

H2020-MSCA-ITN-2016
Marie Skłodowska-Curie actions (MSCA)
Innovative Training Networks (ITN)

Grant Agreement Number 722482

ESSENTIAL

***E**volving **S**ecurity **Sci**ence **E** through **N**etworked
Technologies, **I**nformation policy **A**nd **L**aw*

EJD

WP 5 - Training Programme (Training)

**LEAD PARTNER – P5 – “Mihai Viteazul” National
Intelligence Academy**

**D5.15 - Fellows’ Handbook for Research and
Valorisation**

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Project co-funded by the European Commission within Marie Skłodowska-Curie actions (MSCA) Innovative Training Networks (ITN)		
Dissemination Level:		
PU	Public	X
CO	Confidential, only for members of the consortium (including the Commission Services)	
EU-RES	Classified Information: RESTREINT UE (Commission Decision 2005/444/EC)	
EU-CON	Classified Information: CONFIDENTIEL UE (Commission Decision 2005/444/EC)	
EU-SEC	Classified Information: SECRET UE (Commission Decision 2005/444/EC)	

Document Version Control:		
Version 0.1	Originated by: Ileana Surdu	04/04/2018
Version 0.2	Revised by: Irena Chiru	20/08/2018
Version 0.3	Reviewed by: Aitana Radu	24/10/2018



List of abbreviations

- ESRs - Early stage researchers

Introduction

1. Aim of the Handbook

The handbook aims to present methods on valorisation of the research in progress or of the research results conducted in different fields, with a stress on security and intelligence, technologies, the legal field, political science, and computer science. The guide is designated to help researchers to establish a dissemination plan within the research/scientific/academic community.

While presenting standards of drafting the research report or findings, the material also includes methods of finding channels to approach for disseminating the research activity and results.

2. Target group

The handbook for research and valorisation is addressed mainly to the fifteen early stage researchers (ESRs), who are following the PhD programme “ESSENTIAL – Evolving Security ScienceE through Networked Technologies, Information policy And Law” but also to any other junior researchers in the field of security science.

The ESRs are trained through the programme to tackle security threats in a systematic manner, and to increase societal resilience and security. Their theses are associated with long-standing problems in the field of modelling security perception and democratizing intelligence to improving security and privacy in data ecosystems.

3. Structure

The handbook for research and valorisation contains three main chapters, addressing **A) the importance of dissemination of the research, B) editing norms of the thesis and the research report,** and **C) methods of valorisation of the research within the research/scientific/academic community.**

The first theme will address the importance of valorisation of the research process, even though it is work in progress. It will emphasize the effectiveness of the dissemination process as making the results of the research available for people or industries who can benefit of them. While the dissemination of the research connects the theory with the practice, the process can also be seen as a resource of obtaining feedback, suggestions, and/or validation from experts within similar fields of work.

Valorisation must be understood in terms of availability of the research results, and not in relation to the economic contributions to the affiliating institution or to the author. The valorisation process sums up all the activities implemented during the research activity, and it ensures the fact that the activities conducted and its results contribute to the and beyond the research/scientific/academic field. The chapter will analyse the underpinning realities in relation to the economic character of valorisation, discussing the academic capitalism in the public sector (according to Slaughter and Leslie, 2001; Slaughter and Leslie, 1997; May, 2007; Barnett, 2003), the practicability of the research results (according to AHRC, 2006), and the pressures of commercialization (according to Barnett, 2003; Greenwood, 2007).

The second theme will stress on methods and rules for drafting a research report, an article, or a PhD thesis, and also on methods of presenting the research findings in a friendly and easily to understand manner (e.g. PowerPoint, Prezi).

The chapter will emphasize on rules to be followed when writing a scientific report, including a journal article, books or book chapters, and a PhD thesis; the chapters within such papers will be addressed, discussing their components: the summary, the introduction, the reviewed literature, the design of the research, the data analyses, presenting the results, and conclusions. Other important issues in drafting such a report, like rules of citing, methods of avoiding plagiarism, and final editing of the paper, will also be discussed.

Tailored outputs can be taken into consideration in order to address different target groups, stressing on the most prominent results with applicability in the audience's line of interest. When presenting the research activity and the results obtained, different strategies can be used for a friendlier and an easier to read text, like schemes, or infographics.

