

Inter- and Transdisciplinary Research for Global Health

Course Guide

September 2015

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Course Overview

Global health issues are often very complex. They can be rooted in deep organizational, political and social issues that involve many different actors, all with their own perspectives. For this reason, global health problems are often called 'wicked' or 'persistent' problems. Increasingly, the field of global health research is recognizing the importance of defining these problems through the eyes of all actors involved. This implies that multiple approaches, fields of science and frames of reference are integrated to build specific, practical, experiential and scientific knowledge about the problem with those directly confronted with the problem. An *interdisciplinary* research approach, that aims for integrated knowledge generation is essential to do justice to the multifaceted nature of global health problems. Moreover, *transdisciplinary* research is rapidly becoming a key paradigm in global health.

Transdisciplinary research is distinct from mono-, multi- and interdisciplinary research. It integrates knowledge from different scientific actors with the experiential knowledge of societal actors (e.g. patients, health professionals, NGOs, government, industry, and international organizations), jointly involving scientists and societal actors in defining problems and identifying and implementing interventions through mutual learning and co-creation. This new approach to global health research does come with some challenges. Among the challenges, transdisciplinary researchers must integrate various different knowledge cultures, incorporate actors needs and feedback, all while ensuring safe and open venue for mutual learning and co-creation.

In this course, PhD candidates will be exposed to, and will practice key skills within the design and implementation of inter- and transdisciplinary research. They will acquire a grounded understanding of epistemological cultures and how knowledge value systems can challenge mutual learning. During the course, PhD candidates will use a case study format to redesign a mono- or multidisciplinary research agenda into an inter- or transdisciplinary research agenda. This will ensure practical exposure to stakeholder analysis, critical stakeholder feedback, and careful stakeholder communication skills before participants design and build their own PhD research proposal.

This course consists of three parts. The first part concerns the preparatory reading before arrival in Amsterdam. Part two will be held at the VU University, Amsterdam and includes lectures, workshops and work with a Case Study. The third part comprises several (part time) weeks of distant learning in which relevant literature is studied and a reflection document is written on the relationship between the acquired knowledge and the candidates research proposal.

Learning Outcomes and Objectives

The primary aim of this course is to prepare PhD candidates for a PhD project using an inter- or transdisciplinary approach. The course reading, discussions, and assignments will form the input for a transdisciplinary research plan for the upcoming years.

The student will obtain in-depth knowledge and insights into:

1. Theories and different methodologies for inter- and transdisciplinary research;
2. Strengths and limitations of this type of research, also in comparison with other research methodologies;
3. Evaluation of interdisciplinary and transdisciplinary research (using quality criteria).

The student will learn to:

4. Independently select and combine research methodologies and techniques for interdisciplinary and transdisciplinary research;
5. Design and implement an inter- or transdisciplinary research plan.

Target group course

PhD candidates that aspire to conduct inter- or transdisciplinary research in the field of health and life sciences. Mandatory course for Erasmus Mundus Trans Global Health PhD candidates.

Study load

The total study load of the course is 160 hours of which 80 hours are covered in Part I in Amsterdam. The remaining 80 hours are done by self-study, partly before, and mainly after the visit to Amsterdam in September.

Individual Course Activities

Part I

Candidates prepare by reading the mandatory reading (see appendix I) and reading their choice of the selected reading (see appendix I).

Part II

In addition to the course lectures and workshops, candidates will be assigned individual work to prepare for the next day, or make reflections and conclusions of the day. These activities consist of course readings, reflections and the development of participants' individual external brain.

Part III

Candidates are required to conduct more in-depth reading in the area of inter- and transdisciplinary research and write a reflection document on the relationship between the acquired knowledge (from lectures and reading) and the candidates' research proposal. Feedback on this document is provided by a peer-participant and the course coordinators.

Course Readings

Preparatory Course Reading

The course reading list is divided into three categories; mandatory reading, topic specific reading and select reading, to be prepared before Part II starts. From the 'Select Reading' list, candidates will be expected to read 3 of the articles suggested. These mandatory and selected readings will stimulate our collective learning and the depth of the discussions. Lastly, 'Topic Specific' reading is also mandatory and will be independently selected by each student, according to their research topic.

