

# REVALORISE<sup>+</sup>

enhancing research impact

## LIGHTHOUSE STORIES REPORT



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# THE PROJECT

REVALORISE+ enhances the societal value and impact of social sciences and humanities research by translating the findings into innovative products, services, processes or business activities.

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The REVALORISE+ project is an Erasmus+ project that aims at delivering a programme of valorisation support and training for researchers wishing to explore the entrepreneurial and social potential of their Social Sciences and Humanities (SSH) research.

This is a research area often overlooked when it comes to creating value from the research, as SSH has historically struggled to articulate its relevance, value offering, and impact to various actors in society, as we could confirm by analysing the literature on the theme ([Literature Review](#)). We argue this is not due to its unimportance but lacks what the REVALORISE+ project is offering.

The project will address the specific SSH valorisation skills gaps of knowledge and technology transfer (KT/TT) professionals who act as the first point of contact and support provider for SSH researchers in academic entrepreneurship and social engagement activities at universities.

Additionally, REVALORISE+ aims to develop SSH valorisation capabilities within universities connecting academic and professional staff with external stakeholders, to ultimately develop a new generation of SSH researchers empowered to use their research to impact the society.

It is important to note that the definition of valorisation that the REVALORISE+ project has constructed is as follows:

*"valorisation as the process of creation of value from knowledge by making research results applicable in practice through development of tangible results, and directly leading to societal and/or economic use and, ultimately, impact."*

The overarching objectives of the REVALORISE+ project are to:

1. Address the need for more professionalised valorisation in SSH
2. Identify and close the skills gap of KT/TT professionals in field of valorisation
3. Grow the capabilities of KT/TT professionals in the areas beyond traditional licensing and patenting
4. Increase the engagement and entrepreneurial skills of SSH researchers
5. Increase the social value of SSH research through valorisation
6. Foster relationships of SSH researchers, and universities in general, with the external university environment.

This report contains 18 Lighthouse stories of SSH valorisation champions and investigates how the above-mentioned objectives can be realized most effectively. In addition to this, the project will produce: (add all the tasks and projects here: synthesis report, case studies, hackathon, etc).

For more information on the REVALORISE+ project, please visit [revalorise.eu](http://revalorise.eu)

The following public and private organisations constitute the consortium behind the REVALORISE+ project:



# THE REPORT

The Lighthouse Stories will focus on the successful journey of valorisation uncovering the supporting and hindering factors of the intended valorisation activity, while highlighting the protagonist(s) perspectives.

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In order to construct the Lighthouse Stories Champions Report, a selection of 18 stories demonstrating successful valorisation were identified across nine countries in Europe, varying from SSH disciplines that include environmental economics, ethnology, musicology, and social innovation, amongst others. There is an almost equal proportion of female and male protagonists.

The interview itself sought to provide an in-depth understanding of valorisation as a process of multiple factors, mechanisms and interventions, valorisation seen from a multi-stakeholder perspective, valorisation as a contingent journey, and the motivations, reflections, and experiences from agents involved in valorisation. The stories were intentionally written in a way to highlight the key insights from that specific valorisation journey.

This report wouldn't have been possible if it weren't for our willing and excellent interview participants. It is at this point that we would like to extend our gratitude and to thank you for your involvement in REVALORISE+. We wish you all the best on your future valorisation endeavours.

# THE METHODOLOGY

The main goal of the first phase of the REVALORISE+ project is to identify and describe the knowledge and skills needs of the researchers and KT/TT professionals regarding their valorisation activities, their efforts and intentions, in order to develop trainings and tools that support these activities.

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The Lighthouse Stories will focus on successful journeys following a more personal narrative built through the protagonist's perspectives. According to the broad and diverse definition of valorisation embraced by the ReValorise project, success can be defined then through different outcomes that create social, economic, legal or academic value; intentional or unintentional, as success transpires beyond planned goals and achievements, in view of the many outcomes that valorisation projects can produce.

Therefore, the Lighthouse Stories will provide insights into:

- Valorisation as a process of multiple factors, mechanisms and interventions.
- Valorisation seen from a multi-stakeholder perspective (SSH researchers, KT/TT, institutions, networks, communities).
- Valorisation as a contingent journey.
- Motivations, reflections, and experiences from agents involved in valorisation.



The Lighthouse Stories will support this study by providing learnings through a more personal perspective over the valorisation journey. The stories' data was collected through interviews with the protagonists of successful valorisation activities, aiming to understand their motivations and the unique and common aspects of their journeys. To that end, a set of questions were formulated along with a number of approaches and the Lighthouse Stories should correspond the following ones:

	Literature Review	Survey with Researcher and KT/TTs	Training Cases Studies	Lighthouse Stories
What are the existing training models for valorisation in SSH?	<input type="checkbox"/>	<input type="checkbox"/>		
What are the knowledge and skill needs of KT/TT professionals in order to best support and facilitate valorisation in SSH?	<input type="checkbox"/>	<input type="checkbox"/>		
What are the knowledge and skill needs of SSH researchers regarding research valorisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
What are the factors that hinder or drive valorisation activities in SSH? (personal/research group/ institutional level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Which mechanisms support SSH research valorisation? (personal/research group/ institutional level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Which stakeholders play a relevant role in SSH research valorisation? (internally / externally)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
What are the various types of SSH research valorisation activities? (traditional / commercial / educational / other)	<input type="checkbox"/>	<input type="checkbox"/>		
What are possible outcomes and impact of SSH research valorisation and how can these be captured? (social / policy / economic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## THE METHODOLOGY – PROCESS

The Lighthouse Stories were collected through qualitative interviews with key personnel within the process of valorisation. The Lighthouse Story interviews were conducted through an open and explorative approach that allowed various hidden or unnoticed factors and mechanisms to appear. Each interview took around 45 minutes and were fully recorded.

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### *Stories Selection*

A collection of stories of purposeful SSH research application and its transformation into services, products, activities, resources, and tools relevant for non-academic actors to create significant, measurable or observable impact beyond the academic context.

The collection of stories must be representative of the diverse nature of valorisation as an activity. Consequently, the cases selected came from different geographical areas and different fields of studies of SSH: Ethnography, Political Science, History, Psychology, Ethnology, Environmental Economics, Arts, Musicology, Social Innovation, Design and English Philology.

### *Interviewee Profile*

A Multiple Stakeholder perspective was adopted to select the stories, since SSH researchers can have successful stories of valorisation on individual level, but often valorisation projects are dependent on collaborative activities. Therefore, the main target was initiators (SSH researchers, business developers, KT and TT professionals). Supporting actors (mentors, KT and TT professionals, community stakeholders) and non-academic actors were secondary targets.



*Data  
Quality  
Criteria*

Demonstrable outcomes (potential impact) of the valorisation – the recognition of the valorisation within the national, regional or local context and the observable (tangible and intangible) results it has yielded.

Contextual factors – the level of detail and the degree to which the valorisation journey provides an insight into the factors that are relevant to consider for developing SSH valorisation capabilities within universities.

Variety of stakeholder perspectives – Lighthouse Stories would ideally include various stakeholders' perspectives on the valorisation process. Different instigators, initiatives and supportive stakeholders. This is in the acknowledgment that the process of valorisation can be the result of various actors' involvement.

*Analysis*

Semi-structured interview protocols and an analysis table were developed to allow for consistency and comparability. With the use of the analysis table it was possible to highlight the commonalities between the stories and answer Table 1 questions.

Interviewees were presented with the analysis table and they have agreed that the information displayed is faithful to the recordings.

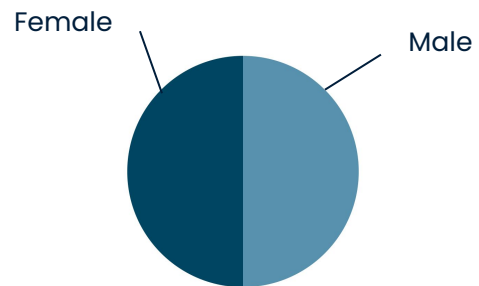
# INFO & DEMOGRAPHICS

In the following page, some core information about the proposed Lighthouse Stories are visualized and highlighted.

