**SIVOCS | Hypotheses**

Utku

**A1: How would you rate your experience with transdisciplinary research?**

* **H:** Transdisciplinary research often aims to cultivate the potential of different disciplines to address a specific issue. Although this does not mean transdisciplinarity research exclusively tends toward social innovation, we expect the knowledge about transdisciplinarity to indicate an inclination toward addressing/solving/improving natural, technical, social problems/conditions.

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| IDV | DV |  |
| A1 | D1b |  |
| A1 | D1c |  |

**A2: How old are you?**

* **H**: Younger researchers take the diversity and exchange of different perspectives more into consideration than the older generation of researchers.

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| IDV | DV |  |
| A2 | E3e |  |

* As the benefits and impact of trans-/interdisciplinary approaches are explored further, a stronger tendency among the younger academicians toward working with other disciplines is expected.

**H1:** Greater the age group, lower the trans-/interdisciplinary aspect in the project.

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| IDV | DV |  |
| A2 | E1a (trans-/inter- involvement) |  |
| A2 | E2a (trans-/inter- nature of in.) |  |

**A3: What is your academic age?**

* **H:** We assume that the younger the academic age, the more the motivation toward generating a change for the general population.

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| IDV | DV |  |
| A3 | D2 |  |

**E1 (a-g, ordinal [3]): In your research processes, did you actively involve one or more of the following groups?**

**&**

**E2 (a-g, ordinal [4]) : What was the nature of involvement of those groups?**

* **H:** Although not a necessity for SI, trans-/interdisciplinary approaches are often associated with socially innovative projects. We are expecting a tendency toward trans-/interdisciplinary approaches from researchers who have more knowledge on SI and increased involvement of trans-/interdisciplinarity with the higher self SI-level assessment in the project.

**H1:** Higher the knowledge about SI, further the involvement of other disciplines.

**H2:** Higher the self SI-level assessment, the more central the involvement of other disciplines.

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| IDV | DV |  |
| B1 (familiarity with SI) | E1a |  |
| C2 (SI-level self asses.) | E2a |  |

* **H:** More the researcher knows about SI, they are more likely to work with societal actors (individual citizens) and include other non-academic actors in their projects.

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| --- | --- | --- |
| IDV | DV |  |
| B1 (familiarity with SI) | E1e |  |
| B1 (familiarity with SI) | E1 \{a,e} |  |

* Inter-/transdisciplinary approaches are often applied to capitalize on the ability of multiple disciplines to address a specific issue. Therefore; it is expected for a trans-/interdisciplinary project to,

**H1**: explore issues previously not (widely) known in society or academia, and secondly,

**H2**: be more inclined toward addressing a specific social issue or improving the human condition,

**H3**: also aim to design/offer an up-/out-/deep-scalable solution.

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| IDV | DV |  |
| E2a | G6e (not known in society) |  |
| E2a | G6f (not known In academia) |  |
| E1a/E2a | D1b |  |
| E1a/E2a | D1c |  |
| E1a/E2a | D2 |  |
| E1a/E2a | D1a | Comparison |
| E1a/E2a | H2 <each> |  |

* **H**: Socially motivated, innovative and participatory research also often uses open science and innovative dissemination methods to increase the accessibility/impact of the results. Both the involvement of non-academic actors and the central involvement of other scientific disciplines might indicate a tendency for open science practices and a wider spectrum of dissemination approaches.

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| IDV | DV |  |
| E2 <a and \a as diff. vars> | F1 <comb. Into ordinal scale) |  |
| E1/E2 <a and \a as diff. vars> | H1 <comb. Into ordinal scale) |  |

* **H:** Socially innovative projects often include participative research structures to some extent. Prioritizing the direct involvement of the related societal actors in the project is expected to, firstly, increase the understanding on the chosen social issue, and secondly, yield emancipatory outcomes by building capacities in the involved community. However, we are expecting a direct relation between the nature of involvement of non-academic participants and the specific outcomes of the project.

**H1:** The more “active” the involvement of non-academic participants in the project, the more likely to build capacities in the involved non-academic groups.

**H2:** The more “active” the involvement of civil participants, the more likely project is to yield emancipatory results for the involved soc. actors.

**H3:** The more “active” the involvement of civil participants, the more likely project to create a better understanding of the addressed social issue.

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| --- | --- | --- |
| IDV | DV |  |
| E2e | G6a (capacity-building) |  |
| E2e | G6b (emancipatory-asp.) |  |
| E2e | G6c (deeper understanding) |  |
| E2e | G6d (mitigation | soc. issue) |  |

* **H:**  Inclusion of non-academic actors does not necessarily indicate SI-related goals. However, participatory research structures enable the research community to create robust/complete solutions to social issues that can be applied right away. We are expecting high scalability with a wider inclusion of non-academic actors and more contribution to better services, products.

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| --- | --- | --- |
| IDV | DV |  |
| E1\a, E2\a | G1\g <each> |  |
| E1\a, E2\a | H2 <each> |  |

**E3: Please indicate whether the following statements fit your project?**

* Focusing on a specific (disadvantaged) social group is not explicitly a pre-condition of SI. However, working toward better conditions among specific marginalised groups, taking empowering/ enabling approaches to increase the magnitude of the SI greatly. Therefore ;

**H1:** The higher the self-assessment degree of SI, the higher the focus on disadvantaged social groups.

**H2:** The higher focus on social groups, the higher the scaling-up/-deep/-out chances.

**H3:** The higher focus on social groups, the higher the uptake.

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| IDV | DV |  |
| C2 (SI-level self asses.) | E3 <comb. into ordinal sc.> |  |
| E3 <comb. into ordinal sc.> | H2 <each> |  |
| E3 <comb. into ordinal sc.> | F3 |  |