



Training
the Trainer

D4.3 7 YouTube videos

WP 4 Development of training materials for online use

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VIRT²UE Consortium



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VIRT2UE

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1. Introduction and summary

This deliverable describes the results of Task 4.2. Development of a dedicated ERI YouTube channel and the production of ten YouTube videos. The aim of task 4.2 was to create a dedicated ERI YouTube channel, which aims to reach and engage an already present and large community of scientists who are familiar with a certain type of educational video. For this, ten YouTube videos were developed to augment traditional online and offline teaching materials, while being available for an audience of trainers' and researchers at large.

In the following, the development of 7 YouTube videos will be outlined, and the final products will be described in more detail. For information on the first three videos, please review D4.1 (Delivery of the first educational videos on a dedicated YouTube channel).

2. Five videos on the participatory exercises of the VIRT2UE train-the-trainer program

As mentioned in D4.1 (Delivery of the first educational videos on a dedicated YouTube channel), the future steps for the next 7 YouTube videos were to present experts doing hands-on training. We chose to dedicate a video to each of the five exercises of the VIRT2UE program, resulting in five separate videos. The aim of these videos is to show the structure of each exercise, the aim of the exercise, and in some cases, we included experiences by the participants as well. Due to the COVID-19 pandemic, we were limited in filming the exercises in a face-to-face setting. To circumvent the social restrictions, we opted for recording some of the exercises online. This also gave the opportunity to show the online adaptations of the exercises, and how well they work in a digital environment, which is the reality at the moment of writing.

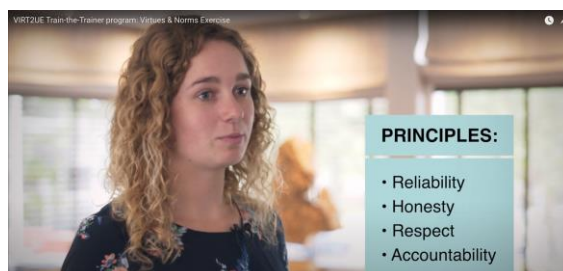
1. [Virtues & Norms](#): (duration 5.03 min)

For filming the first video on the Virtues & Norms exercise, we hired a professional camera crew, who also took care of the editing (ME Visions, the Netherlands). There were five volunteer trainers recruited to act as participants in the exercise. The exercise was adapted from the Moral Case Deliberation Approach by Giulia Inguaggiato (Amsterdam UMC, The Netherlands), and Margreet Stolper (Amsterdam





UMC, The Netherlands). In the video, Giulia Inguaggiato facilitates the exercise whilst Margreet Stolper appears as a participant. We asked for feedback on the first version of the video from the facilitator/designer of the exercise before finalizing the video. Because of the confidential information shared during the exercise, we chose to focus on the experience of the participants for this video.



2. Middle Position (duration 5.36 min)

The second video had to be recorded online due to social restrictions. We asked one of the VIRT²UE trainers of Amsterdam UMC, Krishma Labib, to facilitate the Middle Position exercise, supported by Miro (visual collaboration software). Once again, four volunteer trainers were recruited to act as participants, and the session was hosted over the video conference platform Zoom. The video was edited by ME visions, and we asked for feedback on the first version of the video from the facilitator as well as the designer of the exercise before finalizing the video. In this video we focus both on the content of the exercise and the experience of the participants.





3. [Dilemma Game](#) (duration 4.37 min)

The third video had to be recorded online as well, and had the same structure as the video of the Middle Position: The exercise was facilitated by Marin Vidak (MEFST, Split), who recruited nine volunteer trainers to participate in the exercise. The online recording of this exercise was edited by ME Visions, with a round of feedback including the designer and the facilitator of the exercise before the video was finalized.



4. [Varieties of Goodness](#) (duration 19.01 min)

We planned to film a live lecture by Signe Mezinska (LU, Latvia) with audience, but due to a strict lock-down, Signe Mezinska recorded the lecture online, in order for all trainers to use it in the program right away. The recorded lecture was provided with the same visuals as the other five exercises by ME Visions, the Netherlands.