Assigned Course Reading

Periodically throughout the course, additional reading will be assigned. This reading will complement the workshop activity or lecture. Assigned readings will be communicated to the students via email before lectures.

Reflections

Through the process of reflection, the learning stimulated in this course can be applied to academic development. Throughout the course, you will be asked to consider a question and write a 400 word reflection. The intention is to tie the content of the course to your own research context. Reflections may, and are encouraged to generate more questions, curiosities, and plans. Through this process you are encouraged to keep those elements of learning in your external brain.

External Brain

Throughout the course, information, systems, frameworks, institutions and inspirations will be presented to you. No one should be expected to keep the diversity and depth of information ready and available. Rather, it is necessary to develop a record of your ideas, curiosities and resources in an organized, searchable and recallable way. To develop and practice this skill, candidates will be asked to contribute to an ever-growing resource: your 'External Brain.'

The 'External Brain' should be suited to fit your own tailored needs. Therefore, we will be using Trello as a dynamic collaboration board for you to store and share the knowledge you collect. The Athena Institute and your course coordinators will maintain their own external brain throughout the course. Allowing you to access course content, resources and slides. Additionally, the Athena board will keep a record of the course learning questions. Allowing candidates to collaboratively address answers and solutions to learning objectives together. We encourage that you then take the information you need, and adapt it to your own Trello board.

Trello: www.trello.com (you will be invited to join trello)

VU Trello Page: t.b.a.

Collaborative Course Activities

In addition to the course work and the individual work, candidates will be engaged in collaborative course activities as well. These activities include case studies and peer feedback.

Case Studies

To gain operational knowledge of transdisciplinary and action research perspectives and methods, work groups will be created to explore and redesign existing research programs as a case study. Within your work groups, ideas throughout the course will be integrated into an analysis and revision of previously conducted research. In the first two sessions, each group will collaboratively apply key elements of transdisciplinary and action research, including: a) stakeholder analysis, b) participatory methodology and c) collaboration. This will culminate in a draft revision of the existing case as a transdisciplinary or action research program.

Once a new research program is made, individuals (from other work groups) will give individual feedback on the revision. Then, with these revisions in mind, members of the work groups will integrate the individual feedback into a final research program. This process will provide direct experience with the demands of integrating perspectives, accommodating stakeholders and collaborative idea development.

Work groups will be selected based on the case study that is most interesting or most closely resembles the style of research you will be conducting for your PhD. Case study options include research in the areas of:

1. Intervention research
2. Innovation research
3. Policy research

Peer Feedback

In order to support each other in the process of preparing an inter- or transdisciplinary PhD proposal, several rounds of peer review have been scheduled, both in Part II and Part III. In the first round of peer review, candidates will reflect on each other's research plan by way of a "yes, and" workshop in Part II. Receiving feedback on your proposal pitch will also take place in Part II. Finally, in part III, your reflection document will be reviewed by your peers as well as the course coordinators.

Preliminary Course Work

Preliminary Course Reading (20 hours)	
<p>In preparation for the course, candidates are asked to read:</p> <ul style="list-style-type: none">- mandatory reading list- 3 articles of the select reading list- 10-15 topic specific articles <p>and complete the following:</p> <ul style="list-style-type: none">• Reflection 1: Learning Questions• Bibliography.	<p>----- Before Course Start -----</p> <p>Reflection 1: Learning Questions</p> <p>After completing the mandatory and selected reading, generate 5 learning questions regarding inter- and transdisciplinary research that will guide your personal learning agenda over the course. Bring these five questions to the first class.</p> <p>Bibliography</p> <p>Create a formatted bibliography of the 10-15, topic specific literature you read in preparation for your proposal and this course.</p>

