

Knowledge-Based Society: Research Projects and Expertise in a Wider Society	
Course Code: MK_26	
Language of Instruction: English	
Course tutors:	<p>Prof. Christopher Lord, ARENA Centre for European Studies, University of Oslo Prof. Hans-Jörg Trenz, ARENA Centre for European Studies, University of Oslo dr Cathrine Holst, ARENA Centre for European Studies, University of Oslo dr Asimina Michailidou, ARENA Centre for European Studies, University of Oslo dr Tatiana Fumasoli, ARENA Centre for European Studies, University of Oslo dr Espen D. H. Olsen, ARENA Centre for European Studies, University of Oslo Prof. dr hab. Zdzisław Mach, Centre for European Studies, Jagiellonian University Dr Magdalena Góra, Centre for European Studies, Jagiellonian University Dr Marta Warat, Institute of Sociology, Centre for European Studies, Jagiellonian University Dr Katarzyna Zielińska, Institute of Sociology, Centre for European Studies, Jagiellonian University</p>
Description	<p>Specialised knowledge and its implementation in order to improve the functioning of societies are present in all areas of social and economic activities in the contemporary world. The proposed course will have two main objectives. Firstly, it will introduce students to the current theoretical discussion on the concept and practice of the knowledge society. The presentation and discussion will focus on opportunities as well as challenges and constraints of the growing importance of expertise in contemporary societies. Secondly, it will offer a practical introduction to issues of research. Students will practise such elements as discussing the duties and responsibilities of the project leader (principal investigator), discussing how to communicate research outcomes.</p>
Type of course	<p>Mandatory – key course for Central and Eastern European Studies: Research Track. Elective for EU Studies, Central and Eastern European Studies, Europeanisation and Governance in CEE, Studies in the Holocaust and Totalitarian Systems.</p>
Year of Studies: 1 or 2	
Number of ECTS points	4,5
Prerequisites	None

Intended Learning Outcomes

On successful completion of the module, students will be able to understand and critically evaluate the concept and practice of the knowledge society. The workshop part of the course will provide students with practical tools useful in the process of application, managing and promoting research projects. Focus on practical aspects of research will offer students transferable skills useful in the context of both academic and non-academic fields (international and civil society organizations, business etc.)

The student will have:

EK1: Knowledge of the protection of intellectual property (K_W05.1++)

EK2: Knowledge on the practical application of the information he/she has acquired and on the potential for development offered by European funds, both as regards personal development as well as the development of his/her own business activities (K_W18++)

EK3: The ability to work efficiently, individually and in a team, following the rules of fair competition (K_U13+)

EK4: The ability to plan and carry out a research project using a variety of approaches, methods, and research and analytical techniques (K_U19+++)

EK5: The ability to precisely define objectives in his/her work and determine the priorities in their achievement (K_K03+++)

Course communication

Students may reach tutors via e-mail:

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and during office hours on TBA. The visiting teachers will be available for students after seminars.

Notices and announcements

The announcements will be given to students via USOS mail system. Please note that it is your responsibility to check your e-mail attached to the USOS system.

COURSE ORGANISATION

Spring Semester

Time and Place: will be posted by CES in the online calendar

Course type:

30 hours of seminars

The course consists of lectures introducing and discussing the concept of the knowledge society and workshops addressing the practicalities of leading and managing of the research projects.

Contact hours:

30 hours of seminars

Breakdown of ECTS credits

30 hours of seminars (contact hours with teachers) and work on group projects

30 hours – preparation of the group exercises;

30 hours – preparation of compulsory and additional readings for seminars and students' projects (in groups).

22,5 hours – preparation for the final exam.

Didactic methods used

The course consists of lectures and workshops. The lectures will serve as an introduction whereas the workshops will allow students to encounter and solve various problems and challenges emerging in completing research projects. Students will be also expected to be actively involved in the classes and work on their individual/group projects. That is why students are welcome to cut in with questions, different opinions and other pertinent contributions during seminars.