## FIELDS OF RESEARCH

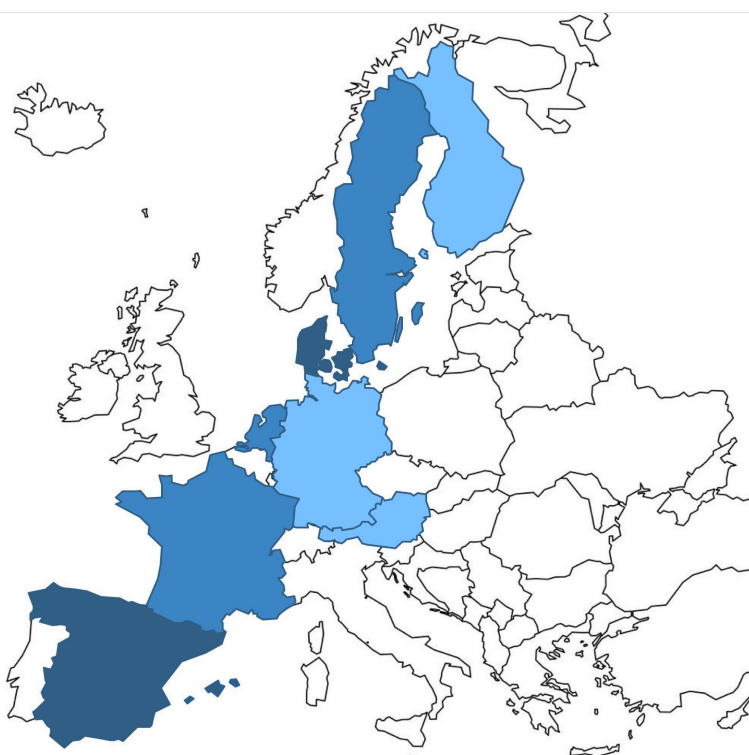


## SEX



According to EU statistics from 2013, women make up 33% of researchers in scientific research. However, this particular number is growing with rapid pace towards a greater level of gender equality in scientific research in the EU context.  
 (source: <https://eige.europa.eu/publications/gender-research>)

## WHERE



The Netherlands	2
Denmark	3
Sweden	2
Spain	3
France	2
Germany	1
Australia	2
Finland	2
Austria	1





# **KEY TRENDS**



In this section, we outline the key skills that were noted to be crucial to the valorisation process, along with the key challenges and barriers faced, supportive mechanisms, and relevant and useful stakeholders.

# KEY TRENDS OF THE LIGHTHOUSE STORIES

Although each story has unique differences and perspectives regarding their journey of valorisation, there has proven to be an interesting degree of overlap, with trends emerging. After conducting a comprehensive analysis of the Lighthouse Stories, we began to highlight the commonalities and trends which were echoed throughout our protagonist's journeys of valorisation.

## SKILLS

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Throughout the Lighthouse stories, various skills have been highlighted as a requirement in the successful valorisation process.

### *Understanding Business*

In almost all the stories, protagonists in this report have noted that they had to learn and acquire business relevant skills, which generally ranged from formulating the typical business case to funders to understanding the managerial elements to running a successful business, if their valorisation activity resulted in the formation of a business entity.

### *Communicating to audiences outside academia*

Added to this, the ability to articulate the value of their research to various stakeholders and across disciplines is vital, yet this is more pressing regarding the difference between the fast-paced business world and the world of academia, with varying demands. Therefore, adjusting their communication of their research to the non-academic world is a vital skill.

### *Adaptability*

As many stories of valorisation do not tend to follow a linear path that can be easily repeated, it requires the protagonists to be adaptable to possible uncertainties and to be open minded to learn iteratively.

<i>Interdisciplinarity</i>	In the case of running a business or a large project, the scope of work gets more extensive, as well as the knowledge needed – with the knowledge often being diverse and specifically technical. Therefore, academics valorising their research need to incorporate interdisciplinarity to run their projects and the ability to communicate across all disciplines.
<i>Self-belief</i>	Our report suggests that a skill or characteristic trait required by our protagonists is the sense of self-belief, confidence, and boldness in their research to move out from the comfortable space they are operating within. The boldness to understand the ramifications of your choices and the negative consequences of your actions are not going to occur.
<i>Engagement with private &amp; public sector</i>	Valorisation protagonists could point out that a researcher needs to hold the perspective, that engagement with the private sector and public sector outside of academia, does not necessitate detrimental consequences to a scholar's academic career, but it can in fact enhance it.

## CHALLENGES & BARRIERS

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As mentioned in the previous section, a lack of business experience proved to be the first stumbling block for many, as they immediately required appropriate knowledge.

<i>Business world</i>	A key challenge that was also often present is the difference between the academic environment and the business world. Protagonists mentioned different aspects of this gap as significant challenges, such as: the language used in academia not being properly aligned with the business language; the faster pace of the business world when compared to the academic; and a very centric network in academia built around people from similar study fields, when business people often have a more diverse contact list, working with professionals from different areas of expertise.
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Added to this, the academic mentality has had a major impact on the behaviour of the protagonists.

#### *Integrity*

Some have mentioned that they are strictly researchers and not businessmen/women. Underlying this notion is the belief that valorisation – a term and activity that proved to be unfamiliar to many SSH researchers – produces a businessperson and thus researchers combat the idea of becoming one.

The challenge facing the researchers and their valorisation projects is due to the belief that all these entanglements are also compromising their integrity, compromising their curiosity, and compromising their independence.

## **MECHANISMS**

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#### *Professors and teachers*

Within the realm of academia, our stories suggest that the role of professors and teachers was one that inspired, motivated, and supported students to chase their dreams and make their ideas come alive. In some stories, it was noted that some professors were more orientated towards applied results, such as outcomes that could directly benefit and impact society, rather than to academic outcomes such as publications.

#### *Funding*

A key element that provided the space to assist in the formation of a business plan was in the process of applying for funding, of which an articulated model of how value is to be created and captured is often vital.

For that task, researchers often had the support of partners inside and outside academia, such as KT offices, governmental commissions for research development and start-up accelerators.

An interesting factor to note is that almost none of our protagonists had engaged in any form of training regarding valorisation, be it in the form of academic entrepreneurship or commercial entrepreneurship.

## STAKEHOLDERS

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As mentioned in the 'Skills' section, the activity of networking and interpersonal skills provides the platform for a well-connected network.

### *Peers and close friends*

A general overview of the stories highlight the involvement of close peers - including past fellow students - from the inception of an idea through to the development of a viable business or product offering. Various stories highlight how the key researchers or founders used complementary skills or personalities of these close friends to successfully valorise their research.

### *National Funding Agencies*

Added to this, National Funding Agencies have proved to be a key stakeholder in numerous stories. In certain stories, relevant stakeholders were included that were in close contact with the end user of whom the research is aimed at providing value for. This could be in the form of advisory boards, or specific foundations.

## MOTIVATIONS

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One of the key insights gained in better understanding the stories of valorisation, is to understand the core motivations behind the protagonists for engaging in valorisation activities. Added further, we also explored their personal motivations for being a researcher.

*Impact on Society*

A key commonality among most of the protagonists for engaging in valorisation and the specific projects of valorisation, was to provide meaningful improvements and impact to society. The rationale to valorise their research was to provide usefulness and applicability to various sectors, stakeholders, and individuals of society.

Our stories have demonstrated the ambitions and goals of researchers, which is to not confine their valuable findings to a select few, but to generate a higher degree of understandability to wider audiences of society. In addition to this perspective, various researchers cited that a key objective and motivating factor of valorising their research to generate positive experiences in society; to make an impact.

*Field exposure*

Other motivations behind valorisation were to generate higher exposure to a specific research field or discipline, thus demonstrating its value to society and enhancing the visibility and attractiveness of that field. Some protagonists have mentioned that funding has proved to be a motivating factor, as they seek investment to explore or extend their research journey.

*Personal interests*

This is regarding their personal motivations behind being a researcher. This stemmed from their personal values surrounding control, freedom, and personal interests. Protagonists have mentioned that within the world of academia, their valorisation activities have allowed them to follow their own ideas and passions, exploring any possible topic that they find interesting and are curious about.





**THE  
LIGHTHOUSE  
STORIES**



The Lighthouse Stories follow an intentional structure of which the protagonist of the valorisation story is first introduced with relevant background information. This is then followed by their valorisation story and motivational factors. Each story then concludes with 2-4 key takeaways from that particular story.

# READING GUIDE

The intention behind the reading guide is to categorise the Lighthouse Stories according to their appropriateness to the following specific target groups: researchers, policy-makers, universities, and knowledge and technology transfer (KT/TT) professionals.

Astrid Pernille Jespersen	Ethnology	Denmark	42	Universities
Brian Lystgaard Due	Communication and Social Interaction	Denmark	24	Policy-makers
Daniel Meßner	History	Germany	36	Universities
David Budtz Pedersen	Political Science	Denmark	33	Universities
Dominique Royoux	Social Innovation	France	45	KT/TT professionals
Han van der Maas	Psychology	Netherlands	69	Researchers
Gloria Corpas Pastor	English Philology	Spain	63	Universities
Johannes Stripple	Political Science	Sweden	30	KT/TT professionals
Juha Laakkonen & Elina Rauhala	History	Finland	72	Universities
Katherine Carroll	Sociology	Australia	51	Researchers
Martin Hassler Hallstedt	Psychology	Sweden	27	Policy-makers
Mylène Pardoën	Musicology	France	48	Universities
Natalia Fabra	Environmental Economics	Spain	60	Policy-makers
Petra Holm & Jan Nåls	Intercultural Communication	Finland	75	Researchers
Robyn Ewing	Arts	Australia	54	Researchers
Tim Sander	History	Germany	39	Universities
Troy Nachtigall	Design	Netherlands	66	Researchers
Verónica Sierra & María de la Hoz Bermejo	History	Spain	57	Researchers

In the final section of the report, the takeaways and advices from each Lighthouse story are merged and synthesized as the core learnings. Those are presented following the same division of the reading guide.