Mandatory Reading	
<p>Transdisciplinary Reading</p> <p>Frodeman, R. (2010). Introduction. In: Frodeman, R., Thompson Klein, J., & Mitcham, C., The Oxford Handbook of Interdisciplinarity. Oxford, Oxford University Press, 2010</p> <p>Pohl C. & Hadorn G.H. (2008) Methodological challenges of transdisciplinary research. Natures Sciences Sociétés. 16:111-121.</p> <p>Chapter 1 Public Policy Analysis as Practical Deliberation: Integrating Empirical and Normative Evaluation from Fischer, F. (1995; 1999) Evaluating Public Policy. Chicago, Nelson Hall</p> <p>Hisschemöller, M. and Hoppe, R. (1996) Coping with intractable controversies: The case for problem structuring in policy design, Knowledge & Policy 8(4): 40. http://link.springer.com/article/10.1007%2FBF02832229#page-1</p> <p>Rittel, H.W.J. and Webber, M.M. (1973) Dilemmas in a general theory of planning', Policy Sciences 4(2), 155-169. http://link.springer.com/content/pdf/10.1007%2FBF01405730.pdf</p> <p>Schuitmaker (2012). Identifying and unravelling persistent problems. Technological Forecasting and Social Change Volume 79, Issue 6, July 2012, pp. 1021–1031. http://www.sciencedirect.com/science/article/pii/S0040162512000224</p>	
Select Reading	
<p>Thomson Klein, J. (2010). A taxonomy of interdisciplinarity. In: Frodeman, R., Thompson Klein, J., & Mitcham, C., The Oxford Handbook of Interdisciplinarity. Oxford, Oxford University Press, 2010</p> <p>Nowotny H. (2004). The potential of transdisciplinarity (from worldfishcenter.org) http://test.worldfishcenter.org/sites/default/files/The%20potential%20for%20transdisciplinarity.pdf</p> <p>Stock, Paul, and Rob J.f. Burton. (2011) Defining Terms for Integrated (Multi-Inter-Trans-Disciplinary) Sustainability Research. Sustainability 3 (8), 1090-113. http://www.mdpi.com/2071-1050/3/8/1090</p>	
Topic Specific Reading	
<p>For this course you will be asked to read 10-15 articles in your topic area. When searching for topic specific literature, consider the following guiding questions.</p> <p><i>What is the problem?</i></p> <p><i>Where is it a problem, and for whom?</i></p> <p><i>Why is it a problem?</i></p> <p><i>What has been done about this problem?</i></p>	

Course Work

14 September: Introduction to Athena and the VU	
<p>Course Introduction & Coffee Time: 9:00-10:15am Room: WN-S 664 Join the faculty of Athena, lecturers and Phd candidates at the Athena for coffee and a warm welcome from Prof. Dr. Joske Bunders.</p> <p>Workshop 1: Learning Questions Focus Group Instructor: B.J. Regeer and Marlous Arentshorst Time: 10:30 - 12:45 Location: WN-S 664 Bring: 5 Learning Questions The course and elements of the program while you are here in Amsterdam will be introduce and explained. Together, we will share our learning questions, group them, and collectively decide what our critical learning questions will be for the next two weeks. Over the course of the lectures, candidates will be encouraged to answer the questions formulated today on Trello and in their own 'external brains'.</p> <p>Lecture 1: Complex and Persistent Problems Instructor: Dr. B.J. Regeer Time: 15:15-16:35 Location: WN-S 660 In Global Health issues are often described as complex, persistent or wicked problems. In this introductory lecture, we will dive into the intricacy and nature of problems that face global communities today.</p> <p>Case Study Work Group Introduction Instructor: Marlous Arentshorst Time: 16:45-17:15 Location: WN-S 660 As an introduction Workgroups and the Case Study project will form the backbone of our first week. In this hour long session, the case study project will be introduced and you will select your workgroups.</p>	<p>----- Before Lecture ----- Bibliography of topic specific reading (See above)</p> <p>Learning Questions (Reflection1)</p> <p>----- After Lecture ----- <u>Register for Trello:</u> You will receive an invitation to Trello from the Athena Ints. Follow the link, and register for Trello.</p> <p><u>External Brain Trello Assignment:</u> Then please spend some time familiarizing yourself with Trello. Explore the welcome board and Athena Inst. Toolkit to get a feel for what and how you can organize your own External Brain. Then play with the organization of your own 'External Brain' board by adding interesting elements you would like to retain from the readings.</p>

15 September: Epistemic Cultures and Interdisciplinary Research

Lecture 2: Epistemic Cultures and Critical Appraisal of Research

Instructor: Dr. B.J. Regeer

Time: 9:00-10:50

Location: WN-S 664

Bring: Topic Specific Reading Bibliography

Not all knowledge is created equally, or so we believe. Throughout this lecture we will explore what is knowledge and how is it created. We will look critically at research that is produced, and explore why certain types of research and publication are considered over others. We will reflect on our own bibliographies as insights into our epistemic culture.