Mode and criteria of assessment of learning outcomes

EK1: project

EK2: project, exam, participation in discussions at seminars

EK3: project

EK4: project, exam, participation in discussions at seminars, practical assignments in the classes

EK5: project, participation in discussions at seminars, practical assignments in the classes

Assessment

Students are expected to actively participate in the classes. Attendance is mandatory (students who miss more than two classes will need to meet with the coordinator of the course and make up the missing classes). Missing more than 50% of the classes will result in failure of the course and the need to retake it the following year.

The assessment of the course consists of several elements.

(A) Group projects presented in May and June – 50% of a final grade

(B) The **Final exam** which will include both multiple-choice and short-answer questions. The exam will count towards 50% of the final grade.

COURSE STRUCTURE

No.	Title of the session	Format
1.	Course introduction	
2.	EU policies to research and education	lecture

3.	What is the knowledge-based society?	lecture
4.	Technocracy and Democracy in the European Union (EU)	lecture
5.	Leadership and Governance	lecture
6.	Budgeting	lecture
7.	Knowledge-based society in the making in CEE	lecture
8.	Gender equality and non-discrimination in knowledge-based society	Lecture with elements of group work
9.	Online Knowledge Production and Distribution: The rise of wikis, crowdsourcing and sharing economy	lecture
10.	Message – how to make research outcomes attractive and understandable: communicating with media, stakeholders, funding institutions	lecture
11.	Challenges of conducting research	Lecture with elements of group work
12.	Research challenges and risk management in research projects	Lecture with elements of group work
13.	Presentations	
14.	Presentations	

DETAILED COURSE STRUCTURE

Session no. 1	Course introduction
<i>Aim of the session, main issues discussed</i>	The introduction will explain the importance of studying the current theoretical discussion on the concept and practice of knowledge society as well as gaining practical skills in conducting research.
<i>Key readings for the session</i>	
<i>Questions for discussions (based on readings)</i>	
<i>Additional/further readings</i>	

Session no. 2	EU policies to research and education
<i>Aim of the session, main issues discussed</i>	The aim is to present and discuss EU policies related to research and education, research programmes, exchange programmes and education collaborative programmes, as well as the dilemmas related to EU policies in the fields of research, education and training.
<i>Key readings for the session</i>	http://ec.europa.eu/programmes/horizon2020/en/h2020-sections https://mail.uj.edu.pl/attach/erasmus-plus-programme-guide_2015_pl.pdf European Commission Education and Training: http://ec.europa.eu/education/ http://erc.europa.eu/about-erc
<i>Questions for discussions (based on readings)</i>	What are the objectives of EU policies related to research and education, research programmes, exchange programmes and education collaborative programmes? What are the dilemmas related to EU policies?
<i>Additional/further readings</i>	

Session no. 3	What is the knowledge-based society?
<i>Aim of the session, main issues discussed</i>	To understand and discuss different notions of “knowledge-based society” and what they imply for knowledge-production, policy-making and democracy.
<i>Key readings for the session</i>	Davies, H.N.O., S. M Nutley and P. C. Smith (2000): “Introducing Evidence-Based Policy and Practice in Public Services”, in <i>What Works?</i> Bristol: Policy Press”. Nowotny, Helga, Peter Scott and Michael Gibbons (2003): “Mode 2 Revisited: The New Production of Knowledge”, <i>Minerva</i> 41, 179-194.
<i>Questions for discussions (based on readings)</i>	Is society knowledge-based? What does “knowledge” and “society” refer to in accounts of knowledge-based society? If society is knowledge-based, is it a good thing? Why/why not?
<i>Additional/further readings</i>	Boswell, Christina (2008): “The political functions of expert knowledge: knowledge and legitimation in European Union immigration policy”, <i>Journal of European Public Policy</i> , 15(4), 471-488. Christiano, Thomas (2012): “Rational deliberation among experts and citizens”, in <i>Deliberative Systems: Deliberative Democracy at the Large Scale</i> . Cambridge: Cambridge University Press. Weingart, Peter (1999): “Scientific expertise and political accountability: paradoxes of science in politics”, <i>Science and Public Policy</i> 26(3): 151-161. Weiss, Carol (1977): “The Enlightenment Function of Social Science Research”, <i>Policy Analysis</i> 3(4): 531-545

