21st September 2023

Day 4: Presenting and publishing your research

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Agenda

- Morning
  - Academic networking
  - Networking with practitioners and industry
  - Scientists' role in society and research impact
- Afternoon
  - Research dissemination
  - Your publication strategy
  - Final considerations and questions

Academic Networking

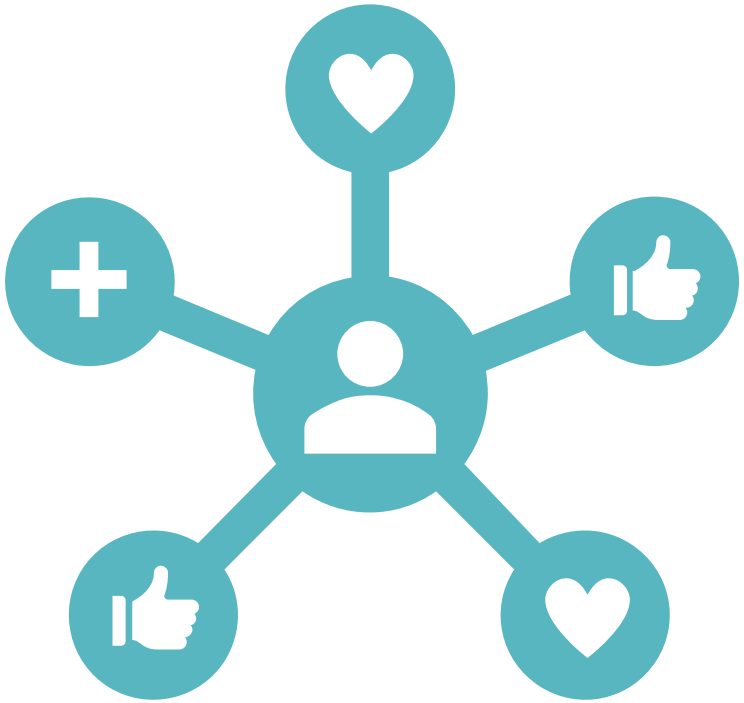
Why should I care about networking in academia? How can I go about it?

Academic networking

- Science is a collective enterprise.
  - Reading published research is important but more contact with other scholars is needed if you are to become familiar to the state-of-the-art knowledge in your field.
  - By the time an article is published, it is already “old”.
  - Networking is important to make your research better and more impactful.
- Getting to know others in the same field (or related fields) can give you a greater sense of belonging.

Source: Huggins, C. (u.å.). *Tips and Tricks for Academic Networking | UACES*. https://www.uaces.org/resources/articles/tips-and-tricks-academic-networking

Academic networking: Your online presence



- Develop an online presence
  - It is a good idea to keep your personal and professional identities on SoMe separate.
  - Keep in mind that you lose control of content once you release it on the internet.
  - The internet is a wide place, you don't need to be on every site. Use your discernment of how you can make your online presence work for you, not against you. Don't let it hijack your time and attention.
- Think about your niche
  - You don't have to have an opinion about anything and everything (you actually shouldn't try to).
  - In which debates hat is the niche you can make interesting and useful contributions? Focus on that!
- Be active → regular content production
  - What 'active' and 'regular' means is up to you
  - You can choose the type of online engagement that suits you best → SoMe, blogging, profiles on ResearchGate, writing Op-Eds, podcasting
  - What will people find when they Google your name?

Image by 정훈 김 from Pixabay

Academic networking: Conferences

- You can go to most conferences without having a paper submission. It is worth going to key conferences for the experience and networking.
- Conferences are a very good opportunity to meet influential people in your field in person.
- When you listen to other's presentations, be engaged, ask questions
  - If you have something to contribute or feedback to give, don't be shy about raising your hand and asking your question / making your comment. People present at conferences because they want the feedback.
  - But remember, someone else's presentation is not about you. It is ok to make a comment without a question but be careful not to make it about you and how great you are.
  - If you want to talk further, seek the speaker afterwards to engage in a dialogue of common interest.
- Some conferences assign one or two discussants to each presentation → like peer-review for journals, but you will give feedback orally.
  - The same advice applies → be kind and constructive.
  - If there is one aspect of the paper you are not an expert in:
    - Focus feedback on the parts you are good at (e.g., the theory).
    - Ask questions on the parts you are new to (e.g., the method).

Image by Florian Pircher from Pixabay

Presenting a paper at a seminar / conference

- Different traditions in different disciplines → in some fields it is common that people read from a manuscript. But the general advice is DON'T!
  - Use your slides and notes to support YOU as a speaker.
- The key to a successful presentation lies in your ability to convey your message in an interesting way.
  - Have it clear in your head what this message is.
  - Don't spend too much time presenting things the audience is familiar with. Just mention them.
  - Motivation – content – closure
  - Depending on the stage you are in, it might be a good idea to end your presentation with request for feedback on specific issues you are dealing with in moving it forward.
  - Be gracious (but not deferential) when hearing critical feedback.
- Protecting vs. sharing your ideas.
- Controlling your nervousness
  - Prepare, rehearse and trust your competence → Your paper has been accepted, which means it is already considered of interest.
  - Stop focusing on yourself. Focus on your message and what your audience needs to know.

Academic networking: Conferences

- Make the most of your conference participation → don't just hang out with people from your own department.
- If you hate talking to strangers, here are some things you can say at a conference to strike up a conversation:
  - How are you enjoying the conference?
  - What was your impression of the keynote?
  - Do you come often to this conference? This is my first time here.
  - Are you presenting a paper this year?
  - What have you been working on?
  - I saw your presentation earlier, and I was really interested in / curious about / fascinated by...
  - Hi! I am [*your name*].
- If you want to excuse yourself from a conversation that is going nowhere:
  - Well, it was nice talking to you. I am going around and mingle a little / I am going to say hello to a friend I saw over there.
- It is not rocket science, it does not have to be more than a low-stakes conversation.

