a reference document on key Open Science elements.

Case studies of Open Science policy development and implementation

- **Main Goal:** Analyze real-world Open Science policy case studies to identify stakeholders, key topics, and implementation challenges.
- **Type:** Reflective Analysis & Collaborative Discussion (Self-paced, Live)
- **Short Description:** Participants select and reflect on a case study of Open Science policy, then engage in group discussions to analyze stakeholders, topics, and implementation challenges.

Barriers to Open Research

- **Main Goal:** Identify and propose solutions to barriers hindering Open Science practices.
- **Type:** Reflection & Collaborative Discussion (Self-paced, Live)
- **Short Description:** Participants explore barriers to Open Science in areas like competitive advantage, publication, and data reuse, proposing solutions.

Individual Assignments and Group Activities

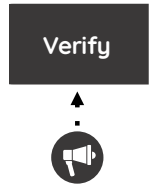
Designing an Open Science Workflow

- **Main Goal:** Design Open Science workflows to explore the integration of Open Science practices in varying research scenarios.
- **Type:** Reflection & Design Exercise (Self-paced)
- **Short Description:** Participants design three research workflows (ideal, difficult, and easy) incorporating Open Science practices across seven research steps, followed by a reflection on their choices and implementation feasibility.

Evaluating Key Performance Indicators (KPIs) in Open Science

- **Main Goal:** Critically evaluate Key Performance Indicators (KPIs) to understand their practical relevance and impact in Open Science.
- **Type:** Reflection (Self-paced)
- **Short Description:** Participants review examples of KPIs in Open Science, reflect on the most significant and feasible ones, and discuss how to measure their effectiveness in real-world contexts.

Final Courses format and tools



The final set of courses in the **Open Science and Evidence-Informed Decision-Making curriculum** follows a structured approach that **combines self-paced learning with interactive live sessions** to ensure an **engaging and comprehensive learning experience.**

Self-Paced Component

- Delivered through Moodle, allowing learners to progress at their own pace.
- Includes pre-recorded lectures, readings, and interactive activities (e.g., quizzes, case studies).
- Different formats of material were provided (Video presentations with voiceover, PPTs to facilitate reuse, PDFs to facilitate navigation and sharing, Instructor's notes and narrative for easier understanding of the narrated video)
- Participants complete knowledge checks before moving to the live session.

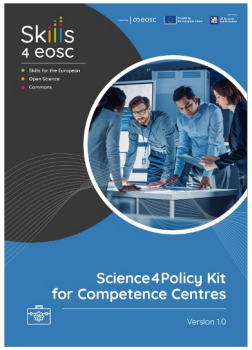
Live Interactive Sessions

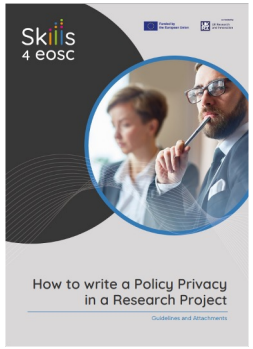
- Conducted online via platforms such as BigBlueButton integrated into Moodle.
- Features recaps, interactive discussions, and Q&A to clarify concepts from the self-paced section.
- Uses Wooclap for icebreakers and interactive polling to engage participants.
- Includes group activities, case discussions, and role-playing for practical application.

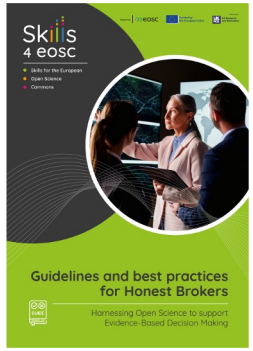
Other relevant material developed within the course

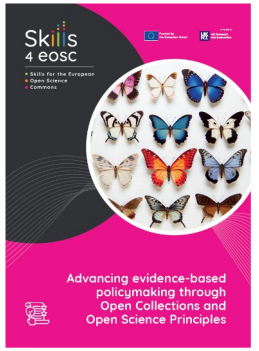
Booklets:

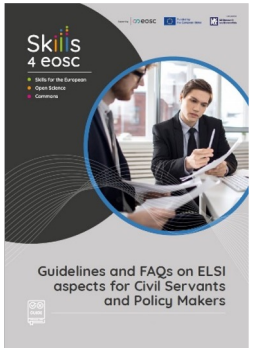
- **“Guidelines & Best practices for Honest Brokers”**
  Link: https://zenodo.org/records/14712238
- **“Science4Policy kit for Competence Centers”**
  Link: https://zenodo.org/records/14751412
- **“Guidelines for Writing a Privacy Policy in Research Projects”**
- **“Advancing evidence-based policymaking through Open Collections and Open Science Principles”**
  Link: https://www.nhm.at/en/publications/978-3-903096-78-3
- **“Guidelines and FAQs on ELSI aspects for Civil Servants and Policy Makers”**
  (booklet in progress - Full deliverable here: https://zenodo.org/records/14797142)











Workshops:

- Science4Policy - Bridging the gap between research and decision-making

Skills 4 eosc

- Skills for the European
- Open Science
- Commons

Supporting eosc

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Thank you!
Questions?

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