The third theme will address methods of valorisation of the research activities and/or results through dissemination activities. The chapter 1) will propose structures for establishing a dissemination plan in relation to 2) the target group or to the expected public or beneficiaries of the results obtained through the research project, and will also 3) exemplify types of channels for dissemination (e.g. journals, conferences, workshops, lectures, platforms etc.) and methods of identifying them; the chapter will include concrete examples of dissemination channels in relation to the fields of study approached by the ESRs: security and intelligence, technologies, the legal field, political science, and computer science. The chapter will also address 4) common barriers in the dissemination process and will identify possible methods for mitigating them. The dissemination process should not be considered only at the end of the research activity, as findings within all the stages can be shared while the research process is still work in progress.



Starting with the moment the research activity begins, the researchers should establish methods, channels and possible receptors of their work. This can be achieved by preparing a dissemination plan, which can include: the objectives of the dissemination activity (e.g. raising awareness, understanding, using in the line of work etc.), the timeline, the targeted audiences, the available resources, and the valorisation strategy. The preparation of a dissemination plan will help, first, not to be distracted from the research project itself because of the necessity to find possibilities for valorisation and dissemination at all time and, second, not to risk to not make the findings known and available for practical use.

The dissemination plan should be elaborated in relation to the expected public. Social sciences, considered as *more diffused ones*, compared to the technical ones, often have as beneficiaries public bodies, governmental entities, non-governmental organizations, other social entities, individual professionals, or the general public. Policy and decision makers often lean to academic research as drivers for innovation and as factors of argumentation in the decision process. When identifying the possible target groups, an important element may be the usefulness of the disseminated product, but as also the quality and the relevance of the data presented (according to Spaapen et al., 2007; Marginson, 2007; Jongbloed et al., 2007).

The dissemination methods and type of channels should be part of the dissemination plan, and in relation to the identified target public. Having in mind the research themes of the ESRs, the audience will most likely be the academic/scientific community within the field, so, scientific journals, conferences, book chapters, and presentations for different types of communication events, may be the proper communication channels for valorisation. Also, the practical usefulness of the results obtained should be taken into consideration when setting the type of channels, as to address the proper receptors; therefore, different communication and promoting events or platforms can be taken into consideration in order to reach the target groups.

Potential risks should be identified within the dissemination plan, so they can either be prevented, or the period of resolving them can be as shortened as possible. Possible barriers can include: time constraints, financial possibilities, identifying the proper channels in order to reach the aimed target groups, the attractiveness or easiness in which the results are presented.

Chapter 1 – Disseminating your research. Why is it important?

Section 1 - What does effective valorisation of the research mean?

- AHRC. (2006). *AHRC's knowledge transfer plan*. Swindon: AHRC
- Barnett, R. (2003). *Beyond all reason: Living with ideology in the university*. Buckingham: Society for Research into Higher Education; Open University Press
- Geiger, R. L. (1993). *Research and relevant knowledge*. Oxford: Oxford University Press
- Greenwood, D. (2007). Who are the real problem-owners. In A. Harding, A. Scott, S. Laske, & C. Burtscher (Eds.), *Bright satanic mills: Universities, regional development and the knowledge economy*. Ashgate: Aldershot
- Huberman, M. Changing Minds. [1993] (2012). The Dissemination of Research and its Effects on Practice and Theory. In J. Calderhead, P. Denicolo & Ch. Day. *Research on Teacher Thinking. Understanding Professional Development*. London: Routledge
- PPP. (2008). *Engaging higher education in the societal challenges of the 21st century*. San Jose, CA: National Center for Public Policy and Higher Education
- Slaughter, S., & Leslie, L. (1997). *Academic capitalism: Politics. Policies and the Entrepreneurial University*. Baltimore, MD: Johns Hopkins University
- Slaughter, S., & Leslie, L. (2001). *Expanding and elaborating the concept of academic capitalism*. *Organization*, 8(2), 154–161

Section 2 - The economic character of the valorisation of the research results

- Bridgman, T., & Wilmott, H. (2007). Academics in the 'knowledge economy': From expert to intellectual? In A. Harding, A. Scott, S. Laske, & C. Burtscher (Eds.), *Bright satanic mills: universities, regional development and the knowledge economy*. Ashgate: Aldershot
- Bryson, J. (2000). Spreading the message: Management consultants and the shaping of economic geographies in time and space. In J. R.