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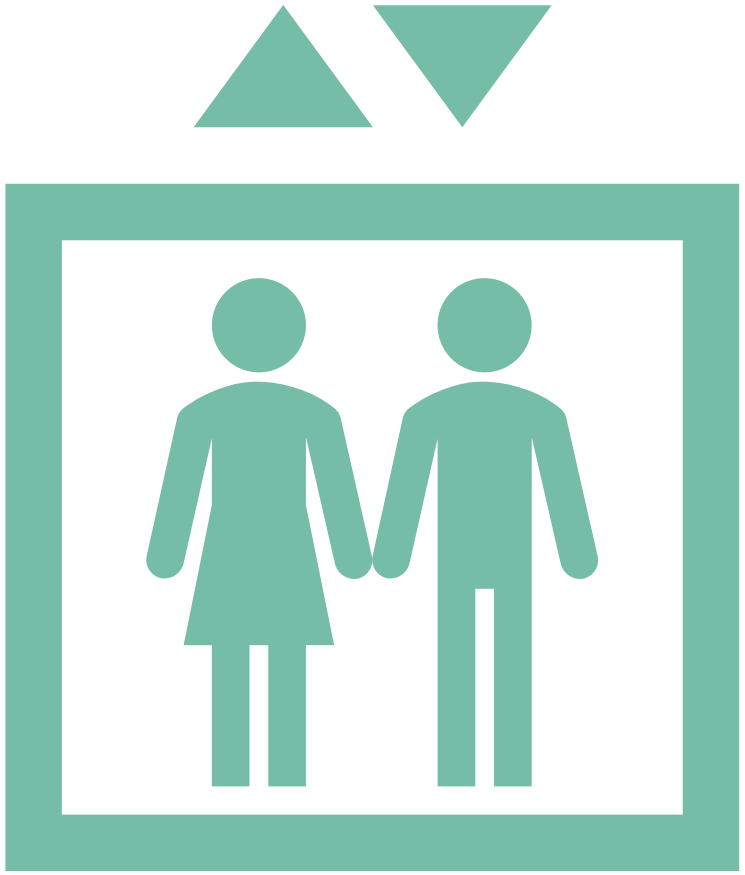
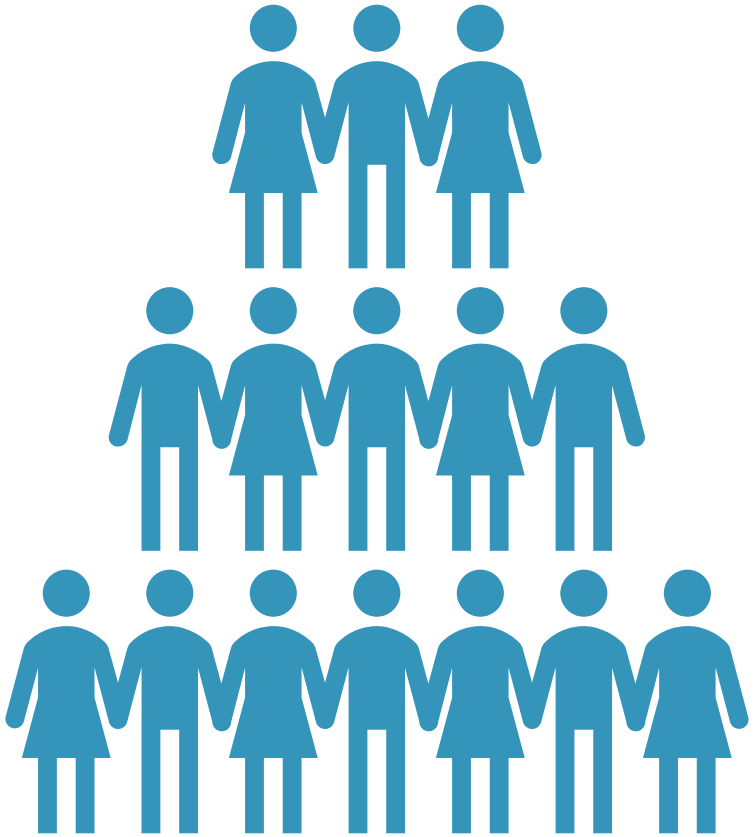
Academic networking: Conferences

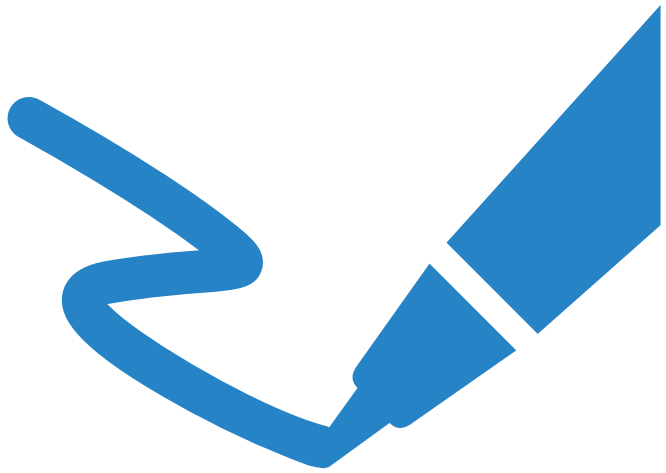


- Prepare an elevator pitch of your research and interests.
- What is it about? → adjust according to the audience you are talking to.
  - My research is about firm behavior in project-based organizations.
  - My research is about suppliers to the energy sector transitioning to offshore wind power.
  - My research is adopting a critical realist stance on a retrospective case study in the field of business and management.
  - All of the above are true of my PhD at the same time.
- Why is this interesting? Why should anyone care?
  - You also need to adjust to different audiences.
- Anything special you would like people to know?
  - E.g., access to a unique dataset.
- You don't have to communicate results at this point, but if you have something insightful to say you might want to do that.

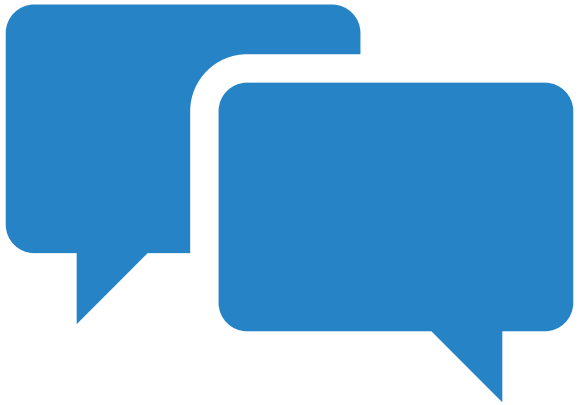
Academic networking: Join an association or society

- Conferences are generally hosted by scholarly associations or research societies in your field.
- Joining and being an active member is key to becoming known in your field.
- Be realistic and don't overcommit.
  - You might want to explore a few conferences and later decide on one or two to which you can dedicate your time and effort.





Write an “elevator pitch” statement of what your research is about (10 min).



Practice introducing yourselves and your pitch to each other, as if at a conference.

