university of groningen

2024

Science shop Report



Contents

Preface Yorick Karseboom 3
DIY Science Karin Ree & Ísey Mous 4
Introducing... Marit Nygård 5
One for all... and all for one? Lars Jansen 6
Never stop wondering Marit Nygård & Karin Ree 10
Dive into the world of baby spas with the science shop for medicine and public health Thomas Wieringa 12
Introducing... Thomas Wieringa 13
Rethinking teaching methods - how student research can shape school policy Mariëtte Hingstman & Marij Veldman 14
2024 in numbers 18
Smart doorbells: A smart idea? Marc Pauly 20
Impact is not a competition Vincent Hazelhoff 23
RUG smoke-free!? Cigarette waste and smoking nuisance Nils Elzinga 24
Shhh! Research in progress! Vincent Hazelhoff 26
Introducing... IT Law Service Centre 29
Publications and presentations 2024 30

Colophon

What is a Science Shop?
A Science Shop gathers scientific questions from residents and community organizations who do not have the means to conduct research themselves. In doing so, Science Shops form a bridge between the university and society. Research is conducted free of charge by students under the supervision of academic staff. This way, students learn how to conduct research and what research can mean for society. This benefits society, science, and students alike!

So, do you have a scientific question you would like to have researched? Don't hesitate to contact us!

For most of the projects discussed in this annual report, reports and articles have been published. These are available for free download at www.rug.nl/wewi. If you are interested in any of the topics discussed, feel free to contact the respective shop.
The Science Shop Yearly Review is a joint publication of the Science Shops of the University of Groningen.
Email for a free subscription: wewi@rug.nl

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Open Sesame!

While, last year, I was still revelling in a sense of happy chaos, my joyfulness has now taken on a more serious note. The world around us is changing rapidly, unfortunately not always for the better. Polarization is on the rise and the public seems to cultivate an increasing distrust of academia, from alternative facts to powerful political figures who publicly dismiss science.



As a university, it is important to stand up to this. But how? In my view, the university should claim its place in society, not as an ivory tower producing abstract knowledge, but as an open entity with a societal responsibility. Knowledge for and by society.

It is crucial for the University to continue its efforts to engage the public in generating new knowledge; Knowledge that is aimed at creating a better world. The University can achieve this by sharing knowledge, but also by putting out its feelers and exploring tomorrow's research questions.

We hope to make another small but meaningful contribution to this through our science shops. This annual review tells you how. There is an article about the Meet-O-Theek, an initiative that lets people borrow a range of measuring instruments to help them conduct their own research as well as one on smart doorbells and the privacy pitfalls that come with these devices. The review also includes a feature on baby spas—a concept entirely new to me—and explains how student research can contribute to better school policy.

But, besides sharing details about our projects, we would also like to make an appeal. For the science shops to continue to exist, they need you. That is why we really want to know what your research questions are and what issues you are facing. What are the challenges you face in your personal or professional life? And how can academic knowledge potentially help you overcome them? We would love to hear from you!
lease do not hesitate to reach out to us by sending an email to wewi@rug.nl.

Enjoy your read!

YORICK KARSEBOOM



The Science Shop staff. From left to right, top row: Ísey Mous, Lars Jansen, Henk Mulder, Mariëtte Hingstman, Niels Albers-Visscher, Thomas Wieringa. From left to right, bottom row: Nils Elzinga, Yorick Karseboom, Karin de Boer, Marc Pauly, Vincent Hazelhoff, Marit Nygård (Absent: Marij Veldman, Karin Ree, and Gerard Ritsema van Eck).

DIY SCIENCE

Ask not only what science can do for you — ask also what you can do for science.

Author: Karin Ree en Ísey Mous

Of course you can ask the Science Shop to conduct research for you, but did you know you can also do your own research? Just ask yourself, what piques my curiosity? At the Meet-o-theek library on the sixth floor of Forum Groningen, you can borrow a wide variety of measuring instruments to help you explore your surroundings. You can track bats in your garden with the bat detector, you can use the photometer to measure the intensity of light from stars and other objects in the galaxy from your bedroom window, or you can use the UV sunscreen camera to check whether you've applied enough sunscreen.

As you take these measurements in your own home, garden, or kitchen, you will not only learn more about the world around you, but you can also play a part in advancing academic research: that is citizen science for you! The CurioUs? programme aims to encourage people's curiosity and give the public the opportunity to contribute to academic research by adding their own data. Curiosity comes in all shapes and sizes in the CurioUs? programme. In a previous project, creative nature lovers took pictures of garden spiders, which taught us more about the effects of urbanization on the spider population. The programme also ran a worm-counting project for avid gardeners; this project gave us a better understanding of the soil quality in the Northern Netherlands and its impact on animals such as grassland birds. If you decide to explore your own surroundings using measuring instruments from the Meet-o-theek library, you too can contribute to academic research!

> "JUST ASK YOURSELF, WHAT PIQUES MY CURIOSITY?

If you have taken part in these types of projects before, you're probably over the age of 50. The majority of participants in the CurioUs? citizen science programme are middle-aged or older and have enjoyed higher education. The challenge is to make the programme resonate with younger generations. This challenge is what Jelka Pospig, a Master's student of Science Education and Communication, explored for the Beta Science Shop.

Jelka researched the psychology behind participating in citizen science. What motivates people to participate and what is holding them back? Nearly all participants saw the benefits of joining citizen science projects: they get to learn something new, contribute to science, and have a good reason to be out in nature. The nature component was the main driver of the participants, particularly for respondents under the age of 50. But where do people find the time to do Citizen Science? Young people said that the time factor was a major obstacle to them joining the programme. They have many commitments to begin with. To involve young people, CurioUs? will initiate partnerships with organizations such as libraries and schools over the coming years.

But simply reaching out to them is not enough. If we want them to participate in citizen science projects, we also have to know what research resonates with this generation.



Winter School students of the Honours College have mapped out which generations borrow which measuring instruments from the Meet-o-theek to diagnose their own health. Students, for instance, are interested in how much alcohol is safe for them to drink in a single evening. Among this group, the Breathalyzer is a popular tool as it shows them how many drinks it takes for them to get drunk. Older generations are more interested in measuring long-term health effects. One of the instruments that can help monitor their level of fitness for example, is a pulse oximeter.

One thing that connects the different generations is sustainability:all respondents are worried about the future of the planet. Food waste is a major problem the city of Groningen is looking to address. Students pursuing a minor in Future Planet Innovation looked into food waste. To prevent food waste, citizen participation is essential. The average person in the Netherlands produces 33 kilos of food waste per year, because they buy too much, they do not plan their meals, they do not store food properly, or they forget to look at use-by dates.

What does the City's ambition to be waste-free by 2030 mean for its citizens? Not everyone has the same opportunities for reducing food waste. Students typically have a limited budget and people in work tend to have little time to plan their meals. Older people do not face these issues and they have more free time, but they are often less technologically literate This makes it more difficult for that group to stay informed.

There is no ready-made solution for all residents of Groningen to reduce food waste, which is why we need tailor-made approaches. 'Use It Up Tape' has been developed for older generations; this helps them set up their fridge by use-by dates. Students can consult 'Great Taste, No Waste' to find out how to put together a waste-free shopping list that is good for both their wallet and the planet. To ensure that we do not waste any more food by 2030, the citizens of Groningen have to be firmly committed to the no-waste initiative. It is the City's responsibility to provide the knowledge and the resources.

As an individual, you can make the world a better place by being curious about your own home, garden, heartbeat, or fridge. And by satisfying your curiosity, you can play a part in advancing science. Always stay curious!



Picture by: Tessa van de Vorstenbosch

INTRODUCING: MARIT NYGÅRD

As the newest and youngest member of the science shop team, allow me to introduce myself. I'm Marit Nygård, and as of autumn 2024, I've been responsible for the science shops' communications. My job is to maintain the science shops' LinkedIn page and to manage external communications about the science shop projects. As a full-time Master's student Science Communication and a part-time songwriter, I'm basically always listening to and telling stories. During my Bachelor's degree in Biology I majored in Ecology and Evolution (as I love birds), I pursued a minor in Anthropology and took courses at the Faculty of Arts. In short, I'm an all-rounder and excited to leverage my knowledge and newly acquired communication skills to help the science shops thrive. I'm most passionate about multidisciplinary projects that bring together different faculties and academic fields. My goal is to raise the profile of the science shops as much as possible and to create more awareness and engagement among students for societally oriented projects.
You can usually find me at the Language, Culture and Communication office in the Harmonie Building. So, do drop by!