# Brian Lystgaard Due

*"Somebody said, 'you should begin to look at blind people for your research.'  
So, I got into the world of blindness. And from that, I learnt about how extremely complicated it is to live as a blind person."*

## BACKGROUND INFORMATION

Brian has been an Associate Professor since 2018 (Department of Nordic Studies and Linguistics).

His interests center around interactions, using a particular model across different kinds of settings and situations, known as 'ethnology' and conversation analysis and video ethnography. Centering around the question of, 'how is interaction accomplished in everyday life settings?'

Since 2015, he has been especially interested in the use of AI technologies and how they are used by people in interactional encounters.

Since a similar time, he has been particularly interested in how blind people use new technology.

# Using AI Technology to Assist Blind & Visually Impaired People (BVIP) in Society

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Technological and digital developments have led to several new AI products on the market. These have great potential for BVIP regarding their interactions, as BVIP rely more on technological aids than the general population.

It is from this point of departure that Brian Lystgaard Due formed the BlindTech project. He examines blind and visually impaired peoples use of AI in everyday practice such as smartphones with AI-based apps and smart speaker systems such as Google Home Assistant.

Using a particular method that includes video ethnography, he records how people interact in real life settings in different situations.

Stemming from personal curiosity to explore the fundamental questions of life and human interaction, Due is using the area of blindness as a springboard for research. With a strong emphasis on the final user, Due engages with relevant stakeholders to undertake a design-thinking-like approach to conducting research, working in close collaboration with practitioners within the BVIP field such as Instituttet for Blinde og Svagsynede (IBOS) (*Institute for the Blind and Visually Impaired*). Through funding by the Velux Foundation, BlindTech became a viable project.

As Due associates the term '*valorisation*' with '*impact*', it is the user-focused approach that has proved to be a key driver for success, of which the societal impact of the business case is clearly articulated.

The intended concrete outcome of the BlindTech project is to deliver specific training material to consultants and practitioners for teaching BVIP about new technologies and how they can be utilised.

## KEY TAKEAWAYS

### & ADVICE

#### **Create a business plan:**

Often, in order to gain the required funding for the project, a clear business plan that articulates the value that is being produced, is required.

**Incorporate the practitioners** and **users** of the research at early stages of your research process, not at the end.

**Utilize your network:** Highlight the strengths and capabilities across your network with an emphasis on multidisciplinary.

“When starting out a research project and conceptualising the idea, to do it together with practitioners who may have an impact from the research, or at least have an insight into the user. It centres around co-creating the application and idea with the practitioners, instead of adding them at the end. If you have an impact with your research, then you need to include relevant people and practitioners in the process.”

# Martin Hassler Hallstedt

*"Maths is the most important predictor among subjects in school for later school outcome. I wanted to create equality in schools for all children by improving their maths courses."*

## BACKGROUND INFORMATION

Martin Hassler Hallstedt is a Doctor of Psychology with a Cognitive Behavioural Therapy (CBT) background. His research is centered around teaching and children's learning abilities.

After finishing his master's degree Martin did some pilot studies on his own as he wanted to improve the opportunities for children to learn mathematics. However, he quickly found that he needed funding and the credibility that comes with the title of being a researcher, and he therefore initiated a PhD.

As part of the process he developed the app 'Count on me!' which is based on the CBT-method within the category of Game-Embedded Teaching: A combination of game design and science.

# How Cognitive Behavioural Therapy and a gaming app can help children learn math

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**In Sweden, the general methods used for teaching maths in elementary schools are rigid; the tests provided are not efficient and the government does not use proper tools to measure results.**

**Martin created the game app 'Count on me!' with the aim to create more equal opportunities for all children in school to learn maths. The app incorporates learning moments into a game and is based on the Cognitive Behavioural Therapy method.**

**His goal is to make the learning experience for children fun while creating positive memorable memories. Martin has proved that using the app 15 minutes a day for 8 months significantly improves students critical maths skills.**

Despite the fact that Martin and his company 'Akribian' is supported by a number of stakeholders and has received significant amounts of funding, it has proved to be a somewhat impossible task to convince the Swedish state to implement the teaching method as a general part of the maths curriculum in elementary schools. Even though 'Count on me!' As documented effects and current maths programs in schools do not, the resistance to renew programs has turned out to be a bigger challenge than expected. This has led Martin and his company to change their target group from municipalities and schools directly to the consumer market (parents and teachers).

Although Martin has had to adjust the course along the way, Akribian have entered a range of fruitful collaborations. One of the newest is with Massive Entertainment – which helps them towards making the app accessible to an even bigger crowd both in Sweden and Britain.

## KEY TAKEAWAYS

## & ADVICE

### **Market research:**

Research the market early on to see where the need is. This way you can tailor your research to target that need.

### **Relations**

Establish relations with relevant stakeholders and anyone who could be interested in your project early on. Build your network on LinkedIn!

### **Investor research:**

Contact the people who might help you or invest. Ask what they are looking for and tailor your research to fit their needs.

### **Start a forum of like-minded:**

Find people who have resources and who care about your area of research early in the process. Ask them to join a forum.

**Policy makers should be more open** to dynamically updating existing societal models and methods if research provides alternative models with a higher documented effect.



# Johannes Stripple



*"The way in which we have connected to a range of societal stakeholders has been extraordinary. I think we've really been able to strike a chord and resonate much more with what society and organisations are thinking about. The future of climate change."*

## BACKGROUND INFORMATION

Johannes has an extensive background within critical and creative climate future studies, with his research lying in critical political theory and climate governance. He is currently an Associate Professor at Lund University within the Department of Political Science.

In 2019, Johannes launched the Climaginaries project; a project intended to advance the understanding of imaginaries as a means through which to catalyse the forms of political, economic, and social responses required for transitioning to a post-fossil society.

Central to the project was a clear ambition to not just analyse the world, but to intervene in it. Yet, from the outset the type of interventions were still to be formulated.



# Imagining the Transition into a Post-Fossil Fuel Society

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The Climaginaries Project is the collaborative research project initiated by Johannes Stripple in conjunction with a multidisciplinary team from Lund, Utrecht, Durham, and Warwick universities narrating socio-cultural transitions to a post-fossil society.

In 2019, they launched Carbon Ruins – An exhibition of the fossil era inspired actors world-wide to rethink post-fossil transitions. Through its physical presence and extensive media coverage, it struck a chord with scientists, activists, creative professionals, policy makers, civil society organisations, and the general public.

This is one project that the Climaginaries is involved in amongst various others which brings together scholars from a wide range of disciplines.

After completing an extensive proposal that articulated the quality of the research group, the scientific dimension of the project, and the impact/social relevance of the project, they obtained funding from the Swedish Research Council (SRC).

However, no prior experience in the creation of exhibitions proved to be an area that needed to be filled, with a curator being a vital addition to successfully launch Carbon Ruins.

With the project gaining attention and recognition from both various museums, institutions and the general public, it has become evident that the research that Johannes and his team are engaged in are of high relevance to today's society.

Johannes and his projects demonstrate how research can be curated in a manner that appeals and attracts the attention of the general public. A way to allow the value of research to be accessible to all.

## KEY TAKEAWAYS

## & ADVICE

### **Understand your needs**

and that you can't fill them yourself. The skills of a curator were pivotal to the creation of the exhibition, therefore, they had to search outside their field.

As a researcher starting out, **learn to say no to invitations** and opportunities, even though they may seem appealing at the time.

### **Original intent and ambition**

of the research project doesn't require a detailed explanation of dissemination intervention.

# David Budtz Pedersen

*"Valorisation has to do with 'Value' and values are not context independent: they're context dependent. Therefore, there can be no valorisation concept that is independent of context."*

## BACKGROUND INFORMATION

With a background in Philosophy of science and Science policy studies, David Budtz Pedersen has been involved in developing new frameworks and indicators to capture the broader social impact of research for a significant amount of time.

Since 2012, Budtz Pedersen has been the co-director and later director of the Humanomics Research Centre, which is an interdisciplinary research unit overseeing 15 faculty members from Aalborg University, University of Copenhagen, Aarhus University, Copenhagen Business School and University of Southern Denmark.

With his co-lead, Prof. Frederik Stjernfelt, Budtz Pedersen has published several books on the impact and dynamics of humanities.

# Research on Research: Understanding the Impact of SSH Research

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David Budtz Pedersen has been involved in developing new frameworks and indicators to capture the broader social impact of research for a significant amount of time. He is often considered a key individual within initiating the Humanomics Programme in 2012, funded by the Velux Foundation. The programme is an interdisciplinary research unit that simply researches the impact of research.

**“I came into this area more than 12 years ago, and I was encouraged by a private research foundation in Denmark, the Velux Foundation, to take upon myself and colleagues forming a new research group that were to look into mapping and creating a better understanding of how the humanities are working.”**

The key driver behind the creation of the Humanomics Programme was based on the observation that up until then, around 10 years ago, when you were to investigate how science and scholarship were organised, incentivised, how they produce research results, and knowledge translation into practical settings. Most of these studies, however, were driven by and based on natural sciences, technical sciences, health sciences, etc.