Workshop 2: Frame Reflection

Instructor: Dr. B.J. Regeer

Time: 11:00-12:45

Location: WN-S 664

Lecture 3: Interdisciplinary Research

Instructor: Dr. J. Broerse and Dr. F. Kupper

Time: 15:15-16:45

Location: WN-S 660

We will explore the history of research that has lead to interdisciplinary and transdisciplinary research. We will discuss the merits and challenges in this new approach to knowledge generation.

----- After Lecture -----

Reflection 2: My Epistemic Culture

After the lecture, reflect on your epistemic culture and how your bias for specific types of 'knowledge' shaped your original bibliography. (400w)

Bibliography Extension:

Find and read 5 additional articles that expand the diversity of your bibliography regarding; a) field of research, b) epistemic culture and c) geographic origin.

External Brain:

Consider the search engines, research institutions and search terms needed to diversify your bibliography.

16 September: Participation Action Research and Transdisciplinary Research

Workshop 3: Communicating Ideas

Instructor: TBD

Time: 9:00-10:00

Location: WN-S 664

Throughout this course, candidates will be asked to sketch research agendas. The intention is to develop the skill of quickly, and clearly communicating your research intentions in a visual manner. In this workgroup meeting, we will define a research sketch, and provide examples as a way to guide the interoperation of the assignment.

Workgroup 1: Stakeholder Participation

Meet with your workgroups

Time: 10:15-12:00

Location: WN-S 664 (or your choice)

Bring: Assigned Reading, Case Study

In your working groups, consider and discuss the case study at hand. What is the problem? What epistemic culture is represented? How does this shape the author's perspectives? Write a sketch of their research agenda and then use the stakeholder frameworks provided to expand the scope and participation in the research according to Appendix A.

Lecture 4: Trans-disciplinary Research

Instructor: Dr. J. Bunders

Time: 15:00-16:00

Location: WN-S 664

Transdisciplinary research and the influence it has on communities and research organizations will be introduced.

Lecture 5: Global Context of Transdisciplinary Research

Instructor: Dr. B. Regeer

Time: 16:00-17:00

Location: WN-S 664

The status of transdisciplinary research as it is used throughout the world will be discussed.

----- Before Workgroup -----

Reading: Complete before the Workgroup

----- Workgroup Resources -----

Posted To Trello

----- Durring Workgroup -----

Assignment 1: Stakeholder Map

Using the reading as a guide, select a framework and apply this framework to your case study. Then re-map the stakeholders that should be involved in a revision of your case study.

----- After Lecture -----

Reflection 3: Stakeholder Analysis Frameworks
Today in the workgroup you completed a stakeholder analysis according to a framework. What framework was chosen and why? What are the merits and faults of this framework? How would this framework suit your research? Which framework would be better suited and why?

External Brain:

Consider the stakeholder frameworks from the reading, as well as the terms and content from lecture.

17 September: Case Study Revisions

Workgroup 2: Case Study Revisions

Meet in your workgroups

Time: 9:00-10:30

Location: WN-S 660 (or your choice)

Based on the previous lectures, and the stakeholder analysis created in Workgroup 1, groups are asked to revise the entire research agenda of the case study to incorporate principles of trans-disciplinary and action research. Consider how each stakeholder group is involved, and what methods will take place to better meet the problem at hand. By 16:00, produce a draft research proposal sketch (including a brief description of the problem, stakeholders, research timeline and methods used). See Appendix A for further details.

Workshop 4: Managing your Supervisor

Instructor: Marlous Arentshorst

Time: 10:30-12:45

Location: WN-F 301

Over the course of your PhD, you and your supervisor will need to have a strong working relationship. In this meeting we will discuss ways to ensure that happens.