ONE FOR ALL...AND ALL FOR ONE?

The integration needs of Latin American immigrants in the Netherlands

Author: Lars Jansen



> **BASED ON AN ARTICLE IN A DUTCH NEWSPAPER A FEW YEARS AGO, THE DUTCH ARE PRETTY STANDOFFISH, IF YOU ASK A SOUTH AMERICAN.**

Imagine arriving in the Netherlands as a Latin American immigrant. What would be the first thing you notice about the Dutch? Based on an article in a Dutch newspaper a few years ago, the Dutch are pretty standoffish, if you ask a South American. 'You could even call them cold,' said two Brazilian tourists, who did not really see this as a negative, since they were leaving the country in a few days. For migrants, however, this culture shock can cause them to retreat and deliberately fly under the radar. But what does this group need to actually feel connected to their new surroundings? What would help Latin American migrants integrate more easily so that they become active participants in Dutch society? The answer to this question appears to be more complex and layered than you might think and each answer seems to trigger more questions. How do you get to grips with the problem through step-by-step research?

The Science Shop Language, Culture and Communication has a long-standing relationship with social entrepreneur Margarita Gonzalez. She works with language students to identify the hidden problems and needs of Latinos in the Netherlands. There are some 84,000 Latin American immigrants in the Netherlands. This immigrant group does not usually draw attention to itself: Latinos are not the focus of the migration debate in the Netherlands. While this may seem positive, it also typically causes Latinos to be overlooked in migration policy development. This in turn results in this group facing unique obstacles in the Netherlands. Margarita knows the issue only too well, since she herself came to the Netherlands from Latin America. She uses the outcomes of the various science shop studies to advocate for the well-being of Latinos in the Netherlands.

So far, Margarita has supervised four students who wrote their theses about Latin American migrants. In these projects, Margarita serves as the bridge between the student and the target group. Besides giving students access to her network, she also acts as a translator and helps the students and the Latinos in question navigate cultural differences.

The focus areas of the research are:

- challenges in intercultural communication;
- development of effective language policy;
- available courses for minorities;
- language policy in the workplace;
- social injustice and language discrimination.

In addition to their theses, the students also produced a public document in which they provide information to Latinos in the Netherlands and offer input for follow-up projects.

Student Annetje Gleichman researched Latinos' experiences with their integration into Dutch society. The language seems to be the main obstacle to integration. Annetje studied how the group perceives the Dutch government's public information. Effective information provision can greatly enhance the integration process. Annetje's research uncovered a number of problems in this regard: the vast majority of South American immigrants face a lack of information in their native language. Clear, accessible information is key to bridging cultural differences and finding suitable schooling, employment and opportunities for self-integration.



LANGUAGE FEAR AS A BARRIER

After Annetje pinpointed the problem in her thesis, student Tereza Dražanová decided to delve even deeper. By interviewing a large group of Latinos, Tereza managed to identify the four most common obstacles to the integration of Latinos in the Netherlands: work, language, culture and the lack of governmental information in Spanish.

Navigating the cultural landscape

Anoek Withaar, a Bachelor's student of Minorities & Multilingualism, researched the experiences of Latin American women while integrating into Dutch society. She discovered that cultural identity and a sense of belonging are key factors. Many women are struggling to build friendships with locals because the Dutch are generally reserved in their social interactions and they lead busy lifestyles. Isabella, a recent immigrant from Mexico, stressed that interactions with locals are typically polite but superficial, which is very different from the deeper connections people tend to make in Latin American cultures.

> **MANY WOMEN ARE STRUGGLING TO BUILD FRIENDSHIPS WITH LOCALS BECAUSE THE DUTCH ARE GENERALLY RESERVED IN THEIR SOCIAL INTERACTIONS**

Navigating a new cultural landscape deeply affects a person's identity and their sense of connectedness. The Latinas said that they constantly needed to assert their position in Dutch society. Social networks with other Latin American migrants offer valuable assistance, with emotional support and practical advice. These networks help to facilitate the integration process and provide a basis for Latin American women to build their lives in the Netherlands.

There is an urgent need for connection and clear, open communication between different cultural groups. As with many other questions to Science Shops, the original question provides a glimpse into the underlying issues. For this reason, it is essential to continue collaborating beyond the completion of a single research project and continually seek out new perspectives that shed light on an issue in different ways.



Common barriers for immigrants:



Work



Language

Information

Culture

AUTHORS:
MARIT NYGÅRD
EN KARIN REE

NEVER STOP WONDERING

“It ain’t necessarily so*”

Preserved flowers and pine cones: they might seem like dead remnants of life, but—if you are curious—they can raise unexpected questions. The most senior and most junior editors of this report’s edition discovered that they are united in their curiosity.

Sometimes people come to the science shop for validation. That’s understandable, especially if they’re embroiled in an ongoing struggle with a government agency or a corporation, and are armed to the teeth with convincing-sounding arguments.
Because of their compelling nature, these arguments will resonate deeply with students. That too is understandable. Science shop clients can be quite persuasive and students are only too excited to get involved, perhaps hoping they could be the ones to uncover the next big scandal.

However, science is not about being proved right. That usually does not really help a client. The main challenge of academic research in general, and of science shop projects in particular, is to approach issues with an inquiring and open mind. What exactly is going on? How can we look at an issue from fresh new angles? And in all modesty: how can science help?

This calls for an example from the most senior editor’s experience. I, Karin, picked an example from way back to avoid hurting people’s feelings. At the time, the former Chemistry Shop was asked a question by a village association about a floral preservation business, which was a sideline of a local forage drying company. Forage drying companies used to have a poor reputation because of their releasing dust emissions into the environment. The village association had compiled an impressive file on the prevalence of allergies among the locals, which they claimed was due to flower dust emissions. That was a plausible assumption: many flowers contain allergens. The student involved in the project took the problem very seriously and was trying to come up with arguments in support of the village association’s claims. The drying company was not inclined to cooperate, because the conflict had escalated rather dramatically. But as the project neared its end, new light was shed on the matter. The student found out about the outcomes of the dust measurements commissioned by the authorities, which showed that the claims of dust emissions were largely unsubstantiated.

The student was a little embarrassed, but of course he did not need to be. He could not have had a better learning experience. He learned that science requires curiosity and an open mind. Those two aspects are most meaningful to the outcome for the client. Rather than agreeing with them or looking for arguments to validate their claims, science is about posing critical questions, with respect and humility. The added value of a science shop project lies precisely in that challenge.

We also find inspiration in the work of Dutch poet Joost Oomen** (slightly reworked):
Zit, madeliefje (Sit, dandelion)
Honderd mogelijkheden op een bankje (Hundreds of options on a park bench),
Paardenbloem en eeuwen (Daisies and ages)
Eeuwen twijfel dus je bent (Ages of doubt so you are)



Curiosity lies at the heart of this challenge. Every bit of research starts with an inquisitive mind asking the first question, whether about preserved flowers, daisies, or pine cones. I, Marit, the most junior editor, became interested in science when I was asked to research pine cones. They may look like simple, dry, and dead objects when you see them on the ground, but just the difference between a dry and a wet pie cone is fascinating. A pine cone patiently waits for dry weather to open up and spread its seeds. When it rains and it cannot disperse its seeds very far, a pine cone will carefully close all its scales. That may seem purposeful, but the mechanism is embedded in the layered structure of the scales. It is an interesting phenomenon, not just for biologists, but also for materials engineers who can develop applications for this mechanism and find inspiration in nature. So, even a pine cone could trigger a question for a science shop. Wonder at something as simple as a pine cone—that’s where science begins.

If a client is looking for validation, try to immerse them in your sense of wonder and expand your thinking to focus on the real issue. That is a win-win. So keep wondering! Open your mind and ask a question you do not yet have the answer for.

As Joost Oomen puts it (again freely adapted):
Ik ben een heel klein vraagje (I’m the tiniest question)
Ik ben een heel klein vraagje (I’m the tiniest question)
Je moet me stellen (You should ask me)

“

I’M THE TINIEST QUESTION
I’M THE TINIEST QUESTION
YOU SHOULD ASK ME

** From: Gershwin, Porgy and Bess*
*** From: Joost Oomen, Lievegedicht*

DIVE INTO THE WORLD OF BABY SPAS WITH THE SCIENCE SHOP FOR MEDICINE AND PUBLIC HEALTH

Author: Thomas Wieringa

Lately, baby spas have been growing in popularity, both in The Netherlands and abroad. You might be wondering... baby spas? In a baby spa, babies can float and relax in a warm bath and then receive a massage — essentially a wellness center for babies. Less than ten years ago, the first baby spa in The Netherlands opened its doors. Since then, the number of baby spas — and their popularity — has increased significantly. Because these spas are a relatively new phenomenon, there has been very little research on them. This makes it a socially relevant topic and therefore a suitable project for the Science Shop for Medicine and Public Health. This question provides a behind-the-scenes look at our science shop within the University Medical Center Groningen (UMCG).