The research foundation produced the suggestion to construct a new research area, which could be labelled as humanities studies, as a supplement to the label of Science and Technology studies.

Today, this area could be defined as ‘meta-science’ or ‘research on research’.

## KEY TAKEAWAYS

### & ADVICE

#### **Understand who it is you're creating value for:**

Time allocation to specific tasks needs to be altered e.g., spending more of your time translating, mobilising your research into practice. This may not be practice in the sense that you are going to teach consultancy classes for companies or that you're going to create your own company, but you're taking a detour in writing your research in ways that are understandable and accessible to non-scientific audiences.

#### **Be open to the alternative route:**

This is often a difficult message to convey to academia and academics, because of the belief that there is a unilateral career path that leads from PhD to professorship. However, in the world today, there is no harm done in trying to get ones' research across, as one could only get inspired on the way.

If researchers want to be more ambitious and take a stance, then it would never damage ones' career, but it may be a contribution to changing the culture of research. Researchers might meet a professor at a conference who tells them that their research questions are inferior and that they should be specialising. But to help them with that, a researcher needs to believe in their own research.

"You need to be prepared and willing to explain yourself, of which you may be going out on a limb and taking a stance where you're saying, my research is too important to only be written up in books and standing on the library shelf.

**It needs to become practical; it needs to become impactful."**





# Daniel Meßner

*"As an SSH researcher, you have to dare to break down theories and concepts in a way that it is interesting for the general public."*

## BACKGROUND INFORMATION

Daniel Meßner has a background in History and Philosophy History having studied in Regensburg and Vienna. He did a PhD in History in Vienna on the topic of the history of biometry.

In 2015, along with a past study colleague, Richard Hemmer, he started an award-winning podcast 'Geschichten aus der Geschichte' (translated as *Stories of the Past*).

The podcast involves the two historians and colleagues telling each other an interesting story from history on a weekly basis. Yet, they don't know what the other will tell them. The podcast centres around forgotten events, extraordinary personalities and surprising connections of history from all eras.

# Stories from history: Bringing History to Life

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**On the basis of friendship, Daniel Meßner & Richard Hemmer used their personal experiences to form an award-winning podcast in Germany. The podcast centres around bringing interesting stories from history, such as forgotten events, extraordinary personalities, and surprising connections of history from all eras.**

**The story highlights the possible impact of how a friendship network can be a springboard for collaborative projects regarding research.**

It started as a sort of 'passion project' where they were producing content of their own choice and without any forms of burdens. However, a realisation appeared that the podcast could become financially viable, which came as a surprise to both of them. This has been a 'good' method to form a company, as they were able to start out creating content freely and without any form of external pressure.

Through the use of the podcast, Daniel discovered a way to stay close to the field of his studies while doing it in a way where he is able to apply the skills he gained from being a researcher without being tied to the structures and restrictions of a university.

Daniel hopes to be able to do the podcast for many more years and to be able to show that topics like history and science are important also for many people outside of academia.

## KEY TAKEAWAYS

## & ADVICE

**Never underestimate the relationships** that you form within the world of academia as a springboard for exciting collaborative projects.

**Start with passion** without any financial pressure to produce content in a particular manner. At the beginning, it should revolve around content that is interesting to you.

**Learn to be able to communicate your skills** convincingly to companies, in a language that is understandable to them.

"It is not a university's job to teach every student how to found a company, but it would be desirable if students from SSH would learn more about other career paths than the academic route. Therefore, students also need to learn about how they can apply the skills they acquire in SSH studies outside of academia (e.g., to research a topic, to use data banks, to summarize texts, to write texts, etc.) and how to convince companies of their skills."



# Tim sander

*"It is motivating to work in a way that produces concrete outcomes like a book, video, photo collection etc. and where you can see your months of work "materialized."*

## BACKGROUND INFORMATION

With a background in history and politics from Berlin and Cologne, Tim used his expertise as an event manager, PR manager, and later in a history agency. It was at this history agency that he met his future business partner.

Through research in archives and many interviews, they have realised extensive and, in some cases, multi-part projects for about 15 companies. These results reflect the diversity of their work. In addition to numerous book manuscripts and brochures on the respective company history, a podcast for the German Bar Association, an image film for Wicke and an exhibition concept for Lemförder have also been produced.

## Conducting Research outside the realm of Academia

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**How does one overcome job dissatisfaction and lack of freedom? Get creative and create your own job opportunity. Using their experience working together in a history company along with the complimentary skills and personalities, Tim Sander and his business partner set out to conduct research outside the realm of academia. Together they founded timefab, a history agency that mainly collaborates with companies for their anniversaries**

**In the founding phase of timefab the team also applied for funding from a local business accelerator. To do so, they had to develop a business plan and provide other detailed documents, which was a lot of work. But in the end, they were not eligible because they didn't plan to have employees right away. At first, this misunderstanding was frustrating but in the end, they profited from being forced to think about details like a 5-year-plan and their USP.**

The story of Tim and Timefab demonstrates an alternative route to conducting research than within a formal institution setting. Added to the unhappiness with their previous job situation, their motivations behind the establishment of Timefab was based upon the notion that job market opportunities for historians besides academia or teaching in a school isn't that big, so if you want to work in the field of history but outside of academia you must become creative.

Important to note, is that neither Tim nor his business partner have ever worked at a University and never aspired to a career within academia. This is due to the perceived difficult conditions and the manner in which one works (being dependent on third party funding for projects, short-term contracts, unbalanced work-life ratio, etc).

## KEY TAKEAWAYS

### & ADVICE

**Ask yourself honestly what your strengths and weaknesses are** and if they are a good fit to become a founder (stress resilience, not taking every criticism by customers too personally...).

**Learn to become creative** in your career approach, noting that if there's opportunities lacking, you can create your own.

**Unforeseen requirements can prove to be beneficial**, as it requires you to think outside of your own train of thought of factors that will improve the process.

"Many students start studying with the idea to become an academic researcher and don't consider other careers outside of academia. But not every history student can become a professor for history, so it is important to also learn about other possible career paths."

# Astrid Pernille Jespersen

*"I have always pursued collaborating with researchers from other disciplines that differ completely from my own. The learning scope and impact of cross disciplinary work is much higher for all parties involved."*

## BACKGROUND INFORMATION

Astrid Pernille Jespersen is an associate professor in Ethnology at the University of Copenhagen. Since the completion of her PhD on primary care medicine and consultation processes, she has worked extensively with health, lifestyle, obesity and ageing. She created the Copenhagen Centre for Health Research in the Humanities (CoRe), and simultaneously, a whole new area of research.

In the beginning of the 2010's many medical trials and general health studies were carried out by measuring only the physical aspects specifically related to the issues they were studying. A qualitative research looking into the general lifestyle, background and everyday life of patients and study objects was missing. This led Astrid to create the CoRe centre.



# Building a new research centre through strategic cross disciplinary collaborations

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At CoRe, researchers collaborate intensively with people from the STEM area, along with private and public organizations. They conduct strategic research where outreach activities are always included in the development phase of new research projects.

They have developed new ethnological methods which combines the qualitative and quantitative. These methods have improved medical research designs and given them a more comprehensive view on results.

Besides from improving working procedures and methods in different areas of the healthcare system, Jespersen and her colleagues have created different valorisation products such as practical guidelines, training tools and communication material.

Jespersen was able to create the CoRe centre mainly due to the fact that she had received large amounts of funding. In this context, cross disciplinary collaboration has been key. Not only is the funding granted to the natural sciences in a significantly larger scale, but the learning scope and impact of collaboration with other disciplines is much higher for all parties involved.

Jespersen wants to 'demystify' research and teach younger colleagues that research work is a solid 'craftsmanship' with a built-in system in which you both need to be pragmatic and strategic. This contributes to a more systematic approach to research among students and younger researchers.

## KEY TAKEAWAYS

## & ADVICE

**Outreach** (contact with stakeholders, interest groups and target market) **needs to come early in the process** – it is not a communication praxis that comes at the end of a project.

**Researchers should organize themselves in research groups.** Preferably with the help of experienced research support staff.

**Humanities researchers** need to enter the large decision-making boards, ministries, EU etc. early on – and take part in the creation of important questions.

**Strategic research** and **cross-disciplinary** collaborations are essential elements of getting funding.

# Dominique Royoux

*“Valorisation is consubstantial, it is inherent, it is a natural part of social science research, because there is no social science research without the actors.”*



## BACKGROUND INFORMATION

Since 2015, Dominique Royoux has been a Professor of Geography at the University of Poitiers (FR).

Since 2014, Royoux has been the Director of the Ruralities laboratory – currently the only social innovation laboratory in France. This is also connected to the House of Human Sciences and Society of the University of Poitiers.

The concept of valorisation is one that Royoux understands and is familiar with, including past experience as a translator.