Scientists’ role in society and research impact

Scientists' role in society and research impact

- How do se the relationship between science and civil society?
- Can you summarize the main message in Nogueira et al. (2021)?
- Can you give me examples (in your experience so far) of scientists being requested to engage with politicians, civil servants, businesspeople and other non-academic professionals?

Scientists march in Washington, DC in 2017. Photo by Vlad Tchompalov on Unsplash

What co-production of knowledge is

"(…) iterative and collaborative processes involving diverse types of expertise, knowledge and actors to produce context-specific knowledge"

Source: Norström, A. V., et al. (2020, p. 5). Principles for knowledge co-production in sustainability research. *Nature Sustainability*, 1–9. https://doi.org/10.1038/s41893-019-0448-2

Principles of knowledge co-production

Context-based

Situate the process in a particular context, place or issue.

Pluralistic

Explicitly recognize the multiple ways of knowing and doing

Goal-oriented

Articulate clearly defined, shared and meaningful goals that are related to the challenge at hand.

Interactive

Allow for ongoing learning among actors, active engagement and frequent interactions.

Source: Norström, A. V., et al. (2020, p. 5). Principles for knowledge co-production in sustainability research. *Nature Sustainability*, 1–9. https://doi.org/10.1038/s41893-019-0448-2

Why co-production of knowledge?

Because we are living in a post-normal age!

Funtowicz, S., & Ravetz, J. (1993). Science for the post-normal age. *Futures*, *25*(7), 739–755.

Empirical view

- Recognizes that ‘facts’ and ‘values’ are intertwined, whether or not people are aware of it.
- Industrialization of the scientific enterprise.

Normative view

- Social justice, inclusion and democracy.
- New social contract between science and society.

Instrumental view

- Practice-experts have access to unique problems and data.
- Quicker uptake of scientific knowledge.
- Impact!

Marine litter is a typical example of a post-normal problem

Photo by Nature Picture Library / Alamy Stock Photo

Why there is need for guidance

Putting people together in a room is insufficient for collaborative results to come about.

- Addressing colliding worldviews, worries, vocabularies and interests.

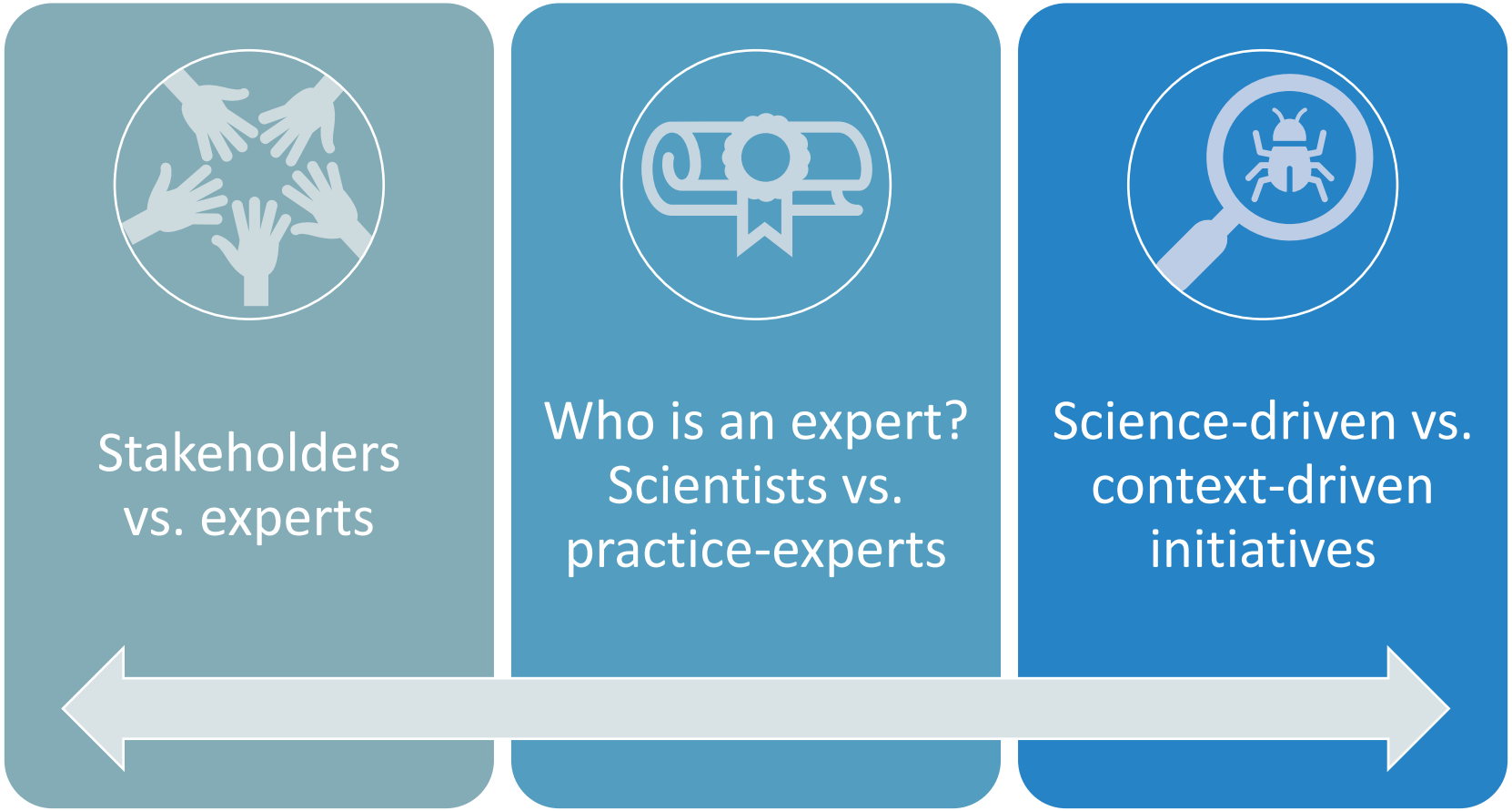
Many scientists are either oblivious or reluctant to engage with the socio-political and practical implications of their work.

(Early-career) scientists need support developing the soft skills of project management in transdisciplinary collaborations.