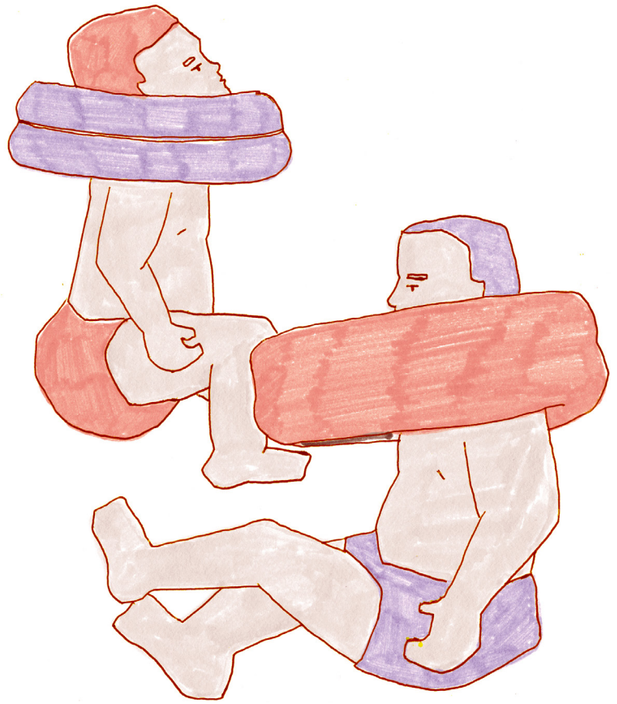
> “YOU CAN’T JUST START TAKING VARIOUS MEASUREMENTS — SO WE HAD TO LOOK FOR AN ALTERNATIVE METHOD.

We received the following question from the Baby Spa Network Foundation: “What effect does a baby spa treatment have on a baby’s health?” Through a student project at our science shop, we aim to find an answer to this question.

However, there is one major “but.” The challenge in answering the Foundation’s question is that, ideally, we would need to perform measurements on babies to get the best answer. But conducting medical research on infants is extremely complicated due to both practical and ethical reasons. You can’t just start taking various measurements — so we had to look for an alternative method.

The alternative plan is to offer a questionnaire to parents visiting a child health clinic. The survey will include questions about the number of baby spa visits and the child’s development. This will allow us to examine whether a relationship between baby spa visits and infant development exists. A medical student will carry out the research as part of their master’s thesis. Thanks to the questionnaire method, the student won’t need to conduct invasive procedures (like taking blood pressure or collecting blood samples), which means that the babies won’t be affected by the study. This keeps costs low and makes parents more willing to participate.

> “THIS WAY, THE ANSWER TO THE ORIGINAL QUESTION CAN GRADUALLY “FLOAT TO THE SURFACE.



If a link is found between baby spa visits and child development, further research into baby spas may be warranted. This way, the answer to the original question can gradually “float to the surface.”

In this project, the student learns how to design and conduct research, but also gains insight into the importance of research for society — in this case, for the owners and visitors of baby spas. It’s a win-win situation, as both society and the student benefit from the science shop project. This way, we can keep both the baby and the bathwater!



INTRODUCING: THOMAS WIERINGA

My name is Thomas Wieringa. Since the 1st of September 2024, I have taken on the role of Coordinator of the Science Shop for Medicine and Public Health. In my previous career, I worked as a lecturer in Epidemiology and Biostatistics at Vrije Universiteit (VU) Amsterdam. But when I came across this job opportunity at the science shop, I just couldn’t resist! What researcher wouldn’t want to help make the world a better place and contribute to student development, while bridging the gap between society and academia? And the fact that the job was in the north of the Netherlands was another big plus for me: this is where I grew up and where I live. In short, this was an opportunity I simply couldn’t pass up. I can’t wait to team up with our students and answer the many special, interesting, outlandish, and inspiring questions. Please drop by our science shop if you have a question or if you’re interested in an internship. I’d love to hear from you!



RETHINKING TEACHING METHODS

how student research can shape school policy

Authors: Mariëtte Hingstman en Marij Veldman

Research as a signpost

Dutch schools have a lot of freedom to design their curriculum according to their own preferences. This freedom comes with responsibility, as it is up to schools and school boards to choose the proper approach. There is no one-size-fits-all, but research can effectively offer a number of actionable insights. The Arlanta school board, which operates 20 mainstream primary schools and one primary school for children with special needs in the province of Friesland, intends to base its policy choices on research. After having defined a number of focus areas for the coming years, Arlanta sought to have these areas researched, which is why they approached the Science Shop for Education.

Questions posed to Science Shop

In the first meeting with the Science Shop, Arlanta expressed its wish to make its mainstream schools more inclusive for pupils with autism-spectrum disorder (ASD). At present, these pupils tend to be referred to special schools. Arlanta had heard of promising initiatives to support pupils with ASD at other mainstream schools, but didn't have time to do their own research. So, the first question they asked the Science Shop was: 'What lessons can we learn from the experiences of other mainstream schools with facilities for pupils with ASD?'. Arlanta was also interested in improving its language and reading instruction practices. The school board had established that, while most pupils at the age of 11 or 12 are able to understand texts at basic level, a significant number of pupils fail to meet this requirement. That is why they asked the Science Shop a second question: 'How can we help pupils aged 9 to 12 improve their reading comprehension, so that more of them reach the target level?'.

> "HOW CAN WE HELP PUPILS AGED 9 TO 12 IMPROVE THEIR READING COMPREHENSION, SO THAT MORE OF THEM REACH THE TARGET LEVEL?



Teaching facilities for pupils with ASD

The first question was addressed by Gusta Metz, a Master's student of both Educational Sciences and Psychology with a special interest in inclusive education. She formulated suitable research questions before moving on to conducting field work. Gusta visited five primary schools to find out and explore how they provide support to pupils with ASD. Based on interviews with teaching professionals and pupils, observations, and school-provided documents, she collected interesting examples of teaching facilities for pupils with ASD. Facilities included separate classes for pupils with ASD, calm and sensory rooms, and headphones. One school had an emotional support dog to help pupils relax.



Although most schools had positive experiences with these facilities, Gusta also concluded from the literature that more efforts are required to truly create an inclusive environment for pupils with ASD. The entire school team and pupils' classmates should be aware of how ASD can affect children and their behaviour. Teamwork between everyone involved in caring for a pupil with ASD is key.

Reading comprehension among pupils aged 9 to 12

Marleen Schuiten, who is taking a Master's in Educational Sciences while also working as a primary school teacher, broke down Arlanta's second question into a number of research questions. She started by reviewing the literature and speaking with an expert to gain a better understanding of what matters for improving reading comprehension, particularly for higher-level primary school pupils who have trouble processing written information. She then went on to interview eight Arlanta teachers to find out how they design their reading comprehension lessons. By comparing the outcomes, Marleen was able to identify where Arlanta is already successful and where things could be improved upon. Half of the schools work with a method that is supported by various recommendations from the literature, for instance. The interviewed teachers who use this method are happy with it. In other schools, there is more room for improvement, especially in tying reading instruction to a child's perception of the world. To support struggling readers, most schools are already using pre-teaching: a group of pupils are guided while reading the text before they encounter the material in a larger setting. Based on the literature, Marleen recommends continuing this practice and considering further customization. Pupils who are dyslexic, have ASD or ADHD have different requirements than pupils with a limited vocabulary. Both the literature and the interviews showed that it is recommended to provide structured support to children who struggle with reading comprehension. What this support entails takes different forms in practice.

Next steps

Marleen and Gusta presented their research during a meeting with the directors of the Arlanta schools. The focus was on the practical implications of their research. One of the directors remarked: "It sharpens our thinking. What can we do better?" They discussed what their school teams need in order to work more inclusively and to teach reading comprehension more consciously. Practical tips were also exchanged, such as using a teepee tent as a sensory break area and working thematically to boost reading motivation. The directors will take these insights back to their schools. One director concluded: "It's very valuable to collaborate in this way—science is being brought into the school."