Case Study Revisions
Exchange Deadline: 17: 00

----- Open Office Hours -----

Groups needing insight and guidance are invited to make an appointment with (professor TBD) between 13:30 and 16:30.

----- Durring Workgroup -----

Decide who in your team will provide comments to the other teams as the following role: an NGO, a community representative or, as a governmental official.

----- After Lecture -----

Individual Work: Stakeholder Comments

Upon receiving the draft proposal from the other workgroup and your stakeholder position, critically provide feedback to the draft proposal.

Deadline: 18 September 9:00am.

Reflection 4: Value of Transdisciplinary and Action Research

Over the course of the day you carefully redesigned a research agenda to include more stakeholders to better address the needs and values of the research community you serve. What has been gained or lost in regard to the research? What value does this new approach add?

External Brain:

Consider the methods you discussed and either used or did not use in the development of your research agenda.

18 September: Workgroup 3 and PhD Interviews

Return feedback to groups by 10:00 am

Workgroup 3: Integrating Stakeholder Feedback for Final Proposal

Meet in your workgroups

Time: 10:00-12:45

Location: WN-S 664 (or your choice)

Integrate the feedback from each of the stakeholders into the final research proposal. Prepare to present the former case study, your proposed revisions and aspects of your learning process according to Appendix 1.

Lecture 6: Impact of Engaging and Body Map Exercise

Instructor: Dr. M Zweekhorst

Time: 15:00-16:45

Location: WN-C 669

Transdisciplinary research requires a degree of investment from the research team that stems beyond other forms of research. In this lecture we will explore what skills and characteristics a transdisciplinary researcher embodies.

----- Open Office Hours -----

Groups needing insight and guidance are invited to make an appointment (details TBD).

----- After Lecture -----

Reflection 5: Role and skills needed for your project.

Reflecting on the body map of a transdisciplinary researcher, What role will you play in your research? What skills do you have and what skills need development?

External Brain:

Consider the insights, resources or comments suggested in the integration process as well as during the interview.

21 September: Workgroup Presentations

Workgroup 4: Final Proposal Presentations and Reflections

Instructor: Dr. B. Regger and Dr. M. Arentshorst

Time: 8:00-11:00

Location: WN-C 669

After integrating all the feedback into a final proposal, present your revisions and the lessons learned in the process to the other workgroups. Presentations will be 15min long with 5min of discussion.

Phd Sketch: Assignment Introduction

Instructor: Dr. B. Regger and Dr. M. Arentshorst

Time: 11:00-12:15

Location: WN-C 669

In the next week, candidates will be asked to apply what they have learned thus far to their own Phd program. An introduction to what is expected will be provided.

Board Meeting

attendance is mandatory, and details will follow

----- Open Office Hours -----

Groups needing insight and guidance are invited to make an appointment. Professor and times TBD.

----- After Workgroup -----

Reflection 6: Shared lessons from case study project.

Reflect on all workgroups and the paths taken to revise each case study. What was added or lost in each the revision of each proposal?

What lessons can be learned for your own Phd proposal?

External Brain:

Consider the insights, resources or comments suggested in the revision process.

22 September: PhD Proposal Development

Individual Work: Phd Proposal

Now, with an expanded bibliography and experience revising a traditional research agenda into a transdisciplinary or action research agenda, it is your turn to develop your research proposal.

Prepare a 3min pitch for your phd sketch proposal for the afternoon workshop. Included should be: background, goals, stakeholders, and methods.

Deadline: 22 September 12:00pm

Lunch Meeting: Multiple Cycles of Research

Instructor: Ruth

Time:12:00- 13:30

Location: TBD

Join a current PhD candidate in an open discussion about her experience using mixed methods.

Workshop 5: Yes/And... Practicing the Art of Collaboration/And Exercise

Instructor: Dr. B. Regeer

Time:15:00- 17:00

Location: TBD

In order to push ourselves outside our comfort zone, this workshop will help grow creative ideas but forcing you to think outside what you have already prepared. Take good notes!

----- Before Workshop -----

Complete your phd sketch in the form of a 3min explanation of the background, goals, stakeholders and methods you plan on using in your project.