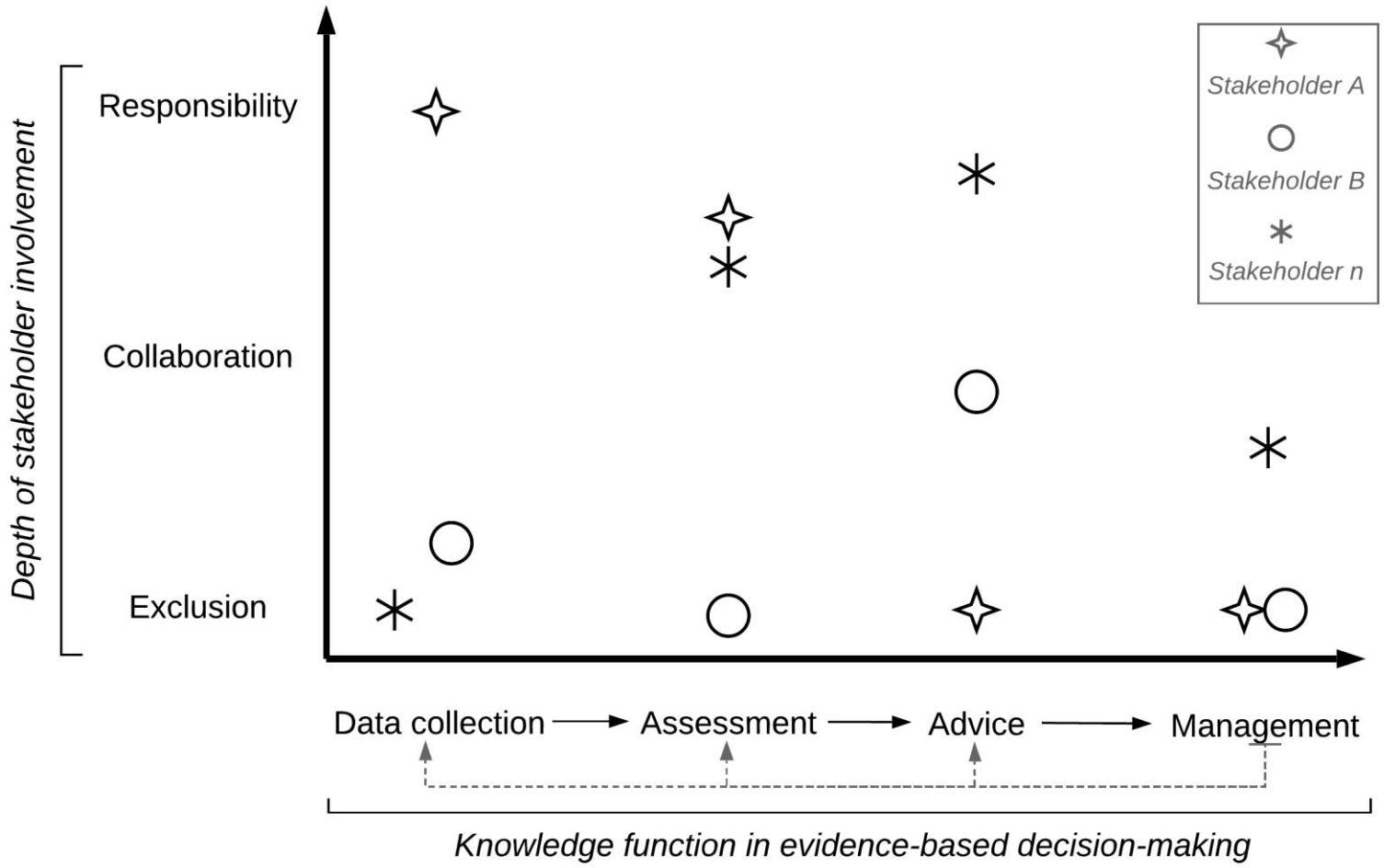
To avoid that co-production becomes a bureaucratic box-checking exercise for the benefit of funding agents.

To prevent co-production to be used for granting the appearance of participation to processes that are not concerned with it.