2024 IN NUMBERS

Below you'll find an overview of what the Science Shops in Groningen have been working on this year — after all, it is an annual report. Capturing our impact remains a challenge, and it's not always something that can be expressed in numbers. Still, we've made an attempt!
Please note: not all projects are alike. It's important to keep in mind that the number of (answered) questions says little about the quality, scale, time investment, or impact of each project. What's clear, however, is that we were once again able to provide many curious individuals with answers, and we're proud of that!

STAFF MEMBERS (FTE)

Bèta	3 (total 1 FTE)
Medicine and Public Health	2 (total 0,7 FTE)
Knowledge Centre Philosophy	2 (total 0,4 FTE)
Green Office	10 (total 5 FTE)
Education	2 (total 0,4 FTE)
Language, Culture & Communication	3 (total 1 FTE)

PUBLICATIONS

Bèta	25
Medicine and Public Health	3
Knowledge Centre Philosophy	9
Green Office	18
Education	2
Language, Culture & Communication	24

ANSWERED QUESTIONS

Bèta	54
Medicine and Public Health	18
Knowledge Centre Philosophy	18
Green Office	150
Education	13
Language, Culture & Communication	56

PRESENTATIONS AND EVENTS

Bèta	25
Medicine and Public Health	0
Knowledge Centre Philosophy	7
Green Office	35
Education	2
Language, Culture & Communication	16

STUDENTS

Bèta	68
Medicine and Public Health	3
Knowledge Centre Philosophy	48
Green Office	40
Education	8
Language, Culture & Communication	222



A smart doorbell registers the visitor (Stijn Hospers) and his surroundings.

Author: Marc Pauly

SMART DOORBELLS: A SMART IDEA?

Question: what do looking in your fridge, reporting your water usage to the utility company, and taking care of your house-plants have in common? Answer: they all involve tasks that have become redundant. All three of them have been replaced by smart sensors that allow people to control everything from their sofa, using their smartphone.

> “
> **AS A RESULT, SMART DOORBELLS EFFECTIVELY FUEL A GROWING SURVEILLANCE CULTURE, WHERE PEOPLE ARE CONSTANTLY MONITORED BY CAMERAS OR OTHER TYPES OF SENSORS.**

Smart doorbells are another example of how intelligent sensors have become part of our everyday lives. A smart doorbell lets you check who is at your door and speak with them remotely via your phone. This is convenient for when a delivery driver shows up while you are at work, as you can give them precise instructions on where to leave your parcel. Smart doorbells also give people a sense of security: they let you keep an eye on who is at the door before you open it and you can see what is happening in the street. You could say that this is progress, both in a practical sense and in terms of safety and security. It sounds like it at least, but is it actually true?

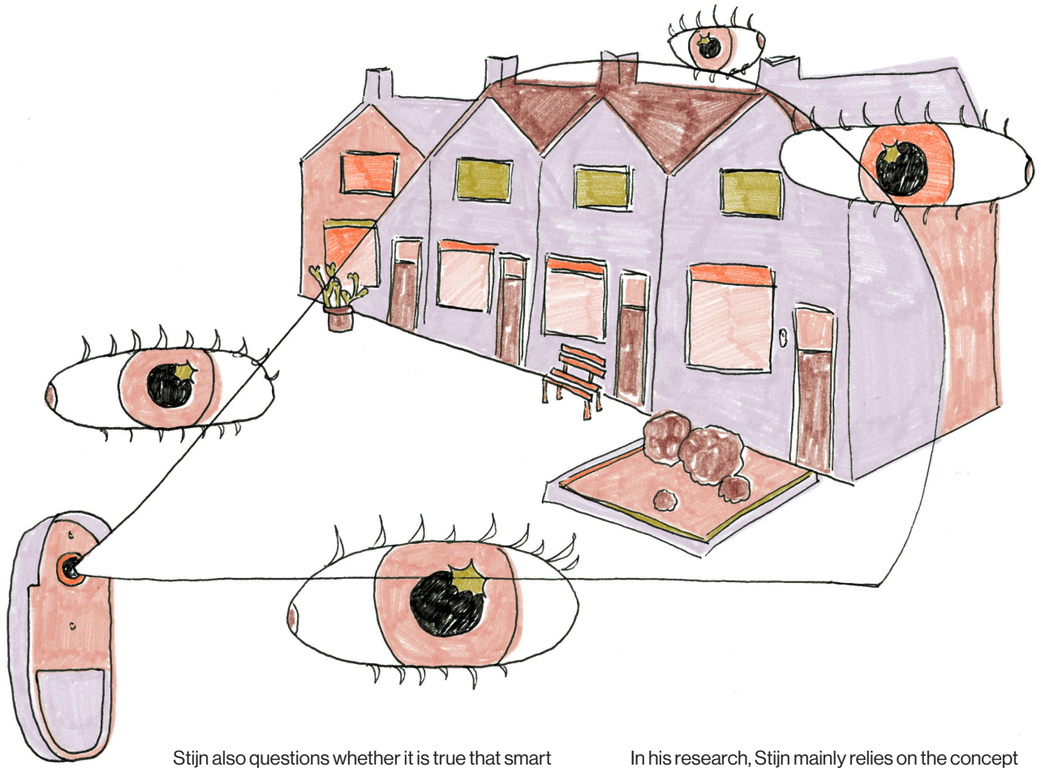
Unfortunately, smart doorbells also come with their own set of issues. Local governments are struggling with the fact that smart doorbells tend to capture footage of public spaces, which is prohibited by privacy laws. This happens because these doorbells will typically film a resident’s private property as well as its surroundings. As a result, smart doorbells effectively fuel a growing surveillance culture, where people are constantly monitored by cameras or other types of sensors. Local authorities are facing challenges in addressing the privacy aspects of smart doorbells. In The Netherlands, they have even gone so far as to form a Smart Doorbell Consortium, a platform for discussing the responsible use of smart doorbells.

The municipality of Groningen is also grappling with this issue. Its Information and Services department, which is responsible for data ethics, asked the Philosophy Knowledge Centre for assistance. Stijn Hospers, a Master’s student of Philosophy, delved into the issue of smart doorbells as part of his internship with the municipality. His research question: ‘What is the impact of smart doorbells on our privacy?’.

Many people do not think about the privacy issues associated with smart doorbell technology. As an example of a potential problem, Stijn references a situation where individuals who have moved house continue to have access to the smart doorbell at their old address. But you cannot really compare a smart doorbell with a person on the street who is watching your every move. Data collected by smart doorbells are stored by organizations and can be used for commercial purposes, for instance by large players such as Amazon, whose data centres are located outside the EU. This tends to make them immune to European privacy legislation.



Stijn Hospers rings the smart doorbell.



Stijn also questions whether it is true that smart doorbells increase people's sense of security. He claims that, so far, there is no proof that smart doorbells actually prevent homes from being burgled; in fact, the preventive effect of smart doorbells is uncertain. That said, many people do perceive a greater sense of security with surveillance technology such as smart doorbells. Further research is needed here as well, given that, with the increasing number of smart doorbells, residents more frequently share images of 'suspicious activity' in an area on social media. This might have the opposite effect in that it might erode people's sense of security. In short, there are plenty of unresolved questions that require further research.

> **"OUR SOCIAL RELATIONSHIP WITH A POSTAL WORKER IS TRANSACTIONAL; THIS IS DIFFERENT FROM OUR RELATIONSHIP WITH A FRIEND (WHICH IS BASED ON TRUST).**

In his research, Stijn mainly relies on the concept of contextual integrity as developed by Helen Nissenbaum. To Nissenbaum, privacy is a matter of context: the appropriate form of data collection depends on the context in which a particular technology is used. The context in which a person visits a friend's home is different from the context in which mail is delivered. Our social relationship with a postal worker is transactional; this is different from our relationship with a friend (which is based on trust). Consequently, you would also expect our standards for collecting and sharing data to differ in these two contexts.

Stijn's internship with the municipality ran from September 2024 to February 2025. The intended outcome of his internship is to produce an information leaflet for the City Council—or perhaps for a wider audience—that clearly explains the privacy aspects of smart doorbells. With this leaflet, we aim to take the discussion about the use of smart doorbells to the next level and to encourage people to reflect on whether smart doorbells truly live up to their name.

COLUMN

AUTHOR: VINCENT HAZELHOFF

Impact is not a competition

Our Science Shop project on noise nuisance (see page 26) has recently been nominated for the Ben Feringa Impact Awards. Great news for us and our students! Besides the honour and the prestige, we will be in the race for a substantial cash prize. However, grateful as I am, the impact award also leaves me feeling a bit uneasy.