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- Bryson, P. W. Daniels, N. Henry, & J. Pollard (Eds.), *Knowledge, space, economy*. London: Routledge
- May, T. (2007). Regulation, engagement and academic production. In A. Harding, A. Scott, S. Laske, & C. Burtscher (Eds.), *Bright satanic mills: Universities, regional development and the knowledge economy*. Ashgate: Aldershot
- NCIHE. (1997). *Higher education in the learning society (The 'Dearing Committee' report)*. London: National Committee of Inquiry on Higher Education
- Ndonzuau, F. N., Pirnay, F. and Surlemont, B. (May, 2002). A stage model of academic spin-off creation. *Technovation*. 22 (5). 281-289
- Neave, G. (2006). Redefining the social contract. *Higher Education Policy*, 19, 269–286
- OECD. (2007). *Higher education and regions: globally competitive, regionally engaged*. Paris: Organisation for Economic Co-operation and Development/Institutional Management of Higher Education



Chapter 2 – Editing norms of the thesis and of the research report

Section 1 - Methods and rules for drafting a research report, an article, or a PhD thesis

- Bailey, Kenneth D. [1972] (1982). *Methods of Social Research*. Second Edition. New York: The Free Press
- Becker, Howard S. (1998). *Tricks of the Trade. How to Think about Your Research while You're Doing it*. Chicago: The University of Chicago Press
- Berg, Bruce L. [1989] (1998). *Qualitative Research Methods for the Social Science*. Third Edition. Boston: Allyn and Bacon.
- Cuba, L., & Cocking, J. (1997). *How to Write about the Social Sciences*. Edinburgh: Longman Group Limited
- Singleton, R. Jr., Straits, B. C., Straits, M. M. & McAllister, R. J. (1988). *Approaches to Social Research*. New York: Oxford University Press

Section 2 - Presenting the research findings

- Becker, L. (2014). *Presenting your research: Conferences, Symposiums, Poster Presentations and Beyond*. Sage Publications.
- Evergreen, S. (2013.) *Presenting Data Effectively: Communicating Your Findings for Maximum Impact*. 1st Edition. California: Sage Publications.
- Larkin, M. (2015). "How to give a dynamic scientific presentation. Convey your ideas and enthusiasm – and avoid the pitfalls that put audiences to sleep". Elsevier Connect. Available at <https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation>.
- Miller, J. (2007). "Preparing and Presenting Effective Research Posters". *Health Serv Res*. 2007 Feb; 42(1 Pt 1): 311–328.
- Miracle, V. A., & King, K. C. (1994). Presenting research: Effective paper presentations and impressive poster presentations. *Applied Nursing Research*, 7(3), 147-151
- National University of Singapore, "Reporting Research Findings" available at <http://www.nus.edu.sg/celc/research/books/cwtuc/chapter04.pdf>
- Nicole, A.A.M., Pexman, P.M. (2010). *Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations*. Washington D.C.: American Psychological Association (APA);
- RKTTG. (2006). *In search of innovation. Paper to the Research and Knowledge Transfer Task Group AHRC/TG/04/06/2, 28th April 2006*



Section 3 - Plagiarism and citation standards

La Follette, M. (1992). *Stealing into Print: Plagiarism, Fraud, and Misconduct in Scientific Publishing*. Berkeley, CA: University of California Press

Shrader-Frechette, K. (1994). *Ethic of Scientific Research*. Lanham, MD: Rowman and Littlefield

Stavinsky, P. L. (1973). Term Paper "Mills", Academic Plagiarism, and State Regulation. *Political Science Quarterly*, 88, 3, 445-461



Chapter 3 – Methods of valorisation of the research within the research/scientific/academic community

Section 1 - Elaborating a dissemination plan

- Belcher, W. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. *Thousand Oaks: SAGE Publications*
- Block, S. M. (1996). Do's and don't's of poster presentation. *Biophysical Journal*, 71(6), 3527
- Calfee, R.C., & Valencia, R.R. (2001). *APA guide to preparing manuscripts for journal publication*. Washington, DC: APA
- Day, R. A. (1998). *How to write and publish scientific papers*.
- Devlin A. (2006). *Research Methods*. Thompson Wadsworth.
- Ellinger, A.D. (2011). Creating a whole from the parts: Qualities of good writing. In Rocco, T.S. and Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco: Jossey-Bass.
- Saywell, D. and Cotton, A.P., (1999). *Spreading the word: practical guidelines for research dissemination strategies - interim findings*. Loughborough: WEDC, Loughborough University.
- Whitehead D. and Schneider Z. (2012). *Writing and presenting research findings for dissemination*. Available at [https://www.researchgate.net/publication/309379079 Writing and presenting research findings for dissemination](https://www.researchgate.net/publication/309379079_Writing_and_presenting_research_findings_for_dissemination).
- "Planning a Dissemination Strategy" available at http://www.uq.edu.au/evaluationstedi/Dissemination/Planning_a_Dissemination_Strategy.pdf.