# For Business, Society, and Territory Dynamics towards Social Innovation

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**DESTINS is the Joint Laboratory of the Maison des Sciences de l'Homme et de Société of the University of Poitiers (MSHS), and of the cooperative agency in social innovation, Ellyx.**

**DESTINS focuses on the analysis of social innovation approaches with a strong capacity for social transformation and aims to design a new generation of tools, methodologies and support systems for high impact social innovation, attention from companies, local authorities, public authorities and civil society.**

Underpinning their social science research is the relationship to social demand and to bring forth understanding. Through their partnership with Ellyx – a consultancy firm – they can understand and read the societal demands of which their research can be adjusted and contextualised.

Like many stories, issues arose regarding funding which proved to be a difficult task. A key element of the story of DESTINS was to approach willing 'regions' that understood how fundamental research could be useful to social actors, economic actors, territorial actors.

Various stakeholders are involved in DESTINS. There is the university, the region and the The French National Centre for Scientific Research (CNRS) which supports them. They are approached by the city of Poitiers which is an ecological town hall, and which will set up a citizens' assembly.

## KEY TAKEAWAYS

### & ADVICE

SSH researchers should not do as those in science and technology do, where research is often tied to a company which may not **extend beyond the partnership** afterwards.

National Funding Agencies generate a **higher level of national attention**, therefore, focus on acquiring funding from such places.

**Partner with actors that understand the society demand** for your research, whom also have the required communicative and translation skills.

"We are the only **social innovation laboratory** in France, so we have high visibility from social innovators. First, we have strong financial support from the national research agency. We are a structure capable of providing new answers to the various players in terms of social innovation."

# Mylène Pardoen

*"Valorisation for me is at times an opening of communication towards the general public, to direct the added value."*

## BACKGROUND INFORMATION

A doctoral student in Musicology, with a thesis on military music, Mylène Pardoen is currently a soundscape archaeologist. As a soundscape archaeologist it is his role and ambition to resuscitate the sounds of the past.

Pardoen has a background that allows him to understand the engineering sciences on anything technical even if it is not artificial or computer intelligence. Through the partnership with a colleague from the field of AI, they formed a project that demonstrates the relationship that must be opened between the Humanities and the engineering sciences.

# Approaching and discovering history through immersion, the sensitive and the sensory

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**NOMADHISS, a project lead by Mylène Pardoën, is the grouping of the work of four research projects (VESPACE, SoundCITYve, IMAPI and Bretez) in digital humanities working on a new reading and interpretation of History and its possible restitution, that is through the sensory and the sensitive. Its objective is the enhancement of historical heritage through digital reproduction in 5D.**

**This grouping of projects is innovative and unique in France, as it participates in new research trends in History as well as in musicology, geography, sociology, literature, etc. It is research which places the human at the center of the apprehension of facts and of their learning through digital tools.**

Pardoën started with a survey with various museum curators as to why museums are not often sounded with sound. Yet, one answer was persistent: You do not put sound on because you are not Walt Disney. They did not say what they wanted, but instead what they did not want. In an explorative field, of which Pardoën is one of the only soundscape archeologists, he is constantly exploring how to develop the field as well as respond to the demand of society.

"I wanted to make the written testimonies visual and with sound. The past is as sonorous as the present. In 2013, the only necessary step was to make it visual. I went to see the video games industry. We decided to make a model prosthesis of an 18th century district. The model came out in 2015. Before I released it, I played it to historians because I thought it would speak to them, and then historians told me that this is a tool they need. Suddenly the prosthesis model is a two-headed tool, it is used both for research and both for the general public."

## KEY TAKEAWAYS

### & ADVICE

#### **Understand how you can label your research.**

This can be through the form of legalities or understanding the motives and intentions of those that want to use it.

#### **Collaborate across disciplines.**

The doors between disciplines must be opened and one must recognize the potential value of the other.

“The legal question is the foundation; it is the source of everything. You can't apply the hard science trial to the humanities, as you can't patent. Therefore, SSH cannot have a return. However, if we label, we can work on our methodologies, and from that we can promote it and make valuable partnerships. From the moment you label your methodology, all the doors open.”





# Katherine Carroll

*"I want to conduct accessible, impactful research that is not only available to other academics but to anyone who can read it and relate to it."*

## BACKGROUND INFORMATION

Katherine Carroll has a PhD in Medical Sociology and Health research and is an applied sociologist and qualitative methodologist.

Since her PhD, Katherine has worked extensively to examine and transform how health services are experienced and delivered.

She does this by using the method Video Reflexive Ethnography (VRE), where different types of medical consultations are videotaped, and reflex sessions are thereafter held with health professionals in order to examine their own practice through the lens of the video.

# Improving medical practices through Video Reflexive Ethnography

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The VRE methodology is used to study social practices in all their aspects. Katherine uses it for studying clinicians' interactions with patients during medical consultations. She videotapes the consultations which enables health professionals to examine their own practices in a subsequent video reflexive session. Thereby they are able to clarify what they can improve and additionally, it showcases if there are institutional structures that needs improvement.

Katherine's work with VRE has contributed to a long range of improvements in the healthcare system. Amongst others, it has resulted in changes in the health care professionals' ward round structure, in the implementation of a new template for communication, hospital policy changes and general optimisation of medical practices.

When Katherine started her journey on VRE she did not know much about it; there was very little literature and very few scholars drawing on the method. It is through years of practical work in both Australian and American hospitals that she has obtained comprehensive experience within the field.

She and her colleagues have spent a lot of time building relations and preparing the terrain for future researchers. By establishing positive experiences with the participants she works with – health care professionals and patients – she hopes that the next time they see a sociologist they will welcome them into their lives and workplaces, knowing that they will benefit from that interaction.

Katherine highlights that although academia can be consuming and sometimes very focused on publications, it has been important for her receiving structural support from the universities in order to create an impact in society.



## KEY TAKEAWAYS

## & ADVICE

**Spending time on building relationships** and trust is essential when investigating other people's daily working practices.

**Be open and attentive to the world outside academia.**

Although many universities are very focused on publications, conducting research relevant for society at large is slowly gaining popularity in the academic world.

**Establishing networks with like-minded people** can be a very valuable step in continuously improving and developing the research.

# Robyn Ewing



*"Change takes time. Any researcher attempting to valorise their work should ensure that the impact of the research is evaluated from the beginning of the project, and the outcome should then be refined over time."*

## BACKGROUND INFORMATION

Initially a primary teacher, Professor Emerita Robyn Ewing has a background in Teacher Education and the Arts. She is also a Co-Director of the Creativity in Research, Engaging the Arts, Transforming Education, Health and Wellbeing (CREATE) Centre.

Robyn has always had a passion for the role of the Arts in learning. When she was working in primary school classrooms, she developed a co-mentoring project that would help other teachers use the Arts to teach English and Literacy.

In 2009, she entered a partnership with the Sydney Theatre Company in order to spread the teaching method to schools across Australia. Thus, the School Drama programme was created.

# School Drama – Improving pupils' English and Literature skills through the Arts

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School Drama started out with Robyn Ewing's intentions to improve teaching practices in schools in order to enhance pupils' literacy development. She had seen how creative, drama-rich pedagogies helped pupils to learn and understand concepts related to English and Literature and wanted to valorise her work by bringing it to a wider audience.

She then started a collaboration with the Sydney Theatre Company which enabled the creation of 'School Drama'. In the program, Teachers work with actors from Sydney Theatre Company and over seven weeks they co-teach pupils in classrooms.

The pedagogy has improved students' abilities in English and Literacy and has further been elaborated and adapted for other contexts: Secondary schools, pre-schools, juvenile justice, adult and refugee learners of English.

Implementing an initiative such as School Drama takes a large amount of time and it can be difficult to see effects of one's work immediately. Robyn also had to face critics that said it was not possible to see pupils progress in only seven weeks, and policymakers often requires a "one-size-fits-all" solution, which is not possible as each student and school is different. In this context Robyn notes, that the ability to persevere and be resilient when working with innovation is required. Also, conducting continuous research on the program, evaluating and providing evidence have been important factors in the success of the program.

Along the way, the program has been constantly improved and refined, and both students and PhD students have researched it from different dimensions. It has been spread across Australia and New Zealand, and since 2009, over 35.000 pupils and teachers have participated in the program.

## KEY TAKEAWAYS

## & ADVICE

**Be Patient!** Change takes time and it can be difficult to see effects of one's work immediately.

**Believe in your work and provide research evidence.** This can help overcome the doubts of others. The ability to persevere and be resilient when working with innovation is required.

**Evaluate the impact** of the research from the beginning and refine the outcome over time.

**Valorisation is a process.** Learning along the way entails continuous adaptations, improvements and refinements.

# Verónica Sierra & María de la Hoz Bermejo

*"Research and knowledge must not remain only in the classroom but go beyond; in society and in the streets."*

## BACKGROUND INFORMATION

Verónica Sierra is a professor of Social History at the University of Alcalá. Both Verónica and María de la Hoz Bermejo are historians with a common PhD specialization in "Cultural History."

Both researchers are members of the interdisciplinary group LEA (Reading, Writing, Literacy) which focuses its research on the social history of written culture and specifically targets activities that emphasize knowledge transfer and impact.