I really do not want to look a gift horse in the mouth. Thanks to the current UG Board, a lot more focus is now being placed on the added societal value of teaching and research. While an award may serve as an effective incentive for researchers and students to explore the world beyond their own laboratories, it also promotes their competitive drive. By its very nature, an award unintentionally sends researchers and students the message that one project is better than another. There has to be a winner—and there have to be runners-up.

> **"BUT AS SOON AS WE SPEND MORE TIME TALKING ABOUT SOCIETAL IMPACT RATHER THAN ACTUALLY MAKING A DIFFERENCE IN THE WORLD, WE SHOULD RE-EVALUATE.**

Aside from the neoliberal view of societal impact, I also wonder about the procedure for determining the winner. What if one project has made a small positive impact for 500 people and another has drastically improved one person's life? Which of the two should be the 'winner'? And who decides on this? A professional panel of judges and a watertight assessment procedure will go a long way, but they are provided by the university rather than by 'society'. This comes at the risk of rolling out the red carpet for ourselves.

Besides, organizing the impact awards is a time-consuming and costly process. Award ceremonies have to be coordinated, judging panels have to be formed, rooms have to be rented, and the event has to be catered. Completing the nomination process for a science shop project easily takes a few hours of paperwork, time a researcher could dedicate to initiating new projects or making new connections. Managing our time effectively is of course not the only consideration—that would be a neoliberal take on things—but as soon as we spend more time talking about societal impact rather than actually making a difference in the world, we should re-evaluate.

But what would be the alternative? Let us start by getting rid of the monetary award. It does not feel right to offer a financial incentive for socially relevant projects. Instead of turning impact into a competition, it is now more important than ever to make structural investments in social relevance. Given the current climate of budget cuts in Dutch higher education, such a bold move would perhaps truly deserve an impact award.

RUG SMOKE-FREE!?
CIGARETTE WASTE AND SMOKING NUISANCE

Author: Nils Elzinga

In 2024, the Green Office was asked to help explore the issue of cigarette waste and smoking nuisance at University of Groningen buildings and the Zernike Campus. Technically speaking, a smoking ban has been in place at these locations since 2020, but people still tend to smoke there if the ban is not actively enforced at risk of penalty. This did—and still does—cause frustration. But where to start addressing the issue? What is the problem exactly and what would be the right strategy when balancing conflicting interests, legal obligations, and addicted smokers?



Prize competition in the Forum after the clean-up campaign.

A complex problem

The more meetings Nils Elzinga (project leader and coordinator) and Francine Nijp (communications officer) had with experts, academics, local partners, other universities and students, the clearer it became to them how complex the issue actually is. Smoking is an addiction and a social problem, as people get sick from smoking and die an untimely death. However cigarettes are still being sold. Dutch law requires campuses to be smoke-free and universities are expected to enforce the law. If the Netherlands Food and Consumer Product Safety Authority finds a smoker on campus during one of its inspections, the university will be fined. Also, a university is prohibited from facilitating smoking in any way; it cannot even provide a disposal facility for smoking-related waste. As a result, the streets near UG buildings and the Zernike Campus grounds are littered with cigarette butts. In this complex landscape, solutions are hard to find.

Cigarettes and the environment

To pinpoint the exact problem, the Green Office started by collecting information, not just about smoking nuisance at the UG, but also about the environmental consequences of cigarette waste. The Green Office team has deep expertise in sustainability, but even the team members were surprised at the huge environmental impact of cigarette waste. And if the Green Office does not know, how would others? Knowledge about smoking is mostly limited to the associated health risks. This led to the idea of launching a UG-wide fact-driven communication campaign on cigarette waste and the environment. The campaign involves news items, on-site events, posters, information screens, a crossword puzzle, and a video. The Green Office also took this campaign to the European Researchers' Night, the KEI Market together with the Groningen Schoon Dankzij Mij [Groningen Clean Thanks to Me] campaign, and the Let's Gro Festival.

Smoke-free zones

Besides the environmental impact of smoking, cigarette smoke also causes nuisance, which is mostly associated with the areas where smokers gather and the way in which smoke-free zones are communicated. The UG endorses Smoke-free Generation, the movement towards a generation free from smoking, which is symbolised with a blue tick mark that can be found all over the UG buildings and on the Zernike Campus. The campaign was initiated by the Dutch Heart Foundation, KWF Dutch Cancer Society, and the Dutch Lung Association. The signs are meant to represent the new standard, but the message comes across as optional. The signs are occasionally even interpreted as indicating a designated smoking area. That is why we needed signage that indicates clearly that smoking is prohibited in those areas. To test this, the Green Office developed new red signs and the smoke-free zone in front of the Academy Building was expanded with the support of the municipality.

Clean-up and research

In order to further step up the communication campaign and appeal to a wide audience, the Green Office organized several clean-up campaigns together with students and Groningen Schoon Dankzij Mij [Groningen Clean Thanks to Me]. The communication campaign and clean-ups were also tied to research. Romy Handana, a Master's student of Sustainable Entrepreneurship, for example, researched the most effective interventions against smoking at university campuses. The key outcomes of the survey were as follows: 1) interventions work better in a clean environment than in an environment riddled with waste, and 2) a mix of interventions typically works best. Romy also investigated whether students and staff who smoke on campus feel guilty about doing so. Her conclusion was that confrontation through enforcement made them feel the most guilt.

Rina Sevcik, a Master's student of Clinical and Psychosocial Epidemiology, researched the causes of non-compliance with the UG's non-smoking policy. The research involved her interviewing smokers among students and staff and asking questions about their opinions and intentions. She asked them, for instance, whether they were more inclined to smoke in a certain area if they saw other smokers there and whether they were in fact aware of the UG's non-smoking policy.



Nils and environmental steward fill a cigarette butt bin during Let's Gro.

Next steps

In 2025, the Green Office will continue its clean-up events and its communication campaign. From January onwards, large signs will be displayed at the University Library and the Faculty of Medicine. These signs will tell passers-by what Dominique Mollet, expert in health law, and Wanda de Kanter, activist/former pulmonologist, think of the tobacco industry and recent trends such as vaping. This is how we will be giving students and staff a broader perspective on the tobacco industry and the impact of smoking.

In addition to this strategy of information provision, the Green Office will also use humour to raise awareness. Humour works, says UG researcher Massih Zekavat. Humour and satire can help to keep communication about the environment light and encourage environmental awareness. In this context, student assistants affiliated with the Green Office have designed pocket ashtrays based on memes and puns to be distributed to smokers. This reflects the key message of the campaign, which is: *Quit smoking, for yourself and the environment. Or at least throw your cigarette butt in the trash!*

The pocket ashtrays will be distributed to smokers by Facility Support while they are enforcing the UG's smoking ban. This will help them maintain a positive note when they tell smokers that the UG is a smoke-free zone. The pocket ashtrays will also be available for pick-up from the Green Office soon.



SHHH! RESEARCH IN PROGRESS!

Residents and students collaborating to research nuisance issues

Author: Vincent Hazelhoff

If you want to research an issue in an area or district, it is crucial to engage with the local residents. In the context of the SHHH! project, students, residents, and professionals from Groningen's Schildersbuurt district teamed up to research noise nuisance in the local area.

Let's rewind to 2020. The world's grappling with the COVID-19 pandemic, but the social distancing measures are largely ignored in Groningen's Schildersbuurt district. Students are partying, beer delivery services are coming and going, and there are drunk students in the streets engaging in rowdy behaviour. Local residents have had enough; they ask the local government to put a stop to the disorderly conduct.The municipality responds: they appoint a prevention coach, issues on-the-spot penalties, and initiates a SHHH! campaign to raise awareness of the rules.

Does this campaign resonate with the troublemakers? That is the question the municipality of Groningen posed to the Science Shop Language, Culture and Communication when they got in touch through the WIJS community outreach programme in 2022. Noise nuisance tends to be a complex problem, which is why the Science Shop advised the municipality to not only review the campaign, but also to evaluate how local residents interact with each other.

Participatory action research

The Science Shop decided to form a research committee so as to accommodate the local residents' perspective in the study. In the dialogue that was initiated, the local residents, the municipality, a social team, students, and lecturers engaged with each other to identify the local issues. This form of research is known as participatory action research, a method by which the researched group, i.e. the local residents, is actively involved in the research process. The group provides input and is involved in the decisions regarding the research topics, the questions asked in the survey and the strategy for communicating about the research. This type of research typically creates commitment to the research as well as a sense of shared responsibility for whether and how to follow up the findings.