----- Open Office Hours -----

Groups needing insight and guidance are invited to make an appointment. Details TBD

----- After Workshop -----

Reflection 6: Yes/and what?

Reflect on all workshop and how your peers pushed your project. What new ideas emerged? How did they break from your perspective or plans? Will you adopt any ideas generated today?

External Brain:

Consider the insights, resources or strategies you have found throughout the proposal writing process.

23 September: PhD Proposal Development

Individual Work: Phd Proposal

With the ideas and push from yesterday's 'yes/and' workshop. Today is for formally preparing your Phd proposal. Move forward with your background, stakeholder analysis before the first round of peer review.

PhD Proposal Introduction and Discussion: Plan vs. Reality

Instructor: Caroline

Time: 12:15-1:15

Location: TBD

Designing and planing a PhD program is a daunting task. With many unknowns that lie ahead, the contrast between your plan in reality can often be hard to manage. In this session, one PhD will share with you her experience. Additionally, your PhD research proposal sketch assignment will be introduced to you.

Workshop 6: Learning Questions Reviewed

Instructor:TBD

Time: 15:00-17:00

Location: WN-P-640

Together we will review and reflect on our learning questions and the answers we have generated over the past ten days. Bring your external brain!

----- Open Office Hours -----

Groups needing insight and guidance are invited to make an appointment. Details TBD.

----- Before Workshop -----

bring your external brain to the workshop and prepare to reflect on what you have learned and captured throughout the course. Any gaps in your understanding will be addressed in the open lecture to follow.

----- After Workshop -----

up date and revise your external brain to capture all that was relevant to you

24 September: PhD Proposal Development

Workshop 7: Phd Pitch Practice

Instructor: TBD

Time:9:00-12:45

Location: WN-S 644

In order to communicate your ideas, plan and passion quickly, and effectively practice is needed. In this workshop students will learn how to shape and deliver their phd research in the form of a pitch.

Lecture 8: Publishing Transdisciplinary Research

Instructor:TBD

Time:15:00- 16:30

Location: WN-P 640

Insights into how to best to distribute your knowledge through (often) traditional channels will be explored.

----- Before Workshop-----

Prepare and have your 3min PhD proposal pitch written down. We will work with this throughout the workshop.

External Brain:

Consider the insights, resources or strategies presented with regards to publishing. Note down things that can help support you in the process.

25 September: Course Wrap up

Content TBD

Instructor:TBD

Time:9:00- 12:45

Location: WN-F-647

Content of this lecture will be guided by your learning questions.

Workshop 8: Personal Strengths and Pitch Cafe

Instructor:TBD

Time:15:00- 17:00

Location: WN-P 640

Practice. Practice. Practice! Pitching your research is crucial. It will help you secure funding, access, support and interviews. However the pitch must match the stakeholder. This workgroup will focus on finding your strengths, and the right words to make your research successful.

----- Before Workshop-----

Prepare a 2min pitch of your research to various stakeholders. Find the dynamic words that sell your ideas and your process.

----- After the Workshop-----

Reflection 7: Pitch Perfect

Reflect on the workshop and how your pitches went. How did you come off? How do you want to portray your research? How can you get there? What recourses, skills, ect., do you need?

Appendix A. Case Study Revisions (Workgroup Assignment)

Objective of Case Study Revisions

The objective of the Case Study Revision project is to actively apply the reading and lecture content to existing research agenda. This will provide opportunity to explore the possibilities of transdisciplinary and action research, to practice integrating stakeholder opinions, and the chance to compare the merits of approaches to the same problem.

Timelines and Deadlines

16 Sept 10:15-12:00	Workgroup 1: Stakeholder Participation
16 Sept 15:00	Expanded Stakeholder Map Deadline
17 Sept 9:00-10:30	Workgroup 2: Research Proposal Revisions
17 Sept 17:00	Draft Research Proposal Deadline and Exchange
18 Sept 10:00	Stakeholder Feedback Deadline
Sept 18 10:00-12:45	Workgroup 3: Integrate the Stakeholder Feedback
Sept 21 8:00	Final Proposal Revision Due
Sept 21 8:00-11:00	Final Proposal Revision Presentation

Case Study Assignments

Assignment 1: Stakeholder Participation Map

16 September 12:00

After garnering an understanding of the existing research problem, perspective and approach, it is time to revise this existing research proposal into a transdisciplinary and/or action research proposal. Using the literature provided, select a stakeholder framework that fits with your context. Then use that framework to perform a stakeholder analysis (using outside resources) of your case study research context. Determine who then should be involved, and to what degree. Provide sufficient detail to identify leadership organizations, partners, or community networks that will help you access these stakeholder populations. Capture your stakeholder map in any formate that suits your ability to effectively and efficiently communicate the stakeholder groups.