Session no. 4	Technocracy and Democracy in the European Union (EU)
<i>Aim of the session, main issues discussed</i>	Main issues discussed: understanding and discussing the role of experts and knowledge in EU policy-making and the current EU-crisis.
<i>Key readings for the session</i>	Majone, Giandomenico (2012): “Rethinking European Integration After the Debt Crisis”, ULC Working Paper 3/2012, http://www.ucl.ac.uk/european-institute/analysis-publications/publications/WP3.pdf Moravcsik, Andrew (2008): “The Myth of Europe’s Democratic Deficit”, <i>Intereconomics: Journal of European Public Policy</i> , 331-340. Habermas, Jürgen (2012): <i>The Crisis of the European Union: A Response</i> , 1-100. Cambridge: Polity Press.
<i>Questions for discussions (based on readings)</i>	Is the EU a technocracy with a democratic deficit? Are EU experts and bureaucrats to blame for the current crisis? Has EU policy-making been knowledge-based? Should EU policy-making be more knowledge-based in the years to come?

<i>Additional/further readings</i>	Schäfer, Armin and Wolfgang Streeck (2013): <i>Politics in the Age of Austerity</i> . Cambridge: Polity Press. Nicolaidis, Kalypso (2013): "European Democracy and Its Crisis", <i>Journal of Common Market Studies</i> , 51(2): 351-369. Offe, Claus (2014): <i>Europe Entrapped</i> . Cambridge: Polity.
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Session no. 5	Leadership and Governance
<i>Aim of the session, main issues discussed</i>	Understanding institutional governance, institutional and academic leadership, management, administration in a university setting
<i>Key readings for the session</i>	De Boer, H. and Goedegebuure, L. (2009): The Changing Nature of the Academic Deanship. In: <i>Leadership</i> , 5/ 3, 347-364 Middlehurst, T. and Kennie, S. Woodfield. (2010): Leading and Managing the University: Presidents and their Senior Management Team. In: Baker, E., McGaw, B. and Peterson, P. (eds.): <i>International Encyclopedia of Education</i> , 3rd Edition. Elsevier. 238-244.
<i>Questions for discussions (based on readings)</i>	How has university governance changed? What are the main challenges for researchers? Why has the dean become so relevant? What is the link between governance and leadership, and research?
<i>Additional/further readings</i>	Stensaker, B. and Vabø, A. (2013) Re-inventing Shared Governance: Implications for Organisational Culture and Institutional Leadership, <i>Higher Education Quarterly</i> , 67(3), 256-274 Gornitzka, Å. & Larsen, I.M.(2004) Higher Education Towards professionalisation? Restructuring of administrative work force in universities. <i>Higher Education</i> , 47(4),455-471.

Session no. 6	Budgeting
<i>Aim of the session, main issues discussed</i>	Understanding budgeting in a research project, as well as the processes and actors involved: budget items, research quality, regulations, strategy and negotiations with leadership and funding agency. Practical examples will be discussed.
<i>Key readings for the session</i>	Jongbloed, B. & H. van der Knoop (1999) Budgeting at the Institutional Level. Responding to Internal Pressures and External Opportunities. In: Jongbloed B., Maassen, P. & Neave G. (eds.) <i>From the Eye of the Storm. Higher Education's Changing Institution</i> . Kluwer Academic Publishers, 141-164. Salancik, G. R., & Pfeffer, J. (1974). The bases and use of power in organizational decision making: The case of a university. <i>Administrative Science Quarterly</i> , 19(4), 453–473. Swiss guide to budget in Horizon 2020 projects

	https://www.euresearch.ch/fileadmin/redacteur/H2020/H2020_How_to_budget_my_project_costs.pdf
<i>Questions for discussions (based on readings)</i>	How can a budget contribute to the quality of a research project? Why is budgeting so important? Is budgeting only a technical issue?
<i>Additional/further readings</i>	Lepori, B., Usher, J. And Montauti, M. (2013) Budgetary allocation and organizational characteristics of higher education institutions: a review of existing studies and a framework for future research, Higher Education, 65(1), 59-78