Some key considerations

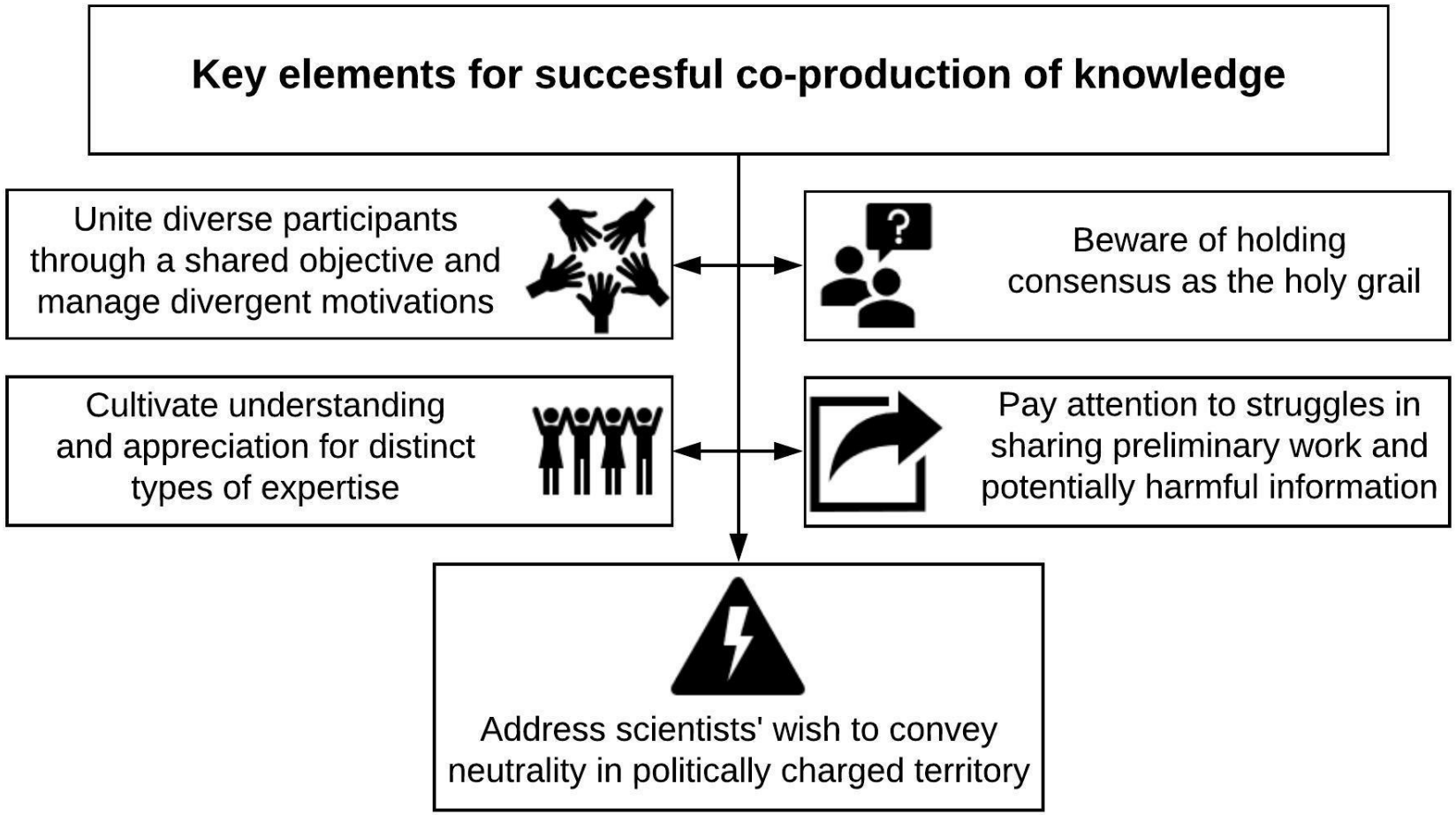


Modes and degrees of stakeholder engagement



Source: based on Bjørkan, M. (2011). *Fishing for Advice: The Case of the Norwegian Reference Fleet* [University of Tromsø]. https://munin.uit.no/handle/10037/3770

Main takeaways



Source: Nogueira, L. A., Bjørkan, M., & Dale, B. (2021). Conducting Research in a Post-normal Paradigm: Practical Guidance for Applying Co-production of Knowledge. *Frontiers in Environmental Science*, *9*. https://doi.org/10.3389/fenvs.2021.699397

How relevant is co-production of knowledge to your work (now and in the future)?

In what other ways do you intend to engage with non-academic actors?

Which skills do you need to acquire (or improve on) to carry out a research project based on co-production of knowledge?

Research dissemination

Writing (and presenting) for popular audiences

Why would you want to communicate with a lay audience?

There is a range of stakeholders outside of your peers who could benefit from your work (Duke et al, 2019, chap 8):

- People whose lives would be better if they knew about your research.
- People who could drive innovation or introduce new policies if they knew about your research.
- People who are curious and interested in your field.

The more people know about your research, the greater the chances it has impact.

Source: Microsoft image bank. Photographer unknown.

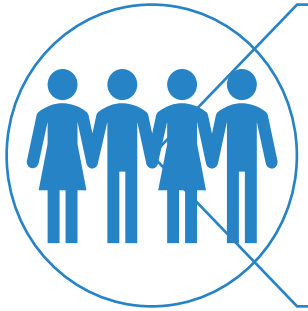
Why would you want to communicate with a lay audience?

Instrumental reasons

- May increase your ability to get funding
- Increasing your visibility may increase citations to your work
- Builds the brand of your institution → Public perception, student recruitment, funding

Personal reasons

- Legitimizes the importance of your work
- Professional recognition and esteem
- Expands your network
- Enhances your writing / public speaking abilities
- Helps you tell your family about what you do :-)



Altruistic reasons

- Contributes to improving the public debate by promoting evidence-based decision-making
- Upholds transparency and fulfills a duty towards the public who funds research through taxes
- Legitimizes the public investment in research
- Empowers the public to engage with quality sources and state-of-the-art knowledge
- Inspires young people

Sources:
Duke, D., Denicolo, P., & Henslee, E. (2019). *Publishing for impact*. SAGE Publications.
Hyldgård, P., Ebdrup, N., Andersen, M. M., & Petersen, I. B. (2014). *Share your research. A hands-on guide to successful science communication*. Ajour Science Nordic.

Keep in mind when communicating with lay audiences that they are not homogeneous!