Next, the students got to work. Some 100 Bachelor's students of Communication and Information Sciences conducted a survey in the area in December 2023 and engaged with local residents about noise nuisance. The aim was twofold: the door-to-door approach resulted in a high response rate, but—more importantly—students and residents engaged in conversation. Exchanging experiences raises awareness of the differences in perception in the local area, hopefully leading to a better understanding of each other.

N=602

Thanks to this approach (and the Knols cakes that were kindly offered by the municipality of Groningen), 602 residents completed the survey. A surprisingly large share of respondents were students. Remarkably, this group also proved to experience nuisance, although they were less inclined to report it. Some students said they sometimes hosted parties themselves. Other residents indicated that they did not always report nuisance, because nuisance is a fact of life in a student town such as Groningen. This discredited the myth of students always being the troublemakers and the local residents invariably being the curmudgeons.

The responses showed that the SHHH! campaign did work, but the willingness to follow the rules depends very much on a person's living situation. About 46% of pensioners were prepared to follow the rules in the local area versus just 30% of students. The survey also showed that insufficient consideration was given to international students and expats living in the local area. The campaign was conducted in Dutch only, while around 25% of surveys were completed in English.

The students compiled the research findings in a brochure and submitted them to the research committee. The findings showed that everyone who participated in the survey can play a part in improving the situation. The residents' associations could work to raise the visibility of the different neighbourhood initiatives — also for internationals. Using the brochure as a basis, the municipality will look at how to better record and respond to reports of disturbances.



Student Tabatha picks up 600 Knols cakes as a thank-you for residents.





WIJS community outreach is a network organization that engages students in addressing challenges in the city of Groningen. The network members are the City of Groningen, educational institutions Hanze University of Applied Sciences, University of Groningen, Alfa College, and Noorderpoort, and public health organization WIJ. The UG Science Shops are affiliated with WIJS through a range of projects and programmes.

Oranjewijk: social cohesion

The successful collaboration has now also been rolled out to the Oranjewijk district. In December 2024, students once again went door to door offering Knols cakes, this time to ask local residents their opinion on social cohesion in the local area. Questions included: 'Are you willing to help your neighbour by doing their shopping?' and 'Would you take your neighbour to the hospital if need be?'. The findings are expected to be published in the spring of 2025. After a possible detour to the Zeeheldenbuurt district in 2026, the project hopes to return to the Schildersbuurt area in 2027 to assess the potential impact of the SHHH! campaign and the policy changes.

The Science Shops and the WIJS community outreach programme underline the importance of active participation in academic research. Shared ownership fosters commitment, increases participation and improves research quality. What is more, it encourages students to become active and socially engaged. Thankfully, the UG recognizes the added value of these types of initiatives, judging from the fact that the project was recently granted the Faculty of Arts Impact Award. Just like Knols cakes: this leaves us wanting more!



IT LAW SERVICE CENTRE – FREE LEGAL ADVICE

The science shops have recently partnered up with the IT Law Service Centre. Below, we've outlined the activities of the IT Law Service Centre and which questions they can answer for you.

Do you have a conflict about an online purchase? Are you facing a legal issue in the digital world? Are you unsure about your privacy statement? The IT Law Service Centre can help. We offer small start-ups free legal advice on IT law issues. Our team consists of law students of the University of Groningen, who operate under the wings of experienced IT law experts to ensure that you receive reliable and sound advice.

How can we help?

- **Online purchases**: Did you order a product that was never delivered to you? Was your product broken upon delivery? We can explain to you what your rights are and what steps you can take.
- **Privacy and data protection**: Are you unsure whether your privacy statement meets the legal requirements or do you need assistance drafting it? We are here to help you on your way.
- **Intellectual property**: How do you protect your ideas, brand, or creative work? We can explain what your options are.
- **Contracts and general terms and conditions**: Do you need help drafting or reviewing contracts or general terms and conditions? We are happy to assist.
- **Cybercrime:** Have you become a victim of phishing, hacking, or online fraud? We can advise you of your rights and tell you how to avoid further distress.
- **Telecommunications:** Do you have an issue with your internet provider? Are you suffering from bill shock due to unexpectedly high charges on your phone bill? We will help you understand what your rights are.

Who do we cater to?

The IT Law Service Centre specifically caters to individuals and small start-ups. We know that legal assistance can be costly and complex. That is why we offer free advice, in plain language, and without legal jargon.

How does it work?

If you have a question, please send an email to info@it-rechtswinkel.nl describing your question or issue as clearly as possible. You can expect to receive our legal advice in your inbox within two weeks.
For more information, please go to www.it-rechtswinkel.nl (in Dutch) or contact us directly. We are here to help. Together, we will find the right solution for you.

PUBLICATIONS AND PRESENTATIONS

Beta

Publications

- *Wietze Hoogeveen.* **Environmental and financial impact of the current meat-based diet for the Zorggroep Drenthe. IP project Industrial Engineering and Management.** *January 2024.*
- *Osama Elsabbagh.* **Help Ecoras Help Clients. IP project Industrial Engineering and Management.** *January 2024.*
- *Dayon Benning.* **Analysis of a solar carport design for the RUG parking lot, IP project Industrial Engineering and Management.** *January 2024.*
- *Jelka Pospig.* **Curious Minds; Unraveling the motivation and Barriers of Citizen Science Participation. Master Science Education and Communication.** *January 2024.*
- *Franka Bergmann, Rick Dijkstra, Iris Massop, Paula Seiffert en Lana Vasyanina.* **Reduce Food Waste among the Residents of the Municipality of Groningen. Future Planet Innovation.** *January 2024.*
- *Jovan Andreevski, Leoni Fahrenkrug, Lynn Grünhagen, Dominik Palkovic, Agata Pawlukowicz en Boroka Szekely.* **The Public Use of Health Apps and Wearables Experiments with Oximeter and Breathalyser. Honours College.** *June 2024.*
- *Dindi Hiddink Verberne.* **Relation of beach slope and vegetation on the nest site selection of the green sea turtle (*Chelonia mydas*) on the Osa Peninsula, Costa Rica.** *June 2024.*
- *Leticia de Bonilla.* **Integration of the marine realm in the recognition and evaluation of OECMs in Costa Rica.** *June 2024.*
- *Pieter Pols.* **Moving towards the sustainable use of species from the SPAW-Protocol's Annex III in Curaçao.** *June 2024.*
- *Pleun Barendse.* **Case Study — Thermal Energy Storage for the University of Groningen. IP project Industrial Engineering and Management.** *June 2024.*
- *Judith Bentvelzen.* **Providing sustainable analysis as a HEOR consultancy, Nice or ZiNIoos.** *June 2024.*
- *Jim Veldhuizen.* **Evaluating the impact of road construction and Influential factors on transportation choices at the RUG. Project Industrial Engineering and Management.** *June 2024.*
- *Elina Giannoukaki, Emmanouela Karyampa en Femke Kienstra.* **Proposing plant-based protein alternatives and nutrients for Cancer Patients during treatment: A Health, Sustainability and Economic - Driven Approach in Collaboration with Danone Nutricia Research.** *June 2024.*
- *Willem Kremer.* **Strategies for energy optimization of ultra-low temperature freezers: A universal model to assess optimization. IP project Industrial Engineering and Management.** *June 2024.*
- *Gerlinda Talen.* **Optimising patient recruitment and retention in cardiovascular clinical research.** *June 2024.*
- *Milan Post.* **An exploration of the UK teleradiology market: offering a workforce solution for lung cancer screening.** *June 2024.*
- *Lisa Hübner.* **What is northern Peru's devil ray fishery worth?** *July 2024.*
- *Henk Mulder.* **Final report on experiences, learning and recommendations for engagement activities with civic society: ENLIGHT RISE - Deliverable 6.3. Enlight.** *July 2024.*
- *Julia Bo Hofma.* **How to measure polyethylene terephthalate nanoplastic concentrations in plastic recycling waste water.** *August 2024.*
- *Aldara Gill Garcia.* **Marine biodiversity enhancement in Portugal: A business model for STRIX.** *August 2024.*
- *Konstantina Bairaktari.* **Harmonising offshore solar energy technology rollout in Europe with climate and ocean health.** *August 2024.*
- *Natasa Bellou.* **Valorization and conservation of diadromous Small-Scale Fisheries:The case of a label of origin system in Portugal.** *August 2024.*
- *Anna Haider Rubio.* **Making fish waste on the Galápagos Islands profitable – a contribution to environmental management and circular economy.** *August 2024.*
- *Lazar Popov, Sanne Groeneveld, Janine van der Woude, Melany Veentjer, Isha Gosrani en Haris Webster.* **Intell for Innolab Groningen.** *October 2024.*