During the COVID-19 lockdown when both students and teachers were forced to stay isolated at home, they came up with the idea for #YoxTiLeo ("Iread4you"), a project of bibliotherapy aiming to send a message of encouragement through books.



# **Bibliotherapy – sharing reading experiences to cope with COVID-challenges**

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As a consequence of the COVID-19 lockdown, many students were dealing with sadness and fear. This led Verónica Sierra and María de la Hoz Bermejo to come up with the idea to share encouragement through books by starting the project 'YoxTiLeo'. The initiative relies on the concept of bibliotherapy – and is based on the interdisciplinary research conducted by the LEA-group in which Verónica is the co-leader.

Students upload short videos to social media platforms, explaining about the book they have chosen. Originally it was created as a teaching initiative, but it has now been turned into a citizen engagement process open to everyone.

The goal of 'YoxTiLeo' is to make a positive impact on people during the pandemic: To increase the level of motivation and decrease the level of depression among citizens by using bibliotherapy.

Through most of their work, Verónica and Maria have applied their research in society where it has been directly accessible to the public sphere – for example via exhibitions, or through television advisory and open seminars.

They highlight the importance of knowledge transfer: That research and teaching goes hand in hand, and that results are exhibited both to students and to society. They also note, that disseminating the research to the public usually requires a lot of extra resources, both financially and time wise. Tasks like managing social media and doing graphic design are essential parts of spreading scientific knowledge to the public arena. However, it takes time away from the actual research work, and also requires skills that do not automatically come with being a researcher.

Both students and citizens have shown large engagement in the initiative and the feedback has been very positive. 'YoxTiLeo' demonstrates how a portfolio of solid existing research can be applied to fit the acute need of a spontaneously occurred crisis such as the pandemic.

## KEY TAKEAWAYS

## & ADVICE

**Include a budget item** for communication and knowledge transfer activities in the planning of any project.

**Communicating projects via professional graphic illustrations** is important as it can help attract the public's attention. Calculate the time and finances for this in your budget.

Set aside time and resources for **understanding and managing social media** and networks.



# Natalia Fabra

*"I want to bring research into the public sphere to show society where research can contribute to improve energy and climate policy."*

## BACKGROUND INFORMATION

Natalia Fabra is professor of Economics at Universidad Carlos III Madrid and head of EnergyEcoLab.

Extensive analysis of electricity markets inspired her to create EnergyEcoLab, a Spain-based laboratory for rigorous analysis of various environmental and energy policy issues, nationally and across the whole Europe.

Fabra has been studying Economics since 1993 and received a PhD for research on market power in electricity markets in 2001.

In 2014, she was awarded with the Sabadell-Herrero Prize for Best Young Spanish Economist.

# Impacting Future Energy Policies on the Transition to a Low Carbon Economy

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Based at University Carlos III of Madrid, EnergyEcoLab brings together a group of researchers committed to carrying out rigorous policy-relevant research in the area of Energy and Environmental Economics. Using theoretical, empirical, and simulation tools, researchers at EnergyEcoLab explore market design and policy issues that arise in the transition to a low carbon economy.

“Health and wellbeing, prices people pay for energy, the way they can move in cities and around the globe, jobs, salaries, and so on. The fact that these issues are high on the policy agenda contributed – and still do – to highlighting the social value of our research, thus making knowledge transfer more impactful.”, says Natalia Fabra.

Head of the lab, Fabra's main motivation to further develop the EnergyEcoLab and share the results with the public sphere is the belief that, as a receiver of public funds, she has the responsibility to return to society what she has received and to show what has been paid for.

A key element from the story of EnergyEcoLab is to note that it is important to remind oneself sometimes that it takes a lot of time and resources to gain funding to bring knowledge into society. However, funds create a multiplying effect by which more valorisation can be carried out, which in turn provides a powerful incentive to carry out more socially relevant research.

“Policies in this area affect a wide array of issues that people feel directly concerned about.”

## KEY TAKEAWAYS

### & ADVICE

**Knowledge transfer takes time and resources**, but their effects are multiplying, offering more possibilities to perform socially relevant research.

**Show the public sphere what happens with public funds** – their money. Show that research contributes to their daily lives.

**Consider various ways of communicating** about your research. Use online channels, social media, and ask for help if you don't know how to do it.

**Give valorisation a try even if you don't have any experience** in valorisation projects. It is worth the effort, not only to get your work done, but also as an incentive to serve society as a whole.

“We have the responsibility to return to society what we have received. Doing this contributes to my passion, our team spirit and future research.”



# Gloria Corpas Pastor



*"Valorisation of research in the Humanities - and done by women - is indeed a long and winding road... but I will continue to pursue valorisation activities because I have it in my DNA and because research without valorisation looks somehow pointless to me!"*

## BACKGROUND INFORMATION

Gloria Corpas Pastor is PhD in English Philology, University Professor and Head of the Research Institute of Multilingual Language Technologies.

Active, ambitious and eager to learn from early age, she developed a passion for language and its importance for intercultural communication and mediation.

That passion led her to technology for translation and interpretation between cultures and between humans. Her wish is not to replace human capital, but to smoothen the communication process.

It gave rise to a top performing research group and a large family of related success projects on multilingual technologies applied to interpretation.

## The research group LEXYTRAD has a history of producing cutting-edge research

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For Gloria Corpas Pastor, challenges and opportunities very often go hand in hand. Head of LEXYTRAD, Research Group "Lexicography and Translation", Pastor looks for language solutions beyond the obvious, technology for translation and interpretation between cultures. To build bridges, to connect, and to grow an open and collaborative network – for students, professionals, health care workers all over the world. This led her to build bridges to the technological sciences. "Technology can help with that. Not to replace people, but to aid."

A good example is the multilingual system that automates triage developed by the group during the COVID-19 pandemic.

They used it at the Costa del Sol Hospital in Malaga, a city with a large population of foreigners that doesn't speak the local language. The system created translates the COVID pre-triage into 23 languages, helping medical staff to screen patients' symptoms and provide proper medical assistance.

Her many valorisation projects proved to her that valorisation is a complex activity that requires many factors. A committed and dynamic team, enthusiastic, with a clear vision. Institutional support is also needed; management systems must ease the process, not be an added complication.

Universities should move towards much more flexible yet specialized management models within universities in order to prevail excellence. "I think that we need to have a system that looks for individual talent, a system that promotes researchers with an important trajectory or who have great potential, something that not all universities do – and which is sometimes even penalised."

## KEY TAKEAWAYS

## & ADVICE

**Look for solutions beyond the obvious.** This can mean cooperation with disciplines or stakeholders very different from what you do.

**Universities: adopt an innovative open management** model to prevail excellence and promote researchers with an important trajectory or who have great potential.

**Start with grounded, interdisciplinary, meaningful research** and work towards a solid, meaningful end-product.

“Return to society what has been invested in research in terms of money, time, and human resources, and open-up to new professional and research profiles needed today – with a view to the challenges that lie ahead.”



# Troy Nachtigall



*“When does innovation need to confront the practicality of the real world?”*

## BACKGROUND INFORMATION

Coming from a fashion industry background, Troy Nachtigall has worked for traditional craftsmanship brands such as Fendi in Italy. Those experiences shaped his interest in less standard craftsmanship models and in the use of innovation on manufacturing shoes.

That led him to teach at major design institutes and universities in Europe: Institute of European Design, Eindhoven University of Technology and Amsterdam University of Applied Sciences.

Currently, Nachtigall chairs the Fashion Research & Technology group at AUAS as they look for emergent future manufacturing, embodied interaction, and socio-technical practice.

# Developing new technologies and analysing users' data to create personalized shoes

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**Success transpires far beyond business achievements, that is what Troy Nachtigall's Lighthouse Story proves.**

**His company had to cease its activities before its launching, however the project presents itself as a successful valorisation story, being able to map important challenges and opportunities in the industry, producing many outcomes that are shaping new projects and businesses in the field.**

**Nachtigall's studies aimed to answer questions such as "How to make personalized shoes that take into consideration user's specific needs?" and "What does personalization means?". Therefore, Troy Nachtigall started a business as part of his PhD research. Nachtigall developed a company that could create personalized shoes through 3D printers by analysing users' data, such as foot shape, walking pattern and users' social behaviour.**

The business didn't prove to be financially viable, and the company had to close before starting its commercial production. However, the business project made a major impacts in the fashion industry and the academia, besides the distribution of different publications, documents and tools, it created codes and algorithms that are used for different companies to produce shoes and clothing components. Nachtigall indicates that success in the business innovation field is a matter of timing and that a valorisation project might be successful on different levels that are not only economic.

In Nachtigall's words: "success is to create an understanding of the business space, of the technological space, sociological space and professional space. All of them matter."

## KEY TAKEAWAYS

### & ADVICE

Researchers already have products, services and tools on their hands that society make use of, but they don't often reach a **larger audience**.

**Researchers care about people** and their everyday lives. They should give something back to society, since they also take things from society.

Find the **right moment** so valorisation can happen.

Valorisation allows academics **to experience a multi-stakeholder context** and to learn how to translate a specific technical field language to other fields.