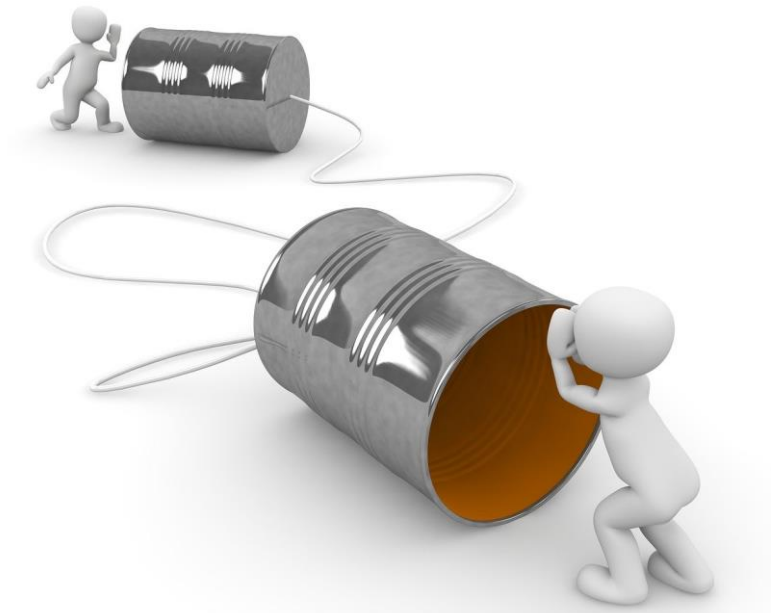


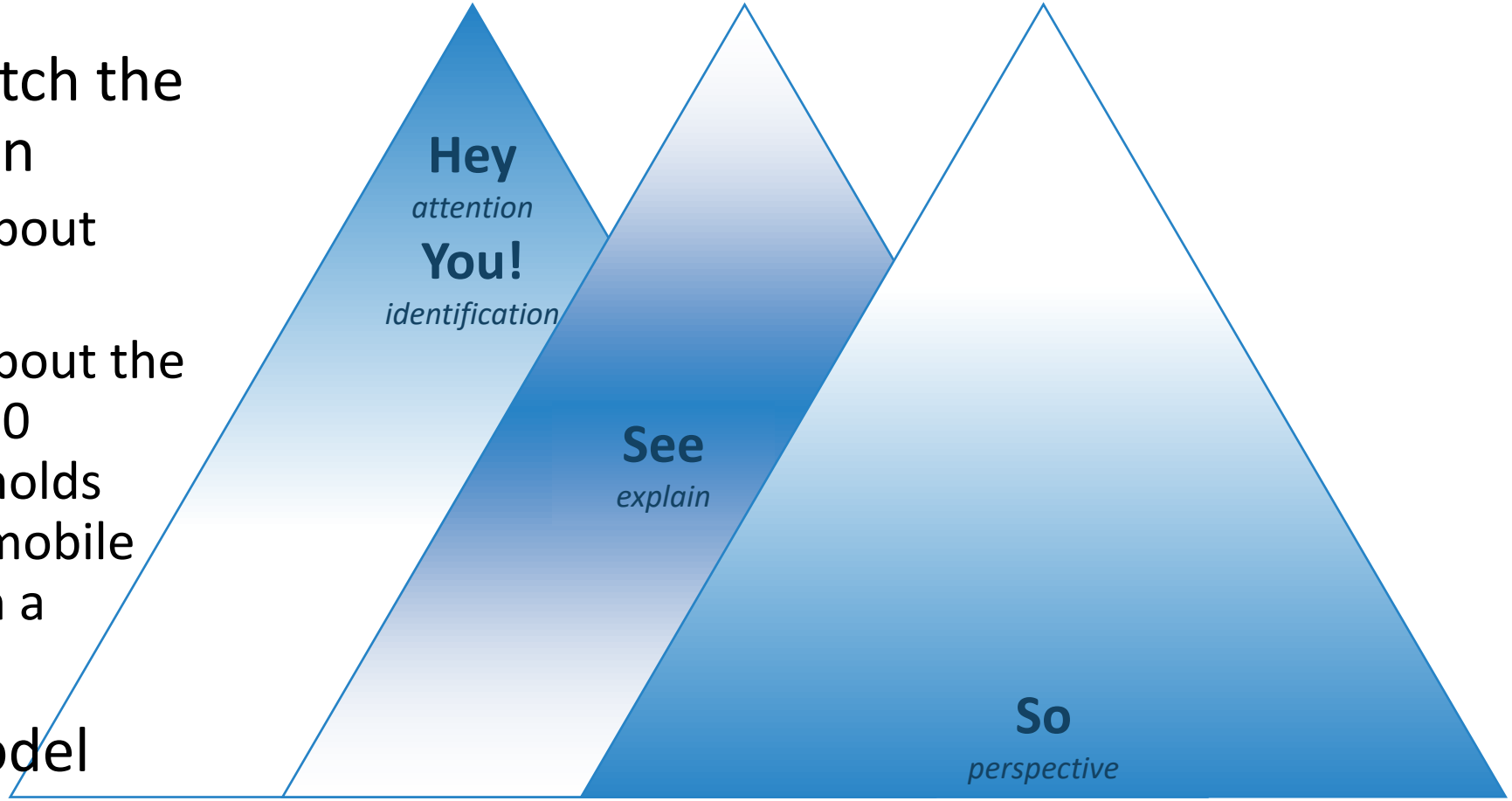
Image by Peggy und Marco Lachmann-Anke from Pixabay

- What do they know?
- What may they not know?
- What do they care about?
- What may be surprising to them?
- Where do they go for information?
- What is your goal? The purpose determines the means
  - To inform or educate
  - To influence policy and action
  - To entertain

Sources:
Duke, D., Denicolo, P., & Henslee, E. (2019). *Publishing for impact*. SAGE Publications.
Hyldgård, P., Ebdrup, N., Andersen, M. M., & Petersen, I. B. (2014). *Share your research. A hands-on guide to successful science communication*. Ajour Science Nordic.

Your message and structure

- Be concrete and catch the audience's attention
  - I am here to talk about electronic waste
  - I am here to talk about the fact that 7 out of 10 Norwegian households have at least one mobile phone forgotten in a drawer at home.
- Hey-you-see-so model



Source: Hyldgård, P., Ebdrup, N., Andersen, M. M., & Petersen, I. B. (2014, p.44). *Share your research. A hands-on guide to successful science communication*. Ajour Science Nordic.

Hey!
attention

You!
identification

See
explanation

DEBATT • LETICIA ANTUNES NOGUEIRA

Skal vi tillate at en farlig lystløgner blir med på å skape virkeligheten?

Ingen kan spå konsekvensene av kunstig intelligens, men vi bør unngå at erfaringene med sosiale medier gjentas, skriver bibliotekar og forsker ved Nord universitet, Leticia Antunes Nogueira.

Vi kan og må tenke i fellesskap på hva teknologien gjør med oss, med hensyn til dens forretningsinteresser og samfunnsbetydning, skriver Leticia Antunes Nogueira Marta Anna Loevberg

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Denne teksten er et debattinnlegg. Innholdet i teksten uttrykker forfatterens egen mening.

På slutten av 1800-tallet — sier en vandrehistorie — begynte folk som så filmen «Et togs ankomst på La Ciotat stasjon» å løpe unna så snart de oppdaget at toget kom rett mot publikum på lerretet. Det var tidlig i filmhistorien og folk var veldig forbauset over det de så. Det er vanskelig å være sikker på at historien er sann, men fortellingen beskriver godt hvordan jeg følte meg da jeg første gang så ChatGPT i aksjon. Det var en blanding av ærefrykt og et ønske om å løpe nettopp andre veien.

Som bibliotekar er jeg opptatt av at studentene utvikler god informasjonskompetanse, og som forsker i innovasjonsfeltet er jeg svært interessert i hvordan kunstig intelligens utfordrer vår levemåte og våre verdier. ChatGPT utfordrer meg i begge roller.

Reaksjoner på ChatGPT mangler ikke. Noen peker på at verktøyet blir nyttig for å håndtere den store og økende mengden kunnskap som er tilgjengelig i dag. Andre synes at ChatGPT kan være en god sparringspartner som effektiviserer, men ikke erstatter tenkning og skrivehåndverket. Til gjengjeld er en viktig kritikk av ChatGPT at den er upålitelig og at det er fare for at den skal spre løgner.

ChatGPT forstår ikke innholdet i setninger, og den er ikke bedre enn dataene som den trenes på. Jeg synes bekymringen er rimelig, men det som får meg til å miste søvnen går et steg videre. Man hører ofte at ChatGPT er som en kalkulator for tekst. Men hvis noen bruker en kalkulator som viser at to pluss to blir fem, vet brukeren uten tvil at det er noe feil med kalkulatoren. Jeg frykter at det ikke blir slik med bruk av kunstig intelligens.

I den grad uriktig informasjon fra et slikt verktøy **påvirker hvordan folk oppfører seg, blir denne informasjonen i praksis reell.** Hvis bruken av et verktøy er utbredt og alle stoler på det, da lever vi i en verden hvor løgner blir «alternative fakta» som er med på å skape virkeligheten. Dette skremmer meg veldig.