5. Debate & Dialogue (duration 5.38 min)

We filmed the video for the Debate and Dialogue exercise with an amateur team composed of a retired cameraman and his assistant at Ankara University, Turkey. Eight volunteer researchers participated in the face-to-face session, facilitated by one of the developers of the VIRT²UE training program, Volkan Kavas (ANKU, Turkey). In addition to the shootings made during the session, both the facilitator and the attendees afterwards we video-interviewed on their impressions concerning the features of the exercise. Volkan Kavas edited the rough cut and a professional post-production team (ME Vision, see above) finalized the video in Amsterdam. As this video's main aim is to introduce the exercise to a wider audience, we focused on the participants' experiences and their opinions of the underlying method rather than the content of the discussions during the exercise. We preferred it also to protect the confidentiality of participants.





3. Two animated videos on philosophical and psychological contexts of the VIRT2UE approach

In order to agree on the themes for these videos, meetings were held with members of WP3, WP4 and the project coordination team. Therefore, taking into consideration some of the questions posed by the trainees during the courses, and in accordance with the opinion of the different members of the consortium that have been involved, the themes for the videos were defined: **ETHICAL DECISION MAKING IN RESEARCH** and **MORAL DISENGAGEMENT IN RESEARCH**. Due to the pandemic limitations and the lockdown situation in Portugal, it has been decided that animation is the most adequate method. Therefore, Diogo Morais, a media professional, was hired to edit the videos (Portugal). The storyboard has been prepared by Ana Sofia Carvalho (Portugal, UCP) with the inputs from Armin Schmolmüller (Austria, OeAWI). The script of both videos have been reviewed and adapted by Guy Widdershoven (Netherlands, VUmc) and Armin Schmolmüller.

6. [ETHICAL DECISION-MAKING IN RESEARCH](#) (duration 5.49 min)

(Authors: Ana Sofia Carvalho & Diogo Morais; Portugal, UCP)

This video provides a description of the importance of three common frameworks for ethical analysis (deontology, consequentialism, virtue ethics) in the context of research integrity. It is argued that for research integrity, these frameworks may be regarded complementary, since science may be seen as a communal practice that strives towards a common good (utilitarianism), which can only be done in compliance with certain principles, rules and codes inherent in the scientific endeavor (deontology). Virtue ethics may foster the best side of deontology and consequentialism, as a virtuous person is both informed by rules or beneficial consequences, and knows how to apply rules and how to appreciate consequences by having insight in concrete situations.





7. [MORAL DISENGAGEMENT IN RESEARCH](#) (duration 6.07 min)

(Authors: Ana Sofia Carvalho & Diogo Morais; Portugal, UCP)

This video is an exploration of how *moral disengagement* may occur among researchers due to maladaptive strategies to address conflicting imperatives in science (e.g. self-interest vs. common good), and how *virtuous ethics is important* and may be seen as a means to counterbalance the process of moral disengagement.

Through the enfolding of two parallel narratives portraying the character of John, the risk of moral disengagement is explored, as well as the importance of virtues in researchers, organizations and systems in fostering research integrity. By means of this parallel structure, an archetypical process of moral disengagement is contrasted with an outline of virtuous research.





4. One animated video on implications of debate or dialogue as communication modes

8. [By virtue of: The difference between a debate and a dialogue](#)
(duration min 15.19)

(Author: Armin Schmolmueller; Austria, OeAWI)

This video is inspired by Late Night Satire Shows currently popular on YouTube. The video aims to explore the underlying dynamics of the communication modes debate and dialogue, and therefore aims to contribute to a better understanding of these dynamics. It may therefore be seen as an additional preparatory or post reflective video accompanying the Debate & Dialogue exercise. Building upon the exploration of the etymology of debate and of dialogue, the differences between these two communicative modes is discussed following the deliberations of selected philosophers and writers, such as David Bohm, Arthur Schopenhauer, or Elif Shafak.