“It is important for me to give back the knowledge acquired through the project because I also learned a lot from other people, so I wanted it to be a two-way road.”



# Han van der Maas

*"I am a scientist, not a  
business director."*

## BACKGROUND INFORMATION

Han van der Maas is a Professor of Psychological Methods; Chair of Psychological Methods unit. Former Director of the Research institute of Psychology at the University of Amsterdam; Former Vice dean of the Faculty of Social and Behavioural Sciences and former Scientific director of Oefenweb.nl.

Oefenweb was the first valorisation project of van der Maas, which turned him into an academic running a business, since he doesn't see himself as a businessman. Van der Maas wanted to do something useful with this project: good for science and for the society. The commercial value of the project was a consequence of his wish to help students.

# Improving students learning and triangulating society, academia and business

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**Oefenweb.nl – a website with adaptative learning games for kids – was born as a mean to overcome practical barriers that were found during the data collection phase of a research over kids' learning processes.**

**Running experiments with students during school time proved to be a major hindrance for Han van der Maas and this team. Therefore, the business was created as a solution to overcome a research bottleneck.**

**According to van der Maas, leader of the research, it was always of extreme importance for the success of the project to have in mind that the business was a consequence and that the data collection and the improvement of students learning were the major goals of this valorisation activity.**

He and his team had great support of University of Amsterdam's UvA Ventures Holding B.V. The holding offered professional support to create the business, invested money in the project, got shares of the business and, according to Van der Maas, they didn't pressure for profits. UvA's interests in the project were in great part scientific too.

That Oefenweb would become a profitable company was beyond van der Maas' expectations. In 2019, Oefenweb.nl was sold to a big educational group and it continues expanding its activities. "I always hoped for a business that was healthy, with no loss, but I didn't expect commercial success, much less a profitable project". Most of all, van der Maas wanted to have a scientific and social impact and the results of the project surpassed his expectations. The project was able to improve the students' learning rates and Oefenweb.nl is now used by 2000 schools and it has ~200.000 active users.

## KEY TAKEAWAYS

## & ADVICE

**Valorisation activities must be useful** to society, good for science and economically healthy.

**The novelty and the adventure dissipates**, the real business routine takes place, so be surrounded by partners that motivate you.

**Valorisation is very diverse** and goes beyond the business format. And a business is much more than just economic results.

“Success is to be able to do something good for the society. Business is just one of the formats for that, a mean to achieve a social goal.”



# Juha Laakkonen and Elina Rauhala



*"You never know who you are speaking to and what can come from it."*

## BACKGROUND INFORMATION

Laakkonen studied Finnish history and Rauhala studied museology and later ethnology.

In 2018, they established their company, Memorandum Unlimited. The company has done more than 10 customer projects focusing on bringing history elements to the everyday life by utilizing augmented reality.

# An idea revived 17 years later: the popularisation of history for a broader audience

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And that is how Memorandum Unlimited was born, from the desire of Eline Rauhala and Juhan Laakkonen to popularise history and bring it to a broader audience. They have met in 2000 in Alkio College in Central Finland. 17 years later Laakkonen and Rauhala met again, this time as PhD students at University of Jyväskylä and their idea of navigating history through augmented reality started to come into life.

An important turning point was the university course called Popularization of Science. Laakkonen was investigating if and how a history research can be visualised. The course lecturer pointed out that time was of the essence in Laakkonen's research. AR in mobile application was new at that time, however the technology was already widely accessible to the IT sector. Therefore, he advised Laakkonen to set his PhD studies aside and concentrate on developing the business idea.

Other stakeholders had also an important role on the development of the company. Zaibatsu Interactive is a game company that was a subcontractor for Memorandum Unlimited for 2 years; Professor Jari Ojala from University of Jyväskylä actively contacted his own network in order to help Laakkonen and Rauhala valorise their research; xEdu. -Helsinki based accelerator for edtechstartups coached Memorandum during a 6 months programme; StartUp Factory - Jyväskylä based incubator - have been coaching Memorandum for past 2 years in terms of short and long term development of their business

Laakkonen reinforces the power of networking and advises valorisation actors to talk to as many people as possible, even strangers: "You never know who you are speaking to and what can come from it. Test your idea, evaluate the feedback. Don't spend too much time alone developing the idea. Network!"

## KEY TAKEAWAYS

## & ADVICE

**Aim higher and do not settle** for just a few people getting to know your research and reading your PhD thesis.

Network, test and share ideas.

**Time is limited** in the business world and academics need to learn to deal with that.

**Don't give up on an idea** before trying to make it happen.

**“The public should be able to make use of research instead of researchers only.”**

# Petra Holm & Jan Nåls

*"Universities should have some percentage of how much they should collaborate with companies."*

## BACKGROUND INFORMATION

Petra Holm has a master's degree in business administration and has also studied journalism. After working 12 years with Yle Svenska - a TV channel, Petra began to search for new challenges. As the channel shifted to more program purchases instead of the production of their own content, Petra did not feel that there was anything new to give. Due to this In 2017, together with her business partner Susanna, she founded the Moilo company.

Jan Nåls works at Archada University of Applied Sciences and has been active in teaching and researching intercultural communication for the past decade, with a PhD dissertation over the functions of empathy in intercultural visual narrative.

## **In Moilo's Moka Mera Emotions project, research goes to skin.**

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**In 2017, Petra Holm and Suzan Aledin founded Molio, an e-learning business that they define as a creative company that develops content to enhance development of children. However, she points that Moilo's development is fully based on research and is a strong basis for everything they produce.**

**Moilo collaborates with universities in the form of various projects. One of them is the Moka Mera Emotions app that teaches kids empathy by recognising a range of emotions and learning how they are able to express their own emotions.**

**For Moilo, researchers must have an active role on their projects. Jan Nåls explains that his role and of other researchers on the Moka Mera Emotions were not about feeding collaborators with scientific inputs, but to involve all the parts and make them understand the reason why things were being done that way, to make them learn the process behind children's emotions and empathy.**

The researchers sparred Moilo employees to think about things from different perspectives, provided new perspectives or reinforced existing views.

The end product was thus more of a bakery product, in which the spices and all the ingredients have been mixed up, as if it is possible to establish a completely separated scientific reality. The researcher talked about the hundreds of small factors that made up the final product.

Jan and Petra agree that it is a lot of effort to make a project such as this to happen. Jan believes that researchers need to develop their communication to work with companies and consider a completely different working cycle and method of implementation.

Petra affirms that is easy to get researchers involved once they are in, but that it is a hard work to find just the right people for a project. The pace of universities is very different and setting company's goals is sometimes challenging.



## KEY TAKEAWAYS

## & ADVICE

Company's way of doing business is to make quick experiments and, through mistakes, to find the right solutions. **Researchers can learn a lot with new ways of doing analysis and evaluations.**

**Companies and universities working together are valuable for both parts.** It brings new perspectives and ideas to both sides. It also helps academic knowledge and academic communication to break the academic wall and spread to other environments.

“Research results and one's own work should be made visible on a concrete level so that the general public is aware of the work of researchers.”







# **CORE LEARNINGS**



In this chapter, the takeaways & advice from the Lighthouse interviews are harvested and merged into essential learnings for four distinct target groups: researchers, universities, KT/TT professionals, and policy makers.

# LEARNINGS FOR RESEARCHERS

## 01 **BE OPEN TO LEARNING AND CHANGE**

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Going beyond the traditional academic mentality that is present within the university environment can be of great value. Included in this is the need to understand various disciplines and how they have the potential to positively contribute to your research and its impact. It is paramount to learn to expand your personal network across disciplines, both inside and outside academia, thus improving your possibility of engaging in a multidisciplinary approach. This can amongst others be seen in the case of Astrid Pernille Jespersen, who have worked intensively with people from the STEM-area as well as private and public organisations. .

## 02 **BUSINESS DOESN'T DISRUPT RESEARCH INTEGRITY**

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Engaging in business as a researcher does not necessitate a conflict with your research integrity. It has been suggested by various stories, such as David Budtz Pedersen. They note that gaining a few years of work experience outside of the field of academia, possibly as an employee, can benefit researchers undertaking the task of formulating a business plan or dissemination projects for their research.

## 03 UPSKILL YOURSELF IN ENTREPRENEURIAL COMPETENCES

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A common theme that is evident in various stories is the requirement for a 'business mindset' and to understand the core functions of a business. The concept of 'design-thinking' or 'user-centred' design is a highly effective tool to assist in the formation of research projects where the focus is placed on the end user of the research and thus enhances its' impact. This is evident in the story of Brian Lystgaard Due. This can be extended to include the requirement to learn to communicate the research in a format and manner that is comprehensible to the general public. As noted by several protagonists, communication via social media channels are a crucial factor in spreading research results to a larger group of people. Make sure that both time and financial resources for this are incorporated in your budget and project plan.

## 04 LEARN HOW TO FAIL

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The academic field is not one of taking risks, it is one of certainty. Researchers fight with clock, deadline, fundings, but their work is often done once they have solid base to publish a study. In the valorisation world, ideas start from studies, but then the controlled environment where they were born are transplanted by an environment of less uncertainty and a lot of feeling and beliefs. In the real world there is not 100% certainty, the only way to know if an expected outcome will come is by trying and experimenting. Failure is learning and when encouraged, it leads to innovation and improvement as Troy Nachtigall's story shows.