Presentations

- *Niels Alberts.* **Discussietafel 'Public Engagement: hoe kun je publiek activeren en inzetten tijdens evenementen?' Energy, Tech & Tunes.** *January 2024.*
- *Myrte Meijer, Thomas Avila, Lutke Schipholt, Isa Leerink en Nanne Siemensma.* **Below ground level; Citizen research on earthworms as an indicator of soil quality. First year symposium.** *February 2024.*
- *Oleksandra Ushkevych, Janine Brouwer, Ashal Gyokdemir en Amanda Ruff.* **Health effects of pharmaceutical waste. First year symposium.** *February 2024.*
- *Arlo van Delden, Nikki van Britsom, Sarah van den Boogaardt en Tamara Hajas.* **Effects of Artificial Light at Night on Marine Ecosystems. First year symposium.** *February 2024*
- *Niels Alberts.* **Paneldiscussie STEM-symposium 'The role of STEM-education in a changing world'.** *February 2024.*
- *Karin de Boer en Niels Alberts.* **Pressure Cooker Recipe? (Virtual Hackathon methode, Erasmus+ project). Education Festival 2024: Culture, Context & Collaboration, Teaching Academy Groningen.** *March 2024.*
- *Jovan Andreevski, Leoni Fahrenkrug, Lynn Grünhagen, Kasia Lelonek, Dominik Palkovic, Agata Pawlukowicz, Federico Remi, Boroka Székely en Nora Totsche.* **The Public Use of Health Apps and Wearables.** *March 2024.*
- *Karin de Boer en Niels Alberts.* **Twee Posters: Virtual Hackathon methode & "This is what we do! Students on Sustainable University Design. Sustainability Festival, RUG Green Office.** *April 2024.*
- *Henk Mulder.* **Building a movement for change - The Living Knowledge Network Engage 2024: Innovating Practice**. *May 2024.*
- *Henk Mulder.* **"Science Shop explained - creating benefits from public engagement for universities and research". Enlight.** *May 2024.*
- *Henk Mulder.* **Science Shops and Challenge Based Learning. Enlight.** *May 2024.*
- *Niels Alberts.* **Curious & de Meet-o-Theek. CityDeal Kennismaken.** *June 2024.*
- *Karin de Boer.* **Public use of health apps and wearables. Living Knowledge 2024.** *June 2024.*
- *Niels Alberts.* **Engaging CurioUs? Citizens. Posterpresentatie.** *June 2024.*
- *Karin de Boer.* **Can we use an educational tool for societal use? Storytelling LK 2024.** *June 2024.*
- *Niels Alberts.* **Transitioning to a Plant-Based Diet in a Dutch nursing home: A Pilot Study on Sustainability. Living Knowledge 2024.** *June 2024.*
- *Henk Mulder.* **Forming a community of practice in public engagement across faculties and universities:Public Engagement in the ENLIGHT European University Alliance and at the University of Groningen. Living Knowledge 2024.** *June 2024.*
- *Henk Mulder.* **Science Shop summer school. Living Knowledge 2024.** *June 2024.*
- *Henk Mulder.* **10th Living Knowledge Conference. Living Knowledge 2024.** *June 2024.*
- *Niels Alberts en Eva Teuling.* **Meet-o-Theek op de Nationale Wetenschapscommunicatiedag. Nationale Wetenschapscommunicatiedag: Navigeren in de Tussentijd.** *October 2024.*
- *Henk Mulder en Yorick Karseboom.* **LESSONS LEARNED: Wetenschapswinkels als katalysator van collectieve denk- en doekracht Nationale Wetenschapscommunicatiedag: Navigeren in de Tussentijd.** *October 2024.*
- *Jelka Pospig.* **"CurioUs Minds": Unraveling The Motivations and Barriers of Citizen Science Participation. OpenLab.brussels Conference.** *November 2024.*
- *Henk Mulder.* **WORKSHOP: How to set up a good Public Engagement activity. PhD Day.** *November 2024.*
- *Henk Mulder.* **Public Engagement: From Science Communication to Participatory Research. PhD Day.** *November 2024.*

Language, Culture & Communication

Publications

- *Demi Van der Goot, Stella Oudgenoeg, Bianca Vasile, Ana Dumitru.* **Omrop Fryslân: How can Omrop Fryslân create a learning community for regional journalism within its (corporate and) cultural context while fostering reciprocal learning?** *Career Minor Onderzoeksrapport. January 2024.*
- *David Verspui, Sylvana Grasmeijer, Chris Bakhuis, Leanne Pronk, Simona Ciupitu.* **Citizen Participation: Participation as a Playground.** *January 2024.*
- *Ana Maria Dumitru, Bianca-Elena Vasile, Demy Van der Goot, Stella Oudgenoeg.* **Media Lab: How can Omrop Fryslân create a learning community for regional journalism within its (corporate and) cultural context while fostering reciprocal learning?** *Media Lab Onderzoeksrapport. February 2024.*
- *Maan Goedhart, Maryna Chernysh, Claudia Poli.* **Burnout in the Dance Industry: Reflection of preliminary research (AFEM x RUG).** *March 2024.*
- *Ricardo Roebers, Eryn Kelly, Terezie Kvetonova, Aina Forteza Gomez, Lea Gohdes, Dan Padure.* **Diversity and Inclusivity of ESNS Exchange and Partner Festivals: (Wo)Men at Work.** *March 2024.*
- *Anna Huh, Eliza Curran, Dominic Bouvy, Marit Van der Weele, Liana Prodorutti.* **Management & Entrepreneurship Final report: Strategic plan for The Deinum Foundation.** *June 2024.*
- *Carlijn Kamphuis, Lente Preston, Nele Mann, Liv Napier, Stijn Ollefers.* **Final Advisory Report Hunehuis.** *June 2024.*
- *Anas Younes, Areti Gianouli, Laura Ten Kate, Zara Masrour.* **CROSSWISE Final Report Management & Entrepreneurship.** *June 2024.*
- *Anoek Withaar.* **Identity and sense of belonging of Latina women in the Netherlands: A closer look into cultural differences, language barriers, identity shaping and Latina networks.** *Bachelorscriptie. July 2024.*
- *Crihana Andra-Iulia, Felix Balas, Evi Kremer, Nabila Nurzahwa, Henri Stavast.* **Social Lab project: Final advice plan.** *August 2024.*
- *Margret Asmundsdottir, Aniek Verheul, Alexandra Versluijs, Sandra Longmore, Olimpia Nisioi, Chiara Tuccella.* **5 Leeswijzers Engels**, *Stichting Senia.*
- *Kyra Grievink, Kim den Hartog, Fyona Geleynse, Jet Sterkman, Chrystel Venema, Demian Vos.* **6 Leeswijzers Nederlands**, *Stichting Senia.*
- *Leire Moretón Orbe, Eline Elga Schaap, Karsten Brefeld.* **3 Leeswijzers Duits**, *Stichting Senia.*

Presentations

- *6 december 2024, Presentatie Vaklandcollege, Vakland Hogeland, Warffum*
- *4 december 2024, SSST! We doen hier onderzoek!, Presentatie gemeenteraadsleden Groningen*
- *26 november 2024, Voorlichting Leeswijzers Engelse Literatuur Stichting Senia, Presentatie samenwerkingsproject leeswijzers MA Writing Editing & Mediating*
- *11 november 2024, Visualising power structures, Workshop Career minor*
- *14 october 2024, Science Shops within the Humanities domain, presentatie Enlight Staff week, Uppsala*
- *27 september 2024, Onderzoek voor een prikkie, Wetenschapswinkel stand op het Letterenfestival.*
- *23 september 2024, Over de Wetenschapswinkels, presentatie buurtborrel Oranjewijk*
- *12 september 2024, SSST! We are doing research together!, presentatie hoorcollege Communicatie- en Informatiewetenschappen*
- *26 august 2024, SSST! We doen hier onderzoek!, Presentatie bewonersorganisatie Zeeheldenbuurt*
- *27 juny 2024, SSST! We are doing research together! Storytelling Living Knowledge Conferentie Girona*
- *27 june 2024, Men at Work?! Inclusivity in the live music industry, Storytelling Living Knowledge Conferentie Girona*
- *7 june 2024, Panelsessie Landelijke Kennisdelingsdag City Deal Kennis Maken, Groningen*
- *16 may 2024, About the Groninger Science Shops, ENLIGHT webinar*
- *19 april 2024, Kennismiddag Literatuur & Rouw, Wetenschapswinkel evenement omtrent onderzoek over Rouw & Literatuur*
- *17 january 2024, Omrop Fryslân learning community, Presentatie career minor studenten Omrop Fryslân*
- *17 january 2024, Participation as a playground, presentatie career minor studenten gemeente Groningen*