En annen aktuell kritikk til ChatGPT, er at **selv om kunstig intelligens kan spare oss for en del innsats, vil det også skape nye oppgaver og mer arbeid.** Kort fortalt medfører verktøyet et problem (f.eks. må man kunne vite om en tekst er skrevet av kunstig intelligens), og så står en rekke selskaper klare med løsninger (f.eks. tjenester som vurderer akkurat det).

Man må ikke betale for å bruke ChatGPT per nå, men det er ikke vanskelig å tenke seg at den ikke forblir gratis veldig lenge. I hvert fall en eller annen forretningsmodell, som sikrer inntjeningen til utviklerne og investorene, kan man helt sikkert regne med. På samme måte som internettets søkemotorer og sosiale media ikke er offentlige goder, er det ingen grunn til å tro at kunstig intelligens som opprettes av private interesser blir det. Dette fører til konsekvenser.

Entusiastene argumenterer med at ingen kan stanse denne utviklingen. Dette stemmer sikkert, men det betyr ikke at samfunnet bare må godta utviklingen som den kommer. Vi kan og må tenke i fellesskap på hva teknologien gjør med oss, med hensyn til dens forretningsinteresser og samfunnsbetydning. Det er mange spørsmål vi er nødt til å vurdere: Hva tjener vi og hva taper vi kollektivt? Hvor sårbare blir vi og i forhold til hva? Er kostnadene noe vi mener er verdt det? Hva må være på plass for at fordelene økes og ulempene reduseres? Hvem er i stand til å innføre nødvendige tiltak? Hvilke ferdigheter må bygges opp i ulike samfunnsgrupper?

Tenk for eksempel på sosiale medier, med de ufordelaktige og farlige aspektene som fulgte utbredt og ukritisk bruk. Det tok lang tid før samfunnet og beslutningstakere oppdaget problemstillingen som skapes av profittdrevet innflytelsesrik virksomhet på dette feltet. Nå befinner vi oss i en situasjon hvor de fleste ikke kan tenke seg å leve uten sosiale medier, mens demokratiet sliter, folks mentale helse forverres og sosiale medier fortsatt er svært lite regulert, til tross for sin store påvirkningskraft.

Forsøket på å regulere bruk av personlige og sensitive data rammer for eksempel forskere i mye større grad enn disse selskapene. Andre utfordringer, som tap av konsentrasjonsevne, spredning av falske nyheter og mye mer, har ingen gode nok mottiltak ennå. Vi tapte muligheten til å sette sosiale medier i en ramme som tjente oss fra begynnelsen, og det som kan gjøres nå er avhjelpende tiltak.

Når det kommer til kunstig intelligens, kan ingen spå alle konsekvensene. Vi er i et veldig usikkert område, plaget av det akademikerne kaller «unknown unknowns», det vil si: ting vi ikke engang vet at vi ikke vet. Samtidig kan vi lære av tidligere erfaringer, ikke fordi effektene er like, men fordi strukturen som ligger til grunn er lik. Noe jeg kan si med sikkerhet er at hvis vi ønsker at kunstig intelligens skal virke for og ikke imot oss, er det helt avgjørende å unngå at erfaringen med sosiale medier gjentas. Ellers er det svært sannsynlig at toget kommer til å kjøre over oss, mens vi leker med morsomme roboter.

See
explanation

So
perspective

Source: Nogueira, L. A. (2023, mars 10). Skal vi tillate at en farlig lystløgner blir med på å skape virkeligheten? *Khrono*. https://khrono.no/764552

Photo by Artem Podrez on Pexels

Three act narrative structure as inspiration for structure

1. Set up
   - Intro
   - Presentation
2. Confrontation
   - Obstacles
   - Conflict escalation
3. Resolution
   - Climax
   - Denouncement

Claim

+

example, evidence, data

How a popular article differs from a scientific article

Academic article

- Builds an argument grounded in earlier findings and theory
- Uses jargon to facilitate knowledge exchange among people who share a professional vocabulary
- Provide details about the background
- Provide details about the methods
  - Focus on assessment by peers and reproducibility
- The big picture often comes in the discussion or conclusion

Lay article

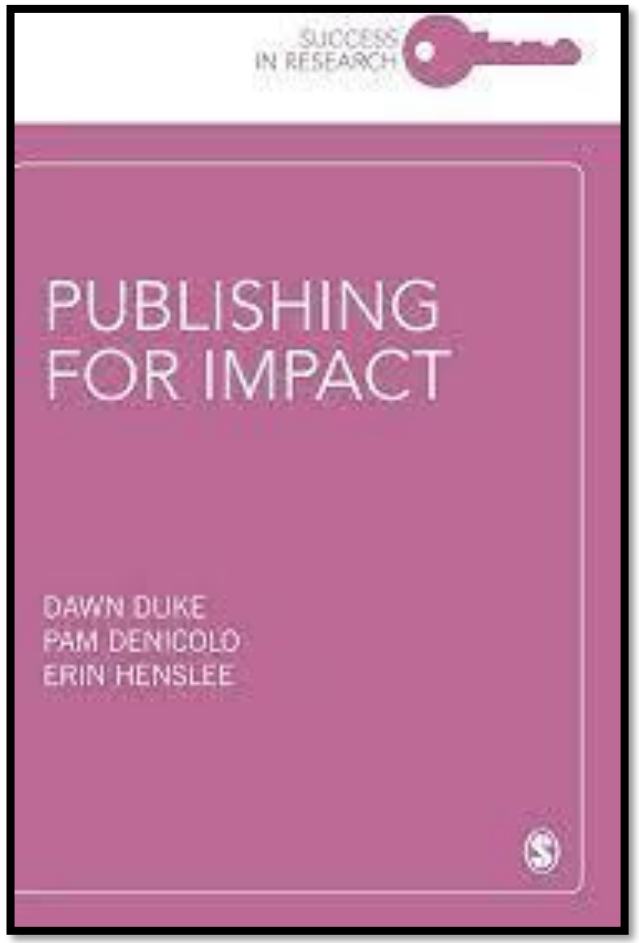
- Builds an argument grounded in societal/practical relevance
- Avoids jargon to facilitate knowledge exchange with a wider public
- Provide little information about theoretical background background
- Methods are mentioned in passing
  - Focus more on the ‘so what’ and less on ‘how’
- The big picture often comes in the first paragraph