Session no. 7	Knowledge-based society in the making in CEE
<i>Aim of the session, main issues discussed</i>	The first aim of this seminar is to consider interconnections between knowledge, politics and democracy in knowledge-based societies. The second aim is to use the example of Central and Eastern Europe after 1989 to test how far interconnections between knowledge, politics and democracy shape and constrain political systems on the one hand and the knowledge society on the other.
<i>Key readings for the session</i>	Innerarity, D. (2012) 'Power and Knowledge. The Politics of the Knowledge-based society', European Journal of Social Theory 16(1) 3-16.
<i>Questions for discussions (based on readings)</i>	How far do knowledge based societies depend on politics, political systems and democratic politics and democratic institutions in particular? How far, conversely, do politics and democratic politics depend on a knowledge-based society? How far does the (re-)making of the CEE since 1989 help us answer these questions?
<i>Additional/further readings</i>	White, S., Lewis, P. and Batt, J. (2013) 'Developments in Central and East European Politics', Palgrave: Macmillan.

Session no. 8	Gender equality and non-discrimination in knowledge-based society
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<i>Aim of the session, main issues discussed</i>	This session underlines the relation between knowledge-based society and gender equality. Despite the fact that women have made substantial gains toward gender equality, they are still underrepresented in education, the labour market and the political sphere. During this session students will discuss the main constraints preventing societies from reaching gender equality as well as trace the policy tools for enhancing gender equality.
<i>Key readings for the session</i>	Walby Sylvia (2011) 'Is the Knowledge Society Gendered?', Gender, Work and Organization, vol.11(1), pp.1-29 Students should search for relevant data on women and men in education , research and labour market.
<i>Questions for discussions (based on readings)</i>	Why does gender equality matter for knowledge-based society? What are the main barriers preventing women from full participation in various spheres of society? What measures can be taken to diminish gender inequalities?
<i>Additional/further readings</i>	Walby Sylwia, Gottfried Heidi, Gottschall Karin and Osawa Mari (eds) (2007) Gendering the Knowledge Economy, Palgrave Macmillan Lombardo, E., Meier, P. & M. Verloo (2009). The Discursive Politics of Gender Equality: Stretching, Bending and Policy-Making, Routledge Lilja Mósesdóttir, Amparo Serrano Pascual and Chantal Remery (2006) Moving Europe towards the knowledge-based society and gender equality, ETUI

Session no. 9	Online Knowledge Production and Distribution: The rise of wikis, crowdsourcing and sharing economy
<i>Aim of the session, main issues discussed</i>	The role of media in knowledge production and dissemination <ul style="list-style-type: none"> • Questions of authorship and creativity in media work • The co-production of knowledge through social media: techniques, opportunities and risks • Sharing knowledge: the online information networks
<i>Key readings for the session</i>	Boyd, d. and Crawford, K. (2012) 'Critical questions for big data'. <i>Information, Communication & Society</i> 15(5): 662–79. Bruns, A (2013) 'From Prosumption to Prodisage'. In Towse, R. and Handke, C. (eds), <i>Handbook on the Digital Creative Economy</i> . Cheltenham, UK: Edward Elgar, pp. 67-78. Castells, M. (2010) <i>The Rise of the Network Society: The Information Age</i> . London: Blackwell, second edition, p. 355-507 Myers, G. (2010) <i>The Discourse of Blogs and Wikis</i> , Bloomsbury Academic.