Assignment 2: Draft Revisions to Research Proposal

17 September 17:00

For the draft proposal, workgroups are asked to produce a sketch of your revised research proposal. While the depths of writing is not necessary, the depth of content and understanding is. Express your research in words, graphics, and tables to clearly demonstrate a depth of understanding.

As a group you are expected to produce:

- 1) The contextual background to the problem. Including: what is the problem? To whom and where is it a problem (globally, as well as specifically)? What has been done about the problem? What do you intend to do about the problem? (approximately 500 words)
- 2) A stakeholder map and justification. Based on the work conducted in workgroup 1, and the reflections written, describe who will be included in this research. Justify how and why they were chosen. What is their role? What is at stake? Who are the winners and who are the losers? (approximately 250 words)
- 3) Outline the research timeline. Use a graphic or a table to outline the research process.
- 4) Describe the methodology. What methods of participation and action research will be used? Who is invited to participate and when? How will each phase of the research interact, feed into or support the others? (approximately 500 words)

Draft Proposal Exchange and Feedback

18 September 10:00

Individuals will then be assigned a research proposal (from a different group) and a unique stakeholder perspective. Acting as your assigned stakeholder, look critically at each of the elements and provide tangible feedback that better suits your interests. Return your comments to the original workgroup by 10:00 on the 18th of September. The workgroup will then need to integrate all perspectives into a final draft.

Final Research Proposal Revisions

21 September 8:00

After receiving the feedback from the stakeholder groups, integrate these findings as equally and balanced as possible. Ensuring that stakeholder demands are ethically, and justifiably represented, yet they do not inhibit the quality and feasibility of the research. You will be asked to justify your answers before your stakeholders come the final presentations. Be prepared to highlight collaboration, integration and feasibility.

Final Research Proposal Presentations

21 September 8:00

After final research proposal has been reached (approximately 1250 words). Your workgroup will present the original case study and the proposed revisions (15minutes + 5minutes discussion). Focus should be given to how the new approach improves the quality and applicability of the research. Provide additional reflection on the process, and how methods were chosen and how stakeholder feedback was integrated.

Appendix B. PhD Sketch (Individual Assignment)

Objective of Phd Sketch

Now, with an expanded bibliography, and experience revising a traditional research agenda into a trans-disciplinary or action research agenda, it is your turn to develop your own transdisciplinary research proposal. The intention of this assignment is not to dive deep into your actual PhD proposal, but to build on the foundation you have already created with the community around you to explore and push your own ideas further.

Timeline and Deadlines

21 Sept 11:00-12:15	Phd Sketch: Assignment Introduction
22 Sept 12:00pm	Phd Sketch Deadline
22 Sept 15:00-17:00	Workshop 5: Yes/And... Practicing the Art of Collaboration/And Exercise
24 Sept 9:00-12:45	Workshop 7: Phd Pitch Practice
25 Sept 15:00	Phd Pitch Deadline
25 Sept 15:00- 17:00	Workshop 8: Personal Strengths and Pitch Cafe

Assignments

PhD Sketch Deadline

22 September 12:00p

Prepare a 3min introduction to your phd proposal for the afternoon workshop. Included should be: background, goals, stakeholders, and methods. This “pitch” will be used in Workshop 5 as the foundation for pushing and expanding the capacity of your proposal.

Phd Pitch Deadline

25 September 15:00

In order to communicate your ideas, plan, and passion quickly and effectively practice is needed. In this workshop students will directly engage with faculty and other doctoral candidates in a real life venue. In order for this to be successful, you should have a well planed and dynamic pitch.