Green Office

Publications

- *Nils Elzinga, Thomas Freese, Ben Feringa, Michael Lerch en Matthias Heinemann.* **Relevance of sustainable lab practices**. *RSC Sustainability. Maart 2024.*
- *Nils Elzinga, Dick Jager, Francine Nijp en Marijke Nieborg.* **Jaarverslag duurzaamheid 2023**. *March 2024.*
- *Nils Elzinga en Francine Nijp.* **Duurzaamheid in Laboratoria in Stroomversnelling**. *Jaarbericht WeWi. April 2024.*
- *Francine Nijp, Maarten Loonen, Rosanna Baledda en Ellie Laetz.* **Informatiepanelen opwarmende aarde.** *April 2024.*
- *Nils Elzinga en Francine Nijp.* **Rijksuniversiteit Groningen voorloper in green labs beweging**. *RUG-website. May 2024.*
- *Francine Nijp.* **Vervuiling door sigarettenafval.** *Mei 2024.*
- *Nils Elzinga en Francine Nijp.* **RUG eerste universiteit in Nederland die zich aansluit bij Green Chemistry Commitment.** *June 2024.*
- *Francine Nijp.* **Electrolytes, interventies in de Linnaeusborg en Energy Academy.** *September 2024.*
- *Francine Nijp.* **Maak de stad groener met een geveltuintje.** *Oktober 2024.*
- *Francine Nijp, Nils Elzinga.* **Afval op straat: één soort afval kom je overal tegen.** *October 2024.*
- *Nils Elzinga, Francine Nijp en Noa Eleveld.* **Video sigarettenafval.** *Oktober 2024.*
- *Francine Nijp.* **RUG 3e duurzaamste universiteit in wereldwijde ranking.** *December 2024.*
- *Francine Nijp, Wanda de Kanter en Dominique Mollet.* **Informatiepanelen sigarettenafval, gezondheidsrecht en lobby.** *December 2024.*

Presentations

- *Amelia Zawadzka.* **Sustainable Future Event: Greenwashing – Workshop.** *February 2024.*
- *Green Office Team.* **Duurzaamheidscoordinatorendag.** *February 2024.*
- *Nils Elzinga.* **Social aspects of sustainability – Guest lecture.** *February 2024.*
- *Dick Jager.* **Presentatie Green Office bij GUILD, Barcelona.** *February 2024.*
- *Nils Elzinga.* **Living lab communication for change – Guest lecture.** *February 2024.*
- *Francine Nijp.* **Opening Expositie Cinquecento Medusae – Presentatie.** *April 2024.*
- *Marijke Nieborg en Francine Nijp.* **Sustainable Education Market.** *April 2024.*
- *Dick Jager.* **Presentatie circulaire economie.** *May 2024.*
- *Nils Elzinga.* **Video circulair met meubilair**. *May 2024.*
- *Josh Bruegger en Nils Elzinga.* **Green office label ceremony**. *June 2024.*
- *Josh Bruegger.* **ESN culture day: sustainable student**. *August 2024.*
- *Nils Elzinga.* **Conference Padua – relevance of sustainable lab practices**. *September 2024.*
- *Dick Jager.* **Greenwise campus Emmen**. *September 2024.*
- *Nils Elzinga.* **European Researchers Night**. *September 2024.*
- *Dick Jager.* **Bezoek Tomdewit**. *October 2024.*
- *Dick Jager.* **Kick off event sustainability week**. *October 2024.*
- *Sandra Phlippen.* **Keynote**. *October 2024.*
- *Klaus Hubacek.* **Lezing**. *October 2024.*
- *Extern.* **Great Green Pubquiz**. *October 2024.*
- *Extern.* **Movie screening**. *October 2024.*
- *Extern.* ***Politie Noord Nederland* Lezing**. *October 2024.*
- *Extern.* **Kenniscafé.** *October 2024.*
- *Extern.* ***Lezing Maarten Loonen.*** *October 2024.*
- *Dick Jager.* **Lustrum night**. *October 2024.*
- *Nils Elzinga.* **Community meeting Green labs**. *October 2024.*
- *Nils Elzinga en Noa Eleveld.* **Video sigarettenafval**. *September 2024.*
- *Dick Jager.* **Gen-Z video**. *October 2024.*
- *Harm Verbeek.* **PhD day UMCG – Greenwashing**. *November 2024.*
- *Nils Elzinga en Dick Jager.* **Interview A-krant**. *November 2024.*
- *Dick Jager.* **Presentatie ENLIGHT Bern**. *November 2024.*

Knowledge centre philosophy

Publications

- *Marc Pauly.* **Aus der Stadt in den Wald: Straßenexerzitien in der Natur. In: Geist & Leben.** *2024.*
- *Marc Pauly.* **Martin Buber's I-It versus I-You Distinction. In: Migration: A Philosophical Toolkit.** *April 2024.*
- *Marc Pauly (editor.).* **Migration: A Philosophical Toolkit. University of Groningen Press.** *April 2024.*
- *Marc Pauly.* **Lef/lev en het werk van Martin Buber. In: JaGDaF.** *April 2024.*
- *Duuk Boerkamp.* **Leeswijzer: Voor ieder wat waars, Rob Wijnberg . Senia.** *May 2024.*
- *Nynke Gerritsma.* **Leeswijzer: Autonomie, Miriam Rasch . Senia.** *May 2024.*
- *Kirsten Kievit.* **Leeswijzer: Links is niet Woke, Susan Neiman. Senia.** *May 2024.*
- *Kirsten Kievit.* **Leeswijzer: Duidelijkheid, Tom-Jan Meeus. Senia.** *May 2024.*
- *Twan Tromp.* **Leeswijzer: Wat we gemeen hebben, Thijs Lijster. Senia.** *May 2024.*
- *Marc Pauly.* **Het bekeren van dwaze harten: Gandhi en Buber over Palestina. In: JaGDaF.** *December 2024.*

Presentations

- *Marc Pauly.* **Lef en het werk van Martin Buber. Wat religie, filosofie en politiek verbindt. Dag van het Jodendom.** *January 2024.*
- *Yorick Karseboom.* **About the Groninger Science Shops**. *May 2024 ENLIGHT webinar.*
- *Marc Pauly.* **Kritisch denken i.v.m. netwerkversterkend werken. Gemeente Groningen.** *May 2024.*
- *Yorick Karseboom.* **Philosophy beyond the walls of the academy. Living Knowledge Conference.** *June 2024.*
- *Yorick Karseboom en Henk Mulder.* **LESSONS LEARNED: Wetenschapswinkels als katalysator van collectieve denk- en doekracht**. *October 2024.*
- *Marc Pauly.* **Mystiek in tijden van polarisatie? Politiek als geestelijke weg volgens Martin Buber. Olamot, online lezing.** *October 2024.*
- *Yorick Karseboom.* **The Science Shop Approach, Nationale Impact Alliantie.** *October 2024.*

Science Shop for Medicine and Public Health

Publications

- *Ilona Folkertsma, Thomas Wieringa. Wishes, concerns, and attitudes regarding the transition to a more plant-based menu within Zorggroep Drenthe. February 2025.*
- *Merije Stellingwerf, Annet Jansen, Vera Verhage. Creative daytime activities and work in the hospitality sector for young people with autism: What is known about the effectiveness of creative daytime activities and work in hospitality for young people with autism? March 2024.*
- *Wietze Hoogeveen, Niels Alberts, Vera Verhage. Environmental and financial impact of the current meat-based diet for Zorggroep Drenthe. January 2024.*

Onderwijs

Publications

- *Tamara de Boer.* **De spreiding van leiderschap in basisscholen en een overkoepelende onderwijsorganisatie.** *Onderwijskundig leiderschap binnen Primenius. June 2024.*
- *Gusta Metz.* **Onderwijsvoorzieningen voor leerlingen met ASS binnen het regulier basisonderwijs.** *Actuele vraagstukken uit het basisonderwijs. November 2024.*