<i>Questions for discussions (based on readings)</i>	Commercialisation: is the internet turning into a space of commerce and passive consumption? Ethical standards: problems of knowledge verification, of ownership of knowledge and data protection Democracy: Forms of user empowerment or disempowerment.
<i>Additional/further readings</i>	Bruns, A. (2008) <i>Blogs, Wikipedia, Second Life and Beyond: From Production to Produsage</i> . New York: Peter Lang Digital Methods Initiative (2013) 'Digital Methods Wiki'. Available at: https://www.digitalmethods.net/Digitalmethods/WebHome (last accessed 7 March 2014).

Session no. 10	Message – how to make research outcomes attractive and understandable: communicating with media, stakeholders, funding institutions
<i>Aim of the session, main issues discussed</i>	Main aim is to convey and discuss the importance of different strategies and instruments to disseminate research results to institutions “outside” academia. Focus will be put on styles of dissemination as well as active use of social media such as Twitter, Facebook and project blogs. Yet, in so doing, the session will also discuss the importance of clear and concise research language as a starting point for dissemination. Research always comes first, dissemination is its offspring.
<i>Key readings for the session</i>	Steven Pinker (2014) <i>The Sense of Style</i> , London: Penguin, chapter 1. Students should search for relevant social science researchers and/or research projects which use social media and blogs for dissemination.
<i>Questions for discussions (based on readings)</i>	The session will opt for an interactive mode of participation from the students. Rather than base questions on readings I would like to ask the students to reflect on 1) Why dissemination is important; 2) what they think is good dissemination; 3) Potential of using instant social media (Twitter etc); 4) Possible problems of using instant social media.
<i>Additional/further readings</i>	No additional readings: Students should rather search the internet for what they see as one good example of dissemination and one bad example of dissemination. Send these two examples on e-mail to the lecturer two (2!) weeks prior to the lecture.

Session no. 11	Challenges of conducting research
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<i>Aim of the session, main issues discussed</i>	The session aims to discuss the challenges and problems related to the process of conducting research. The main focus will be places on the various types of research misconduct and discussing/developing the best strategies for dealing with such problem. The session will have an interactive format and will be based on the group work.
<i>Key readings for the session</i>	OECD Global Science Forum „Best Practices for Ensuring Scientific Integrity and Preventing Misconduct”. Available at: www.oecd.org/sti/sci-tech/40188303.pdf Swedish Research Council. 2011. Good Research Practice. Available in pdf from: https://publikationer.vr.se/en/product/good-research-practice/
<i>Questions for discussions (based on readings)</i>	Materials for discussion and group work: ‘Climategate’ http://en.wikipedia.org/wiki/Climatic_Research_Unit_email_controversy Wakefield MMR vaccine link to autism http://scienceblogs.com/authority/2009/02/07/scientific-misconduct-and-the/ Zygmunt Bauman – liquid copyrighthor or solid plagiarism Bauman http://ipkitten.blogspot.com/2014/04/zygmunt-bauman-liquid-copyright-or.html
<i>Additional/further readings</i>	

Session no. 12	Research challenges and risk management in research projects
<i>Aim of the session, main issues discussed</i>	The main aim of the session is to present and discuss how to deal with the research challenges through risk management. A variety of risks may occur in every research project – from individual student projects to large-scale international projects involving many partners. Therefore a necessary aspect of management of every research undertaking is risk assessment before and during the project. During the session students will discuss various categories of risks occurring during research projects and will be familiarised with the possible tools to assess risks and harms and how to minimise such risks.
<i>Key readings for the session</i>	Israel, M., and Hay, I. (2006) <i>Research Ethics for Social Scientists</i> . London: Sage (chapter 7, pp. 95-111).
<i>Questions for discussions (based on readings)</i>	How do we define risk and harm in research projects? What are the possible tools to minimise risks?
<i>Additional/further readings</i>	The Research Ethics Guidebook (http://www.ethicsguidebook.ac.uk/)

Session no. 13-14	Presentations
<i>Aim of the session, main issues discussed</i>	
<i>Key readings for the session</i>	
<i>Questions for discussions (based on readings)</i>	
<i>Additional/further readings</i>	