Exercise

1. Pick a short text you have written
   - Abstract for a paper
   - Summary of PhD proposal
   - Alternatively, take the abstract of any paper
2. Read and highlight all the jargon words you can identify (5 min)
3. Go to https://scienceandpublic.com/, paste the text and compare with your own assessment

Your publication strategy

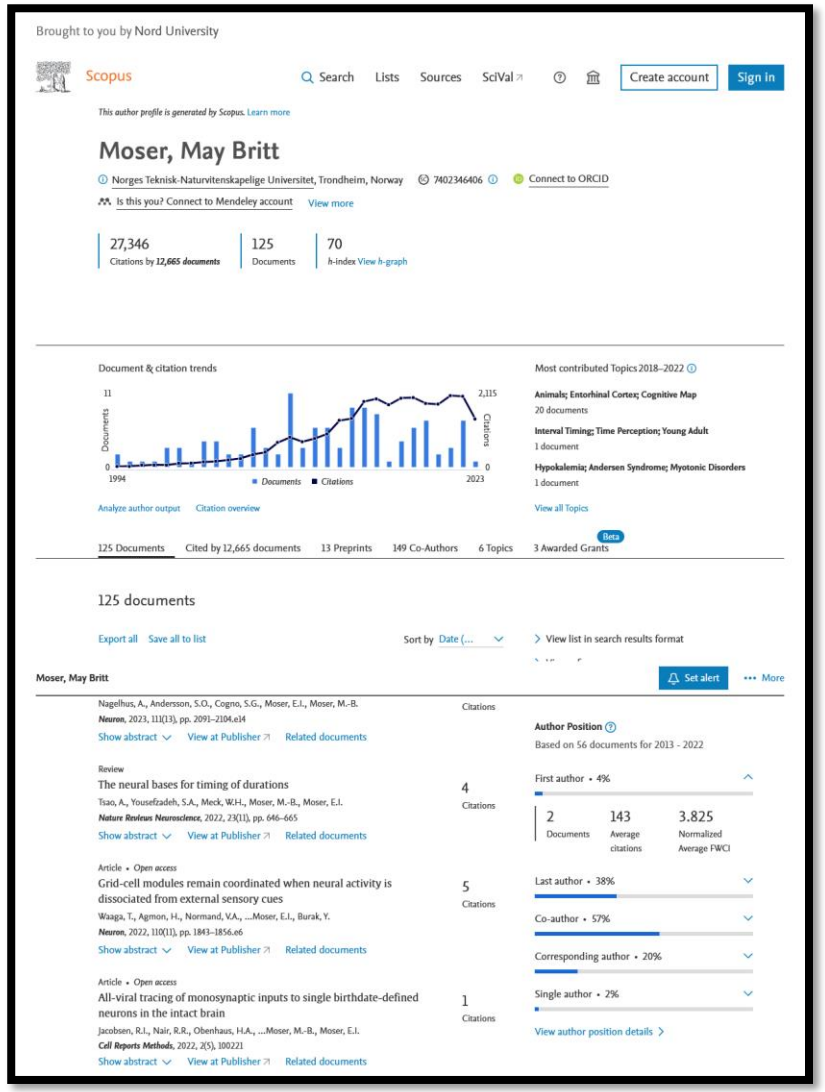
Let’s discuss Duke et al. (2019)



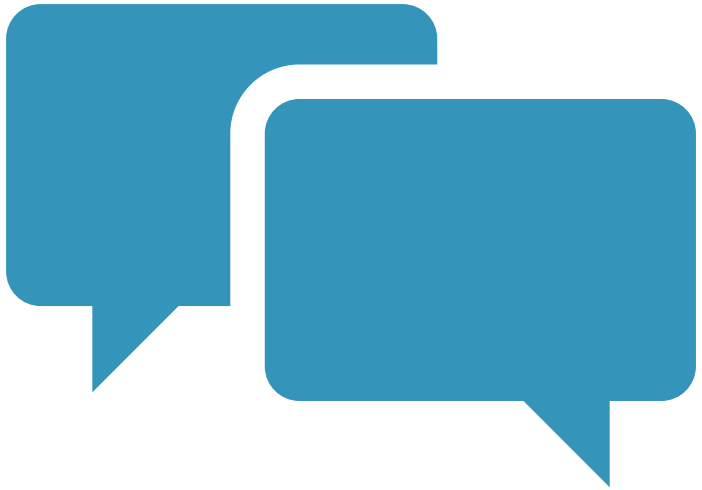
- Can you recall what Duke et al. say about the purpose of publication?
- Can you summarize what Duke et al. say about the prestige of conference papers and books vs. journal articles in different fields?
- Can you explain why it might be difficult to publish interdisciplinary research? How do you plan to address this challenge?
  - Do you have any experiences or examples on this matter?
  - Do you think it is still worthy to engage in interdisciplinary research?

Activities 1.1. and 1.2. (p.8)

- Think of one or two academics you admire and look up their academic profiles and general online presence.
  - Databases, google.
- What does their publication profile look like? How has this changed over time?
- What ideas are they known for?
- In what formats and where do they publish?
- How do they engage with different types of audience?



Group discussion



1. How do I attract different audiences to my publications? (chap 2)
2. How can you make peer-review work for you? (chap 3)
3. How can you write impactful journal articles? (chap 4)

Creating your publication strategy

What ideas do you want to be known for?	What are your potential audiences?	Types of publication	Promotion routes	Prioritization
Novel idea 'I' How intervention 'X' impacts phenomenon 'P' Developing method 'M' in the social sciences The application of Theory 'T' in empirical context 'E' Reframing what 'A' means for 'Y' in the times of 'X' Influence policy in field 'F'	My own discipline Related discipline 1 Related discipline n Policy makers in field 1 Policy makers in field n Practitioners line of work 1 Practitioners line of work n	Academic: Articles, book chapters, monographs, datasets Semi-academic: policy briefs, educational books, textbooks, patents, computer code Popular: op-eds, popular science books, Science podcast or YouTube channel, online courses	Volunteer as a reviewer for journal 'J' Attend conference 'C' Start a blog	Finish PhD!
	Action plan			
	Papers under peer review: Working papers: Research phase: Early ideas:			

NORD University

Source: Adapted from Duke, D., Denicolo, P., & Henslee, E. (2019, p.17). Publishing for impact. SAGE Publications.

Exercise: Drafting a publication strategy and dissemination plan

Final considerations and questions

Thank you for joining the course