Researchers should be as opened to failure as they are to success. They both bring learnings. Academia should encourage academics to take risks and if they fail by doing it, to reward them for that.

# LEARNINGS FOR UNIVERSITIES

## 01 **PROMOTE THE TERM 'VALORISATION'**

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Our research suggests that the term 'valorisation' is still often unknown and not well-defined. Many protagonists referred to using different terms such as 'impact', 'knowledge transfer' and 'social innovation'. This highlights the fact that a common language of valorisation in an SSH-context is missing. In the STEM sciences it is sometimes juxtaposed with patenting and spin-offs, whereas in SSH it appears more in the form of a process which is continuously improved and developed. This is amongst others visible in the story of Robyn Ewing. Promoting a common term such as 'valorisation' across the SSH sciences could help simplify the complex nature of its content, along with underlining the importance of valorisation activities in research in general.

## 02 **SHIFT THE LINEAR, TRADITIONAL MEASUREMENT MODEL AND PROMOTE "PRACTICE OVER PUBLICATION"**

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Protagonists were rather critical of the traditional, linear model evident within and inherent to academia regarding a generic career path. Often, the model presented by the academic community does not incentivise the involvement in the realm beyond academia. To reference the notion put forth by David Budtz Pedersen, the shift needs to move away from focusing on typical measures such as 'in-text citations' or 'publications' but rather 'in-practice citations.' This is to suggest that the success of an academic should also be heavily linked to the citations of their research beyond academia and in the sphere of policy, private and public sectors, etc.



If social impact, collaborations and applied research was merited equally to publications within the university structure, it would be more attractive for SSH-researchers to spend time and effort valorising their work. To echo earlier points, the model of the academic world and the way career progression is outlined appears to hold back the potential of academics and scholars' involvement in valorisation.

## **03** **OUTLINE VARIOUS CAREER PATHS TO EARLY-STAGE RESEARCHERS**

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Engage with early-stage researchers in order to promote the numerous possible career paths that a researcher can undergo without placing emphasis or preference on a particular route – which is often the traditional linear model –, that is what **Tim Sander** and **Juhan Laakkonen** stories demonstrated to us.

A practical example would be the creation of valorisation focused courses during an early phase of academic studies, providing students with familiarity with the theme and the possibilities it creates to further develop their research. To further benefit the students, valorisation courses should be more practical or mixing both theoretical and practical approaches.

## **04 PROMOTE ENTREPRENEURIAL TRAINING TO RESEARCHERS**

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In most cases, a key challenge for researchers to find ways to utilise their research through a business model was understanding all the administrative tasks, legal requirements and the general business perspective. Improving the quality and access to entrepreneurial training for researchers is highly advised.

## **05 ENLARGE THE AUDIENCE**

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With business related studies, it is common practice that students pitch their projects or ideas to external guests that come from private companies. However, such a practice ceases to exist in many other fields of SSH. An emphasis should be placed on exposing SSH to professionals whose expertise lie within the process of turning academia studies into products, services, etc. In this particular process, SSH research will be more focused upon enlarging the potential audience for their research.

# LEARNINGS FOR KT/TT PROFESSIONALS

## 01 FORMULATE LINKS ACROSS THE PRIVATE AND PUBLIC SECTOR

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It has become a necessity for academics and the realm of academia to engage with various sectors of society. In several stories, a user-centred style of approach allowed the researchers to accommodate their research to their target audience. It has also been mentioned that the pace of the non-academic and academic world are significantly different, hence understanding the various sectors and the way they should be communicated to is paramount. An aim should be to *"keep your finger on the pulse."*

## 02 PROVIDE ASSISTANCE ACROSS THE WHOLE JOURNEY OF 'VALORISATION'

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Our protagonists experienced that there was limited involvement from knowledge transfer (KT) and patent offices, although they were considered a crucial supportive mechanism. KT offices helped according to specific tasks, yet weren't present throughout the whole valorisation process, which researchers noted that they would've appreciated.

It was noted that researchers missed that the KT's didn't have knowledge to cover different aspects of the project. Although they were often referred to specialists, it often resulted in the KT not being active in the process of valorisation anymore.

That shows that we need specialized KTs for different types of projects, since we know that valorisation can be very diverse. Even if KTs can have a great general knowledge of many different topics, they would never be able to cover everything. It is also not possible for one person to guide a whole valorisation process, but instead you need people who are specialised in all different parts of the process, and have specific networks and knowledge of certain research domains.

## **03 OFFER EXPERTISE TO RESEARCHERS ON HOW TO PROMOTE THEMSELVES AND THEIR STUDIES**

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We live in a world where our communication is largely based on social media channels, however, the academia still struggles to communicate with an audience outside of the scientific bubble. This is not different with researchers. In the LH stories, protagonists often noted the importance, as well as the difficulty, of their research reaching a major audience. Most of them began undertaking the process themselves, yet those that obtain assistance through academia noted that it would've been significantly more difficult to have been able to reach a larger audience outside of the higher education world without their help.

The process of assisting researchers in their media and communication strategies and competences might require KTs, whom have specialisation of assisting researchers to communicate their research and achievements to their target audience.

# LEARNINGS FOR POLICY MAKERS

## **01** SHOW HOW RESEARCH FUNDS ARE BEING USED

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The notion of transparency is one that should be deeply ingrained in the political sphere. From our stories, the suggestion to provide a clear, detailed plan on how the funds are being used in the research process.

## **02** INCENTIVISE THE IMPACT OF RESEARCH

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A core element in a research project should be the manner in which the research will generate impact upon society. It is crucial to generate political incentives.







# **FINAL REMARKS**

## CONCLUSION

The Lighthouse Stories presented us with a myriad of valorisation practices. As we have addressed in the Key Takeaways Chapter, there are some common aspects that are present in most of the LH stories, such as the need that the LH protagonists felt of having more business expertise for the sake of performing their valorisation projects. However, this demand is not a new finding in the field of valorisation. Many valorisation trainings and courses are mostly focused on entrepreneurship and commercialisation, helping participants to develop business skills [1].

What the LH stories adds of most valuable to the field of Valorisation in SSH is the importance that most of the protagonists have given to become more open for following new paces on their studies; the many possibilities that they could now envision to transform their careers and contribute to society through their valorisation projects.

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We have identified through the interviewees' main learnings that by valorising their research and working activities, learning by doing and creating new outcomes from their studies, they started to find out a new world of possibilities. Valorisation, the process of creating value from knowledge, leading to societal and economic impacts, enlarged the concept that our Lighthouse Stories protagonists had of what research can accomplish within and outside academia. This insight is extremely powerful and turns our attention to the importance of attitudes, beliefs, and behaviours within the practice of valorisation in SSH. The LH stories prove that valorisation activities require as much attitudinal work as technical skills in order to become successful.

Our Lighthouse protagonists were very confident when affirming that they intended to pursue new ways of working so their research can reach a broader audience and make a greater impact in society. They were very verbal about their will to act beyond their academic environment. Their journeys indicate that the world of researchers is still very limited by academic walls, and they would benefit by knowing about valorisation possibilities on an earlier stage of their careers.

**These stories make clear that researchers need to be better prepared for a change of culture regarding the role of academics while developing valorisation projects.**

Many of our protagonists went through a change of mindset during their projects, embracing new tasks and activities that were not directly connected to their field of studies, leaving their academic comfort zone. Some of them struggled with this change and the way it affected their roles as a researcher, forcing them to get used to renegotiate their assignments and positions within their revalorised projects.

Universities and other institutions connected to these universities provided an important supporting role on the valorisation of research in great part of the cases presented. On the other hand, many LH protagonists had to look for opportunities outside academia to make their projects happen. Therefore, it is essential to make academics familiar with the many possibilities that lies not only within, but also outside academia. It should be a priority for future valorisation courses and trainings to focus on the impact that research can have on many different spheres, and to make researchers less dependable on academia or one single institution to make their ideas and findings come to life.

Our LH protagonists were challenged by the task to think about what valorisation success mean. Many of them have never looked to their projects that way, they wouldn't define their projects as successful. The collection of the Lighthouse Stories proves how important it is for researchers to recognize the diverse varieties and possibilities of success in the SSH valorisation field. These types of stories prove to academics that there are people like them who are transforming their studies into successful valorisation projects.

Protagonists unfamiliarity with the term valorisation and its possibilities indicates that universities need to find a new approach to talk about valorisation. By the analysis of the Lighthouse Stories, we suggest that professionals working in the popularization of valorisation to promote valorisation stories and its protagonists. These protagonists should share their stories with students sitting on Bachelor, Master and PhD classes, so they are aware of their possibilities from the beginning of their journey as a researcher. Additionally, researchers who work successfully and systematically with valorisation should be an essential presence at valorisation courses and trainings in order to inspire academics, help them change their mindset and become open to new ways of developing research.