Section 2 - Identifying the target audience and categories of beneficiaries

- Burrows, J. (1999). Going beyond labels: A framework for profiling institutional stakeholders. *Contemporary Education*, 70(4), 5–10
- Marginson, S. (2007). University mission and identity for a post post-public era. *Higher Education Research and Development*, 26(1), 117–131
- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22(4), 853–886
- Tsui L. (2006). *A Handbook on Knowledge Sharing: Strategies and Recommendations for Researchers, Policymakers, and Service*



Providers. Community-University Partnership for the Study of Children, Youth, and Families (CUP). Available at http://www.uws.edu.au/__data/assets/pdf_file/0018/405252/Knowledge_Sharing_Handbook.pdf.

Section 3 - Identifying the proper dissemination channels

Barnes, A. (2017). "Social Media for research dissemination" available at <http://www.oxfordglobalmedia.com/blog/social-media-for-research-dissemination>.

Elsevier Early Career Resources (2012). "How to use blogging and microblogging to disseminate your research". Elsevier Connect. Available at <https://www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-research>.

Macoubrie, J. and Harrison C. (2013). The Value-added Framework Dissemination. OPRE Report. Available at <https://ictr.wiscweb.wisc.edu/wp-content/uploads/sites/163/2016/10/valueadded.pdf>.

McGrath B. (2016). A Guide to Ensuring Wide Dissemination and Lasting Impact for Your Research. Available at <http://www.atlanticphilanthropies.org/wp-content/uploads/2016/03/Research-Dissemination-Guide.pdf>.

Siddiqui S. A. (2016). Toward Impactful Scientific Research: Guidelines for the Dissemination of Research Findings. Master's Degree Helsinki Metropolia University of Applied Sciences. Available at https://www.theseus.fi/bitstream/handle/10024/118880/Siddiqui_Shah_id.pdf?sequence=1.

Canessa E. and Zennaro M. (2008). Science Dissemination using Open Access. ICTP Science Dissemination Unit. Available at http://www.veterinaria.org/revistas/revivec/libros/cover_oa.pdf.

Section 4 - Challenges and solutions in valorising your research

Brookfield, S. D. (2011). Addressing feedback from reviewers and editors. In Rocco, T.S. and Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco: Jossey-Bass






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- Jongbloed, B., Enders, J., & Salerno, C. (2007). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education*, 56(3), 303–324
- Lockhirst L. (2016). *What drives valorisation in the Humanities, Arts and SocialSciences?*. Faculty of Geosciences Theses, University of Utrecht (Master thesis).
- Spaapen, J., Dijstelbloem, H., & Warmelink, F. (2007). *Evaluating research in context. A method for comprehensive assessment*. The Hague: Consultative Committee of Sector Councils for Research and Development (COS), the Netherlands.
- Van Drooge L. and De Jong S. (2016). "Valorisation: researchers already do much more than they realise". Available at <https://www.rathenau.nl/en/knowledge-policy/valorisation-researchers-already-do-much-more-they-realise>.





Useful resources



For presenting research findings

-  <https://www.proof-reading-service.com/en/blog/writing-presenting-research-findings/>
-  <http://www.skillstoolkit.ox.ac.uk/resource/article/research-presenting-findings>
-  <https://www2.le.ac.uk/offices/ld/resources/numerical-data/numerical-data>

For knowledge dissemination

-  <https://ktbooks.ca/knowledge-translation-in-health-care/summarized-book-content/knowledge-creation/knowledge-dissemination/>
-  https://www.kuleuven.be/english/research/EU/f/extra/msca/event-internal-open-to-external/marie-skłodowska-curie-individual-fellowships-master-class/presentations-msca-master-class-15-june-2017/15-5_WannesRibbens.pdf

For research findings valorisation

-  <https://www.youtube.com/watch?v=AlFO42fO-8>
-  https://cirt.gcu.edu/research/developmentresources/research_read_y/publicationready/selectoutlet



Conclusions

The handbook proposes strategies for effectively valorise and disseminate the research stages or findings, to the appropriate target groups or expected public. It addresses three main topics related to the dissemination process of the scientific research: 1) it argues the importance of disseminating the research process and findings, 2) it discusses norms of editing, presenting, citing and avoiding plagiarism, and 3) it proposes methods of valorisation of the research process and findings.

The material proposes methods and strategies for:

- ✚ identifying the proper audience for the research results,
- ✚ identifying methods for dissemination of the research results, including the most appropriate channels in relation to the expected public, and concrete examples for the ESRs' fields of study,
- ✚ establishing the dissemination plan.

